


### Disciplinary Knowledge

- **Locational knowledge** - where places are (oceans, rivers, cities & countries)
- **Place Knowledge** – (local, regional, national, continental and global – similarities & differences; regional comparisons)
- **Human and Physical Processes** - (**physical**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; **human**: city, town, village, factory, farm, house, office, port, harbour and shop)
- **Geographical Skills** – fieldwork, using maps, atlases and compasses.
- **Enquiry Skills**

### Definitions:

- **Environment:** Environment is a place where different things are such as a swampy or hot environment. It can be living (biotic) or non-living (abiotic) things. It includes physical, chemical and other natural forces.
- **Change:** Involves any alteration to the natural or cultural environment. Change can be spatial and/or temporal. Change is a normal process in both natural and cultural environments.
- **Place:** Place describes the human and physical characteristics of a location.
- **Physical characteristics:** Includes a description of such things as mountains, rivers, beaches, topography, climate, and animal and plant life of a place. If a place is described as hot, sandy, fertile, or forested, these terms all paint a picture of the location's physical characteristics. A topographical map is one tool used to illustrate the physical characteristics of a location.
- **Human characteristics:** Includes the human-designed cultural features of a place. These features include land use, architectural styles, forms of livelihood, religious practices, political systems, common foods, local folklore, means of transportation, and methods of communication.
- **Sustainability:** Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.
- **Space:** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
- **Scale:** The scale on a map shows the size of the area represented by the map.



Geography	AUT1	AUT2	SP1	SP2	SU1	SU2
Nursery				<p><b>Name of unit: Where do I live?</b></p> <p><b>Vocabulary:</b> Leicester, England, country</p> <p><b>Key Knowledge:</b>            *Knows that they live in England            *Knows that England is a country            *Can name at least one other country</p> <p><b>Concentric Circles- Where do you live?</b></p> 	<p><b>Name of unit: Seaside</b></p> <p><b>Talk about the differences they have experienced or seen in photos. (compare different seaside places)</b></p> <p><b>Vocabulary:</b> Seaside, beach, same, different, sand, sea</p> <p><b>Key Knowledge:</b>            *Can talk about what they can see in the seaside photograph/picture            *Can say what is happening in the seaside photograph/picture            *Can say if the 2 locations look the same or different</p> <p><b>DK:</b>  <b>Enquiry Skills:</b>            Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p> <p><b>Place and Location Knowledge-</b> Know the difference between land and water.</p>	

<b>Reception</b>	<p><b>Name of unit</b> Describe their immediate environment</p> <p><b>Vocabulary:</b> school, environment, classroom, toilet, playground, field, hall, home</p> <p><b>Key Knowledge:</b> *Knows the names of familiar places within the school environment e.g. classroom, playground field, etc... *Can name some of the objects in their immediate environment *Can describe their immediate environment *Can describe their home environment</p> <p><b>Field work:</b> Explore features within the setting and immediate environment.</p> <p><b>Map Skills</b> To use small world equipment to create own environments</p>		<p><b>Name of unit</b> Understand some important processes in the natural world</p> <p><b>Volcanoes</b></p> <p><b>Vocabulary:</b> Volcano, dormant, active, lava, erupts, extinct,</p> <p><b>Key Knowledge:</b> *Know what a volcano is * know the difference between a dormant and an active volcano *Know that a volcano erupts lava *Know how volcanic eruption led to the dinosaur extinction</p>		<p><b>Name of unit</b> Recognise and explain some similarities and differences between life in this country and life in other countries</p> <p><b>Vocabulary:</b> Similarities/differences, compare, Uganda, Africa, Leicester, Belgrave, school, house, clothes, food</p> <p><b>Key Knowledge:</b> *Know they live in Leicester and that Leicester is in England *Can talk about their home, school, clothes, and food they eat *Can talk about the home, school, clothes, and food of a Ugandan child *Can talk about the similarities and differences between life in Uganda (Africa) and Leicester</p> <p>Draw information from a simple map</p> <p><b>Key Knowledge:</b> *Knows how to read a simple map</p> <p><b>Enquiry Skills.</b> Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p>

(Messy Maps)



Children can collect objects on their walk to help create their messy map.



**Place and Location Knowledge-** Use the local area for exploring both the built and natural environment.

**End of Unit Assessment- Hook.**

Make a place for a fairy/elf/Lego or book character to live. **What features might it have? What does your character need in its local area? Give your place a name.**

<p><b>Year 1</b></p>	<p><b>Name of unit:</b> All About Me (Leicester)</p> <p>Fieldwork – local walk</p> <p><b>Overview of unit:</b></p> <p>*Look at the layout of their own classroom, create a simple map of the classroom using basic symbols. Use locational and directional language to describe the layout of the classroom (nearby, next to, near, far, close to, behind, in front, furthest, closet, further than, closer than)</p> <p>*Children will study the geography of Abbey Mead and the surrounding area</p> <p>*Go on a local walk to identify key physical and human features of surrounding area and locate these on a map</p> <p>*Discuss the location of human and physical features using the cardinal points of a compass (North, south, east, west)</p> <p>Messy Maps or use Lego to allow children to recreate their immediate environment.</p>		<p><b>Name of unit:</b> Whatever the weather (UK)</p> <p><b>Overview of unit:</b></p> <p>*Study weather in the UK – seasonal and daily weather patterns</p> <p>*Use regional and world maps and atlases to identify 4 countries of the UK, the seas surrounding and the capital cities within them</p> <p>*Study some of the human and physical features within each country of the UK</p> <p><b>Vocabulary:</b></p> <p>summer, autumn, winter, spring, seasons, village, wind, snow, rain, hail, fog, wet, dry, hot, cold, city, town, near, far, left, right, Irish sea, North sea, English Chanel</p> <p><b>Concepts:</b></p> <p>Change Place Space</p> <p><b>Key Knowledge:</b></p> <p>Human and Physical geography</p> <p><b>Weather:</b></p> <p>*Know seasonal weather patterns in the UK - the</p>			
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### Vocabulary:

factory, farm, shop, city, town, hill, mountain, river fieldwork, symbols, north, east, south, west, nearby, next to, near, far, close to, behind, in front, furthest, closet, further than, closer than, aerial view (aerial means 'from above' and when we look at something from above, we call this an 'aerial view', sometimes known as a bird's eye view. Aerial comes from the Latin word 'aerius' which means 'high in the air')

### Concepts:

Space  
Scale

### Key Knowledge:

#### Fieldwork:

\* Know that we use fieldwork to view an area ourselves

*length of daylight varies with Winter having the shortest daylight hours and Summer having the longest. The longest day is June 21<sup>st</sup> and the shortest day is December 21<sup>st</sup>*

*Know the weather patterns associated with each season -*

**Autumn** - Temperatures start to drop from Summer, overcast

**Winter** - Coldest time of year, snow, frosty in the morning, sleet, blizzard, hail

**Spring** - Temperatures start to warm up

**Summer** - Hottest time of the year, sunshine, generally dry weather but may be thunderstorms

### Place and Location knowledge

#### UK:

\*Know the name and location of the 4 countries of the UK using maps and atlases (UK only)

\*Know the capital cities from each country (London, Cardiff, Edinburgh and Belfast)

\*Know some characteristics about the different countries in

\*Know how to remain safe, whilst participating in fieldwork  
\*Know how to record information gathered during fieldwork

#### Maps:

\*Know the geography of Abbey Mead and its grounds (aerial map) –  
\*How to devise a simple map using basic symbols  
*(Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located.*

*Know that a key is needed on a map to explain the symbols)*

\*Know the cardinal points on a compass (north, south, east, west)  
\*Know locational and directional language (near, far, left, right, forward and back)

#### DigiMaps

#### Human & Physical features:

\* Know that human features are things made by people and physical features are not made by people  
\*Know some of the key human features that

the United Kingdom  
**(England** – Big Ben/River Thames/Houses of Parliament; **Wales** – Mount Snowden/Conwy Castle; **Ireland** – Titanic Belfast/Giant's Causeway; **Scotland** – Edinburgh Castle/Loch Ness)


\*Know the different seas that surround the United Kingdom (*The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean*)

\*Use a world map to identify the UK and its countries

#### Writing across the curriculum:

**Geography/science:**  
Poster (A3) – spring, summer, autumn, winter

End of Unit Assessment-  
needs to cover key concepts.

	<p>surround Abbey Mead (Melton Road, Golden Mile, Space Centre, shops, places of worship, factories &amp; restaurants)  *Know some of the key physical features that surround Abbey Mead (River Soar &amp; fields)  <b>make sure children are aware that there are no visible hills, mountains, seas or countryside (Visit to Bradgate Park??)</b></p>		<p>What are seasons like in the UK?</p>  <p>Children could plot the UK and list key features from previous lessons.</p>			
<p><b>Year 2</b></p>	<p><b>Name of unit:</b> Florence Nightingale and Mary Seacole (UK &amp; non-European)  Overview of unit:  *Children to know that Florence Nightingale lived most of her life in Derbyshire and Mary Seacole lived in Jamaica  *Compare and contrast the two places</p> <p><b>Vocabulary:</b> location, beaches, cliff, ocean, globe, coastlines, mountains, transport, physical features, landscape, weather, <b>aerial view</b> (aerial means ‘from above’ and when we look at something from above, we call this an ‘aerial view’. Aerial comes from the Latin word ‘aerius’ which means ‘high in the air’)</p> <p><b>Concepts:</b>  Place  Space</p> <p><b>Key Knowledge:</b>  * Compare the human and physical features of Derbyshire and Jamaica (Non – European)  *Locate Derbyshire (UK) and Jamaica on a globe and maps (Understand the differences the maps show of Jamaica and Derbyshire)</p>			<p><b>Name of unit:</b> Our Amazing World (UK &amp; world)</p> <p>Overview of unit:  *Children to know the 7 continents and oceans, link this to the Arctic and seaside (UK)  *Use atlases, maps and globes to identify hot and cold places globally including north and south poles</p> <p><b>Vocabulary:</b>  ariel photograph, landscape, desert, North Pole, South Pole, sea, ocean, city, forest, soil, beach, cliff, coast</p> <p><b>Concepts:</b>  environment  Space</p> <p><b>Key Knowledge:</b>  *Know the name and location of the 7 continents (Europe, North America, South America, Africa, Asia, Oceania and Antarctica) Know that Oceania is often known as Australia  *Know the name and location of the 5 oceans (Atlantic, Indian, Pacific, Arctic &amp; Southern)</p>		



	<p>-Compare the differences between roads and Green Space.  <i>Understand that a map shows you what an area looks like from an aerial view. (Sometimes known as a bird's eye view) (Review Y1, AU1)</i></p> <p>*Know some of the similarities and differences between Derbyshire and Jamaica – physical features (beaches, coastline, mountains, weather, landscape etc.)</p> <p>*Know some of the similarities and differences between Derbyshire and Jamaica – human features (shops, schools, houses, transport etc.)</p>			<p>*Know where the equator (an imaginary line around the middle of the earth) is located</p> <p>*Know where the North and South Poles are located and what they are like (<i>Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole</i>)</p> <p>*Know where it is hot and where it is cold on the Earth (places near the equator are hotter and places near the North and South poles are colder)</p>
<p><b>Year 3</b></p>			<p><b>Name of unit:</b> How the Romans have impacted our lives now? (UK &amp; Europe)</p> <p><b>Vocabulary:</b>  settlement, community, village, topography (the arrangement of the natural and artificial physical features of an area), landmark, region, topographical (hills, mountains, coasts, rivers)</p> <p><b>Concepts:</b>  Place  Space</p> <p><b>Key Knowledge:</b>  *Know the names and locations of counties and cities in the UK – Leicester/Leicestershire, Birmingham/West Midlands, Cardiff/South Glamorgan, Belfast/County Antrim, Glasgow/Lanarkshire, Liverpool/Lancashire, London/Greater London, Newcastle/Tyne and Wear, Southampton/Hampshire</p> <p>*Know that there are 48 counties in England and 92 in the UK</p>	<p><b>Name of unit: Volcanoes &amp; Earthquakes</b> (Pacific Ocean - South America, North America, Japan, New Zealand - Italy)</p> <p><a href="https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html">https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html</a></p> <p><b>Vocabulary:</b>  molten rock, mountain, erupt, dormant, active, extinct, ash cloud, conduit, vent, crater, magma, natural disaster, native, indigenous, volcano, magma chamber, coastal, landscape, cliff, tectonic plates, lava- magma that has reached the surface</p> <p><b>Concepts:</b>  Change</p> <p><b>Key Knowledge:</b>  <b>The structure of the Earth</b>  *Know what makes up the layers of the Earth (crust, mantle, outer core &amp; inner core)</p>

\*Know that a county is an area of the UK which is made up of areas of land, cities and towns that are used for different purposes

\* Know that Italy and England are located within the continent of Europe. (Review Y2 SU1&2)

\*Know Similarities and differences between England and Italy today focusing on human and physical characteristics:

Human features	Italy	England
<b>Buildings</b>	Leaning Tower of Pisa	Tower of London
<b>Historical landmarks</b>	Colosseum	Stonehenge
<b>Population</b>	Around 59 million people	Around 68 million people
Physical features	Italy	England
<b>Highest point</b>	Monte Bianco/ Mont Blanc which is in the Alps – 4808m	Scafell Pike which is a mountain in the Lake District – 978m
<b>Coastline</b>	4700 miles of coastline Mixture of sandy beaches and rocky cliffs	2748 miles of coastline Mainly flat and sandy with many dunes; it has some steep cliffs
<b>Climate</b>	Mediterranean – mild winters and hot, dry summers	Temperate – some hot weather and some cold weather
<b>Volcanoes</b>	Mt. Etna	There are none
<b>Rivers</b>	River Po – 405 miles	River Thames – 220 miles (The River Severn is the longest in the UK)

-crust is a layer of rock around the Earth.

-mantle forms about half of the Earth

- upper mantle is hard but there is magma (liquid rock) beneath.

- core is mostly made of iron.

- temperatures at the core can reach 5500oC

#### Tectonic Plates:

\*Know that the earth's crust is made up of different pieces, called tectonic plates.

\* Know that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.

\*\* Know where some of the 7 major tectonic plates are located (Pacific Plate, North-American Plate, Eurasian Plate, African Plate, Antarctic Plate, Indo-Australia, South-American Plate)

#### Volcanoes

\*Know the key features of a volcano - magma chamber, vents, craters and slopes:

\*Know where most volcanoes are located (Ring of Fire)

\* Know volcanoes can be active, dormant or extinct

\* Know the causes of volcanoes:

- 1.magma wells up and creates an underground chamber
- 2.magma expands and the ground begins to shake
- 3.when enough energy has built up- magma pushes up through one or more cracks called vents and forms a crater
- 4.lava shoots or oozes out of the crater
- 5.Layers of lava build up on top of each other

#### Earthquakes

\* Know that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors or earthquakes.

\* Know that earthquakes are measured on the Richter Scale

\* Know that many earthquakes are very small and unnoticeable; they might cause things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.

\* Know that occasionally stronger earthquakes happen, and these can be very dangerous they might cause

				roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed. <b>Tsunami</b> * Know that a tsunami is caused by an earthquake happening under the ocean
<b>Year 4</b>	<p><b>Name of unit:</b> Raging Rivers (world)</p> <p><b>Geographical Skills</b> – canal walk/visit to Bradgate Park to compare the River Lin and River Soar (speak to rangers and see if they do a river cross section)</p> <p><b>Vocabulary:</b> <b>Rivers:</b> Tides, spring water, meander, tributary, mouth, source, stream, canal, estuary, riverbed, current, riverbank</p> <p><b>Water Cycle</b> evaporation, condensation,, precipitation, water vapour, run off</p> <p><b>Concepts:</b> Sustainability Change Place</p> <p><b>Key Knowledge:</b>  * Know the name and location of the 5 oceans</p>		<p><b>Name of unit:</b> Mountains (world)</p> <p><b>Vocabulary:</b> alpine, avalanche, landform slope, summit, valley, dome mountains, fault-block mountains, fire mountains, fold mountains, scale bar, tectonic plates</p> <p><b>Concepts:</b> Sustainability Change Place</p> <p><b>Key Knowledge:</b> - * know that the highest peak in England is Scafell Pike a (Y3 review – low stake quiz) * Know that a mountain is a large landform that rises above the surrounding land. *Know the location of some of the ‘Seven Summits’ Africa: Kilimanjaro, Europe: Mount Elbrus, North America: Denali, South America: Mount Aconcagua, Asia: Mount Everest, Antarctica: Vinson Massif, Australia: Mount Kosciuszko</p> <p>*Know that a mountain has steep, sloping sides and sharp or rounded ridges, and</p>	<p><b>Name of unit:</b> What impact have the Anglo-Saxons and Vikings had in Britain? (UK &amp; Europe)</p> <p><b>Vocabulary:</b> Land-use, settlement, agriculture- land found mainly in rural areas- farming to produce food, business- including banks, company head offices, leisure, housing, retail- for shops, industrial- factories- where things are produced, digital map, residential- houses are built for people to live in, capital, transport- land for roads, airports and railways, digital maps, recreational- land for leisure activities e.g. parks, sporting activities, cinemas, zoos,</p> <p><b>Concepts:</b> Scale Place Space</p> <p><b>Key Knowledge:</b> *Know the location and capital cities of the following major European countries: France, Spain, Germany, Italy, Greece, Norway, Sweden, Denmark, Russia</p> <p><b>Settlement and Land use</b> *Know that settlements are places where people live and sometimes work. *Know that there are different types of settlement, depending on how many people live and work there. *Know that a hamlet is a very small settlement with just a few houses. *Know that a village is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall. *Know that a town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.</p>

<p>(Y2 review – low stake quiz)</p> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>* Know that a river is a physical feature. It's a large natural stream of water flowing in a channel to the sea, a lake, or another river</li> <li>*Know that a stream is a small, narrow river.</li> <li>*Know that a canal is a man-made waterway</li> <li>* Know that an estuary is where a river meets the ocean</li> <li>*Know that the mouth of a river is the end of it, where it meets the sea, a lake or another river.</li> <li>*Know that the source of a river is where it starts.</li> <li>*Know that a tributary is a small river or stream that joins a bigger river.</li> <li>*Know that the riverbed is the bottom of the river and it is usually made of sand, rocks or mud.</li> <li>*Know that the current is the strength and speed of a river.</li> <li>*Know that the riverbank is land at the side of a river.</li> <li>* Know that meanders are the loops and curves of a slow-moving river</li> <li>*Know and locate the major rivers of the world – Nile (Africa), Amazon</li> </ul>			<p>a high point, called a peak or summit- they are over 600m high.</p> <ul style="list-style-type: none"> <li>* Know that the highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet.</li> <li>* Explore and locate the UK's highest mountains. Ben Nevis (Scotland), Scafell Pike (England), Snowdon (Wales), Slieve Donard (Northern Island)</li> </ul>	<ul style="list-style-type: none"> <li>*Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral</li> <li>*Know different types of land use, e.g. agriculture, housing, industrial, business, leisure, retail and identify them on a digital map</li> <li>*Know different types of land use in Leicester and Leicestershire (residential, agricultural, recreation, transportation, and commercial)</li> <li>*Know that land use can change depending on needs e.g. a small village may grow over time to be a busy town as more people move to live and work there. Land which was once agricultural, open space or forest in the surrounding area is then used for residential, travel, commercial and recreational purposes.</li> </ul>
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(south America),  
Mississippi (North  
America), Yenisei  
(Europe/Asia), Yangtze  
(Asia)

\*Know the 3 sections of  
a river – upper, middle  
and lower course

\*Know the  
environmental impact  
on rivers and how this  
can be improved

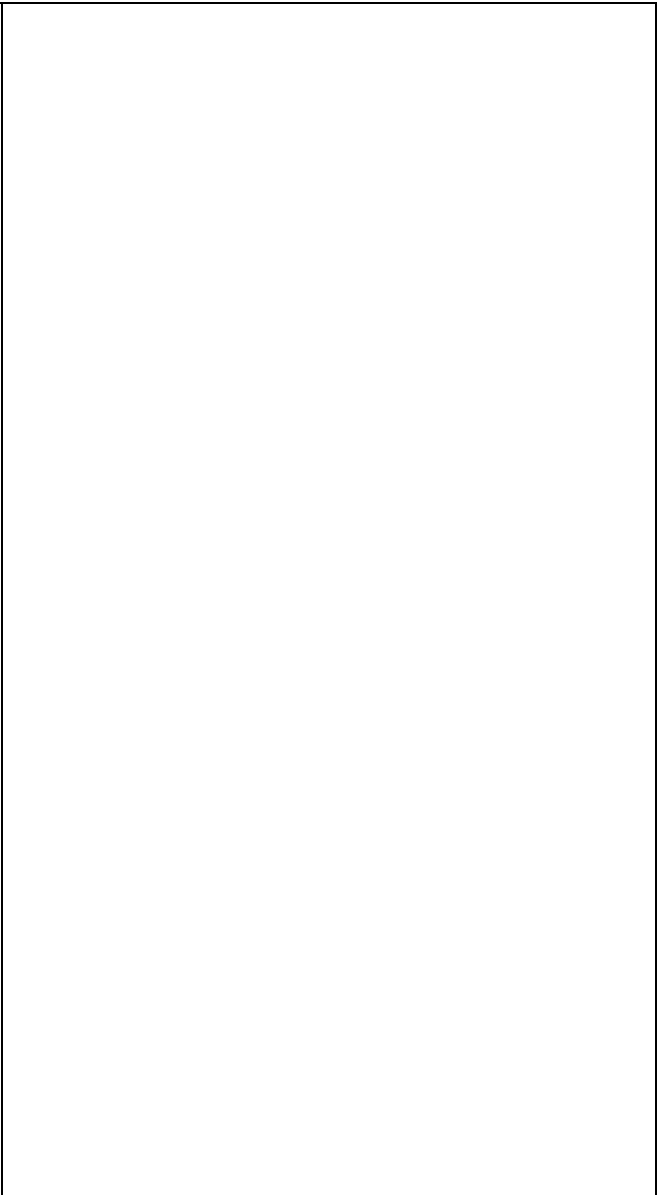
**Water Cycle**

\*Know what the water  
cycle is (can explain the  
whole cycle)

\*Know that evaporation  
is when water changes  
from a liquid to a gas as  
a result of becoming  
hotter

\*Know that  
condensation is the  
process when water  
vapour changes into a  
liquid through cooling

\*Know that as water  
condenses, clouds form  
in the sky. When its cool  
enough it falls  
precipitation (rain, sleet,  
snow, hail)



<p><b>Year 5</b></p>	<p><b>Name of unit:</b> Who's the Mummy? Ancient Egyptians</p> <p><b>Vocabulary:</b> distribution, natural resources, land use</p> <p><b>Concepts:</b> Place Sustainability</p> <p><b>Key Knowledge:</b> *Know the features of the River Nile (information leaflet) *Know about land use and the distribution of natural resources including food and water</p>	<p><b>Name of unit:</b> The world around us</p> <p><b>Vocabulary:</b> Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, latitude, longitude, natural resources, distribution, agriculture, trade. economy, Fair trade is about better prices, decent working conditions and fair terms of trade for farmers and workers</p> <p><b>Concepts:</b> Space Sustainability</p> <p><b>Key Knowledge:</b> *Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. *Understand that the Equator is a line of latitude. *Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. *Understand that anything lying south of the Equator is in the Southern Hemisphere.</p>		<p><b>Name of unit:</b> How did a King end up under a carpark?</p> <p>Field work – local walk to support sketching map of local area</p> <p><b>Vocabulary:</b> Ordnance Survey maps, landmarks, locations, geographer, precise, grid reference, eastings, northings</p> <p><b>Concepts:</b> Space Scale</p> <p><b>Key Knowledge:</b> *Know the 8 points on the compass *Know that maps are not drawn to the same size as the ground because they would be far too big, instead they are drawn to a smaller scale. *Understand that scale can also be written as cm to km - for example 4cm to 1km  *Know what are 4- and 6-figure grid references and how to use them (Ordnance Survey maps)  *Know how to precisely describe locations, landmarks and places as a geographer, including the places where King Richard travelled to – Scale. Space</p>	
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\*Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map.

\*Know that to find out how far east or west a place is, lines of longitude are used.

\*These lines run from the top of the Earth to the bottom.

\*Know that the Prime Meridian is a line of longitude, which runs through London.

Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere.

\*Know that anything west of the Prime Meridian is in the Western Hemisphere.

Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.

\*Know what 'time zones' are and how they affect us

### **Trade**

\*Understand the term 'economy' as 'the system of money, jobs and trade

within a country or region'.  
\*Know that the Africa economy consists primarily of agriculture  
\*Know the range of agricultural products that we use from the Africa including: coffee, tobacco, oranges, bananas, cocoa bean  
\*Know that Trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries.

\*Know trade links and why they are important, (economic activity)  
\*Know the importance of fair trade and how it can be supported  
\*Know how natural resources (energy, food, minerals and water) are distributed -

Writing an informative letter to the Kitchen team about environmentally sourced food.

End of Unit Topic Day Enterprise (raising money whilst using fair trade products)



**Name of unit:** How and why is the Amazon Rainforest under threat? (South America)

**Vocabulary:**

Sustainability, canopy (trees), deforestation (the action of clearing a large area of trees), Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, Tropic of Cancer, Tropic of Capricorn, climate zones, biomes

**Rainforest:** Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world’s plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.

**Concepts:**

Environment  
Change  
Sustainability  
Place

**Key Knowledge:**

\* know the location of equator, lines of latitude and longitude, tropic of Cancer and Capricorn, northern and southern hemisphere/ know that the Amazon River is located in South America (Y5 SP1 and Year 4 AU1 review – low stake quiz)

\*Know the main climate zones and locate these on a map (See Appendix A):

Climate zone	features
<b>Polar</b>	Polar climates have temperatures which are usually below freezing and can reach -60°C in winter. Polar areas are usually covered by snow and ice throughout the year.
<b>Temperate</b>	Temperate climates vary greatly at different times of year, with four distinct seasons.
<b>Mediterranean</b>	Mediterranean climates have long, warm, dry summers and wet winters.
<b>Arid</b>	Arid climates lack natural water sources, with little rainfall. They are very dry and hot.

**Name of unit:** North America - Texas

**Vocabulary:** topographical, human & physical characteristics, environmental regions

**biomes** \*Aquatic: these biomes cover most of the earth and are rivers, lakes, oceans and seas. These biomes are in the water and are home to lots of aquatic animals such as: fish, penguins, sea lions, dolphin and whales (Located near North and South Poles)

\***Tundra:** this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here. It is near the North and South Poles, where it is coldest.

**Forest or Woodland:** these biomes contain lots of trees. They are warmer than the Tundra biomes, but cooler than the other biomes. We live in a forest biome.

**Grassland or Savannah:** these biomes are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found

<b>Tropical</b>	Tropical Climates have high temperature rainfall and humidity all year. Some areas may have a wet and dry season.
<b>Mountain</b>	Mountains have a different climate to their surrounding areas. The temperature on mountains becomes colder the higher the altitude gets. They also tend to have much wetter climates than the surrounding land.

\*Know the location and capital cities of the following major South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

**Amazon:**

\*Know that the Amazon River flows through the Amazon Rainforest, which is a natural resource

\*Know that there are lots of different biomes in the world.

\*Know that a biome is a large area of the earth that has its own environment. (Amazon is the rainforest biome)

\*Know that different biomes have different plants and animals, which are suited to living in their environment.

\*Know that plants and trees in rainforests grow in layers.

\*Know that different animals live in different layers.

\*Know the features of the layers of rainforest:

layer	features	Animals
<b>Emergent Layer</b>	This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.	Only a few animals live in this layer, most of which are birds- they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws.
<b>Canopy</b>	The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spread their branches out to catch most of	The canopy is home to most of the animals and plants of the rainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.

living in grasslands (Located near Equator)  
**Rainforest:** Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.  
**Desert:** these biomes are also near the equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.

**Concepts:**

- Place
- Space
- Scale

**Key Knowledge:**

- \*Know the name and location of the 7 continents/ rainforest biome (Y2 review/ Year 6 review)
- \*Know that North America is made up of 23 countries and the USA is one of them
- \*Know that Texas is a state within the USA.

	the sunlight and rain. There is plenty of food and shelter in this layer.	
<b>The Understorey</b>	The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.	Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.
<b>Forest Floor</b>	The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim and shady layer. The lack of sunlight means fewer plants grow here.	Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.

\*Know that Texas is located on the South coast of the USA, bordering Mexico

\*Know that there are 6 main biomes (Aquatic, Tundra, forest, grassland, Rainforest, Desert) and understand some of their features (see vocabulary above) and identify on a map (Appendix C).

\*Know that Texas is unique to have 3 different biomes in such a small area.

\* Know that the USA is made up of 50 states.

\*Know that a state is an area including many cities and towns, similar to counties in England.

\*Know that Texas is made up of three different biomes: desert, grasslands, forest.

\* Regions - Know that Texas is split into 4 regions:

1. Great Plains
2. North Central Plains
3. Mountains and Basins
4. Coastal Plains

(see appendix B)

\*Know that vegetation belts are plant life as a whole within a certain area, determined by climate, soil, drainage and elevation

\* Know about human influence on climate change (deforestation)

\*Know the impact the impact of deforestation including:

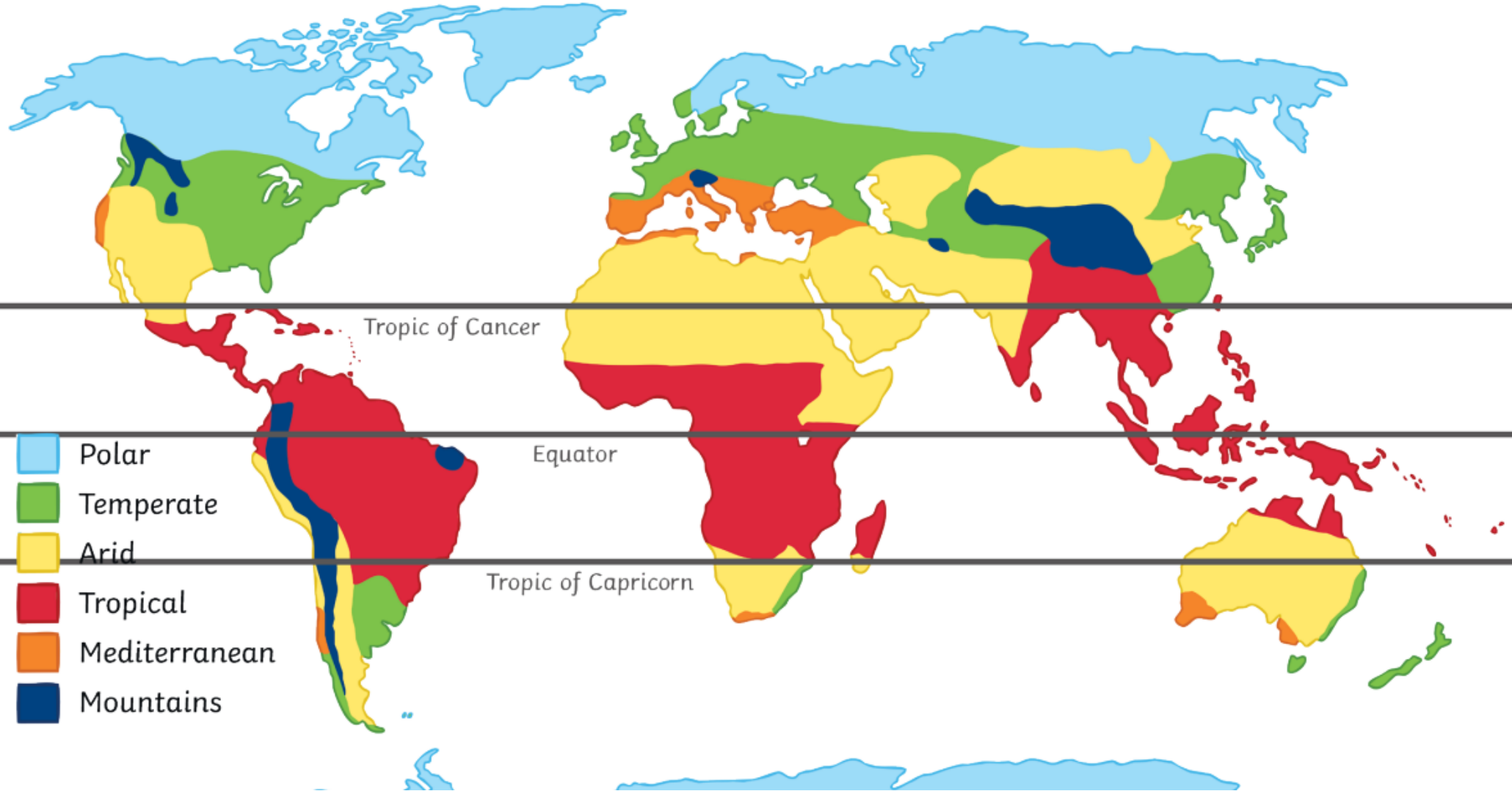
- Lack of biodiversity (The number of different species becomes smaller)
- Soil erosion (Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water)
- Climate change (Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming)
- Droughts (Trees are an important part of the water cycle. Without them, there will be a lack of rain) (Y4 review)

-Habitat loss (Animals and plants lose their home so some may become endangered or extinct)

<b>SEND – Adaptive Teaching</b>	<ul style="list-style-type: none"><li>➤ Adjust the level of challenge - <b>e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work)</b></li><li>➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) – <b>e.g steps to success for creating a map,</b></li><li>➤ Provide worked (completed) and partially completed examples. – <b>e.g - partially completed examples of maps, completed examples of maps for children to label</b></li><li>➤ Highlight essential content</li><li>➤ Re-explain a concept or explain it in a different way</li><li>➤ Give additional (or revisit) examples</li><li>➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles)</li><li>➤ Provide additional scaffolds - <b>e.g – pre-teach vocabulary, ‘I do, we do, you’, chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources/fieldwork, where possible</b></li><li>➤ Set clear targets/expectations</li><li>➤ Provide prompts/sentence stems - <b>e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload)</b></li><li>➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) <b>e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites</b></li><li>➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities)</li><li>➤ Provide vocabulary with visual images - <b>e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit</b></li><li>➤ check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration - – <b>e.g use of mini-plenaries to check understanding (quick quizzes)</b></li><li>➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. - – <b>e.g - give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.</b></li><li>➤ Pre-teach vocabulary, key content etc.</li></ul>
<b>Strategies to stretch</b>	<ul style="list-style-type: none"><li>➤ <b>Identify and account for prior knowledge</b> – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn’t ‘get it’ so quickly – <b>e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.</b></li></ul>

<p><b>and challenge</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Build on interests to extend</b> - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – <b>e.g – questions to research for home learning, projects to complete for home learning</b></li> <li>➤ <b>Depth of content</b> - consider what you can add to create depth, <b>e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas</b></li> <li>➤ <b>Use questioning techniques to boost thinking</b> – ask open-ended questions which require higher-order thinking - <b>e.g – How.....Why.....What does this source tell us?</b></li> <li>➤ <b>Consider learner roles</b> – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, <b>e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive ‘tutor’ role during group work,</b></li> <li>➤ <b>Mastery</b> - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. <b>e.g - analyse and interpret sources/changes in the environment (questions – what’s this? What can we say for certain?, What can we infer?, Does this new source strengthen, amend or completely change our thinking?, What doesn't the source tell us?</b></li> <li>➤ <b>Differentiated success criteria/choice of task</b> – offer a choice of tasks with a different level of challenge</li> <li>➤ <b>Feedback</b> – framing feedback so pupils must take responsibility for improving their own learning – <b>e.g extend more able learners through open-ended questions when providing feedback</b></li> </ul>
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# World Climate Zones



Appendix B – Y6 SU1

	Landscape	Climate
Great Plains <i>Grassland Biome</i>	This region is covered with flat, grassy plains. There are barely any trees. Some canyons can be found in the western parts of the region, which have been carved by rivers.	The average rainfall is 15 – 28 inches per year. This is the coldest Texan region during the winter, but it is still very hot during the summer. Transitions in temperature can cause high winds and wind storms.
North Central Plains <i>Grassland Biome</i>	The land has low, rolling hills and open plains. Features large lakes as popular Texas State Park destinations: Ray Roberts; Cedar Hill; Dinosaur Valley State Park (features dinosaur footprints!).	Weather in this region varies with the seasons. Cooler climates in the winter - occasionally a few inches of snow. Hot summers: it can sometimes be the hottest Texan region during the summer. Violent storms come through the area in spring with heavy hail and high-speed tornados.
Mountains and Basins <i>Forest Biome</i> <i>Desert Biome</i>	The land in west Texas features the only mountains found in the state, as well as desert landscapes. The highest peak in the state is the Guadalupe Peak at 8,751 feet above sea level. The Rio Grande runs on the western border, separating Texas and Mexico.	The desert climate is one of extremes; it is extremely hot during the day and extremely cold at night. The average rainfall is 8- 20 inches per year

Coastal Plains <i>Grassland Biome</i>	Coastal Plains is the largest of the four regions. This region covers about 1/3 of the land in Texas. The east side borders the Gulf of Mexico. Many major cities are in the Coastal Plains region: Austin Dallas Houston San Antonio.	The climate of the Coastal Plains is mild. Summers are typically hot, with temperatures reaching highs of the upper 90s or 100s. Winters are typically cooler, with temperatures in 40s and 50s. The average temperature of the region year round is 77 degrees. The region receives roughly 40-60 inches of rain per year, the most of any Texan region. This region also has more tornadoes and hurricanes than any other region in Texas.
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