

YEAR	Term 1	Term 3	Term 5
Year 1	Here I am Substantive knowledge - We live on the Earth. - My home, our school and our community is at the local scale. - Human settlements can be a city, town, or village, depending on their size. Human features are man-made, physical features are those that would be there without humans - Human features in my local area include: shops, factories, offices, houses, doctors, swimming pool, schools, roads, railway, bridges - Physical features in my local area include: hills (explain that the White Horse itself was man-made), soil, forests, lake - Key words: river, forest, soil, hill, shop, house and office Disciplinary knowledge to be taught: - A plan view is the view of an object or place from above - Look down on objects to draw a plan view of them - Draw a route on a map and label features in correct order - Interpret and give locations and directions using left and right - Recognise simple hazards and steps we can take to avoid them - Draw a basic field sketch of one area - Observe and name features in the environment	Where we are Substantive knowledge - My home, our school and our community is at the local scale, UK and countries are at the national scale. - The UK is made of four countries: England, Scotland, Wales and Northern Ireland. - The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). Rural means countryside, urban means towns and cities. - Rural areas include farmland. This can be for either pastoral or arable farming. - The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas, we see deer, badgers, wetland birds and birds of prey. Coastal areas are areas of land that are near the sea. They can be rural or urban. - Features in coastal areas include beach, cliff, sea and ocean. Disciplinary knowledge to be taught: - Identify land and water on a map - Identify country boundaries on a map - Looking at images in oblique view	There you are Substantive knowledge - There are seven continents in the world, six of which people live on. - There are countries within each continent (except Antarctica). - While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. - The Equator is an imaginary line across the Earth. - The North Pole and the South Pole are at the top and bottom of the Earth. - Kenya is a country in Africa which has the Equator running through it. - Urban areas in different parts of the world have similarities and differences. - There are poorer and wealthier areas in every city. - Human and physical features of Nairobi and local city in UK. - Rural areas in different parts of the world have similarities and differences. - Human and physical features of Naro Moru and local rural area in UK. Disciplinary knowledge to be taught: - A globe is a round map of the Earth - Use and interpret 2 compass points (N and S)
Year 2	Mini Mappers Substantive knowledge Location is a point on a map. Place is the emotional attachment to a location. Fieldwork is practical work that is carried out by a researcher in the natural environment (not the classroom, office or laboratory). Disciplinary knowledge to be taught: - Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). - Draw a sketch map of a route with some approximate scale and features in correct order. - There are four compass directions, north, south, east and west, and these are different from left, right, up and down. Scale is used to show size proportionally. We draw representations of real life which are bigger or smaller than the real thing.	Hot and Cold Deserts Substantive knowledge - The weather is short-term. Climate is long-term summary of the weather conditions Precipitation is the fall of water as rain, sleet, snow or hail Deserts are places where there is very little precipitation Hot deserts have a very hot and dry climate Cold deserts have a very cold and dry climate - Hot and cold deserts are found in all continents and vary in size - Hot deserts are usually found near the Equator - Cold deserts are usually found near the North and South Poles - Features of a hot desert include rocks, sand dunes, oases, and small settlements. - Features of a cold desert include mountains, ice sheets, and small settlements, including research stations. - The Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) - Different animals and plants live in hot and cold deserts.	Rivers, seas and oceans Substantive knowledge Rivers, lakes (freshwater), seas and oceans (saltwater) are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. - Rivers travel from highland areas (the source) to lowland areas (the mouth). - Human features around rivers include valleys, mountains, hills and vegetation. Land use is how land is used by humans. - Land use can be for economic uses, including farms, factories and leisure, or settlements. Agriculture is the word used to describe the practice of farming. - The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. - There are five oceans in the world. These are larger than seas - The seas around the UK flow into the Atlantic Ocean. Harbours are found (and ports can be found) where the land meets the sea.

	- A map scale is the relationship between a distance on a map and the corresponding distance on the Earth. - Give and interpret basic OS map symbols. - Make simple conclusions about a fieldwork enquiry.	Disciplinary knowledge to be taught: Identify similarities and differences between two non-local places	- Humans use seas and oceans for economic and leisure uses, the main economic use is trade. - Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species.
Year 3	The UK Substantive knowledge - The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland - England and the UK are split into regions - Regions in England and the UK are split into counties - There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) - The three longest rivers in the UK are the Severn, Thames and Trent - Settlements can be hamlets, villages, towns and cities, depending on their size - Physical features of the South West include mountains, hills, forests, cliff, beach, river, and valley - Human features of the South West include national parks, hamlets, villages, towns and cities, factories, offices Land use in the South West has changed over time (green space is filled; towns have become larger) Disciplinary knowledge to be taught: - Use and interpret 8 compass points - Identify county boundaries on a map - Give and interpret standard OS symbols - Political maps show human boundaries and features; physical maps show physical boundaries and features	Volcanoes Substantive knowledge - The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) - The crust is split into tectonic plates that meet at plate boundaries. - Tectonic plates move: towards each other, away from each other, or alongside each other. - A volcano is an opening in the Earth's crust through which material can erupt. - Volcanoes can be formed at destructive plate boundaries, where plates move toward each other. - Volcanoes can be formed at constructive plate boundaries, where plates move away from each other. - Volcanoes can be active, dormant or extinct. - The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. - Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars. - There are two main types of volcano, shield (less violent eruptions) and composite (explosive). Shield volcanoes are more likely to form at constructive plate boundaries and composite volcanoes are more likely to form at destructive plate boundaries. - Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water. La Soufriere is a volcano on the island of St Vincent in the Caribbean that erupted in April 2021. Etna is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. Disciplinary knowledge to be taught:	Looking at Europe and Tourism Substantive knowledge Europe is made up of 50 countries; Russia is split across Asia and Europe. Tourism is the business of supporting and encouraging people to visit a place for fun. - We can categorise effects into social, economic and environmental. - The Alps stretch across France, Italy, Switzerland, Austria and other countries. It is popular with tourists, and this has positive and negative impacts. - The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. It is popular with tourists, and this has positive and negative impacts. - Many people rely on tourism, and it needs to be managed sustainably. - Case study: Tourism in local area, and how this changed over time. Disciplinary knowledge to be taught: - Say whether a map is at the local, national or global scale - Spatially match locations on maps of different scales - Identify a range of political and physical boundaries

		• Comparisons: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. • Interconnections & change: Physical features can affect human development e.g. living near volcanoes • Forming Judgements: Evaluate the positives and negatives of living near volcanoes.	
Year 4	Location South America and Brazil Substantive knowledge • Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres • South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries • Brazil can be split into political and physical regions. Three physical regions include: the Amazon rainforest, Cerrado and Mata Atlantica. • Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers • Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. Disciplinary knowledge to be taught: • Political maps show human boundaries and features; physical maps show physical boundaries and features • Use and interpret 8 compass points	Tropical Rainforests Substantive knowledge • Biomes are global ecosystems that contain specific species of organisms. • Tropical rainforests are biomes that are found in places with high temperatures and lots of precipitation. • Tropical rainforests are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. • Tropical rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) • Atmospheric circulation drives weather and climate conditions around the world, causing the hot and wet places in which tropical rainforests form. • Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor. • Tropical rainforests have very high biodiversity, and there is interdependence between species. • Tropical rainforests provide resources for humans, such as medicines and foods. This is important at the local and global scale. • Plants in tropical rainforests absorb CO₂ from the atmosphere, which is important for keeping our planet cool. • Chopping down trees is called deforestation. • Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging • At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation. Disciplinary knowledge to be taught: • Draw an object to scale • Recognise that people have differing opinions about environmental issues • Scale is used to identify the different impacts of change (small scale vs large scale logging)	Earthquakes and settlements Substantive knowledge • An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries. • Earthquakes usually occur at boundaries where the plates are sliding past each other. They can also occur at destructive and constructive plate boundaries. • The focus is the point inside the Earth where the earthquake came from; the epicentre is the point on the Earth's surface above. • The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage. • Countries in the world can be classified as low- medium- or high-income countries (LIC, MIC, HICs). They appear in all continents. • Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits. This is usually different in HICs and LICs. • Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011. • Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects. Disciplinary knowledge to be taught: • Locate places and features using letter and number coordinates on a map

Year 5	Investigating World Trade Substantive knowledge • Examples of natural resources include wood, food, water and fossil fuels. • Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. • Natural resources are unevenly distributed across the world, and can be renewable or non-renewable (finite). • People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. • HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. • Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. • UK imports food from across the world. Food miles describes the distance that food has travelled (in miles) from source to plate. • There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. • Agriculture has moved from subsistence to commercial so that food can be traded. • Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. Disciplinary knowledge to be taught: • Locate places using 4-figure grid references • Express opinions about environmental issues with reasons	Looking at North America and Water Substantive knowledge • The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. • The upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two. • Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. • Waterfalls are formed in the upper course of the river when water gradually erodes soft rock. • Meanders are bends in the river that form in the middle and lower courses. • Floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river. • Land use is different around the lower, middle and upper courses of rivers in North America Disciplinary knowledge to be taught: Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)	Climate across the world Substantive knowledge • Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains • Climate zones are usually found in more than one continent; and some continents have several climate zones. • Some climate zones (e.g. temperate) usually have a much higher population density than others. • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora). The major biomes of the world are: tundra, tropical rainforests, coral reefs, temperate forests and hot deserts • Vegetation belts are areas that have similar plant life, owing to similar climate, soil and drainage. • Global warming happens naturally as a result of the greenhouse effect. • The enhanced greenhouse effect – and unnatural global warming – is caused by too many greenhouse gases in the atmosphere. • The enhanced greenhouse effect is caused by human activity, such as burning fossil fuels, agriculture, deforestation, waste and transport. • Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. • Globally, climate change is creating extreme weather events, causing sea levels to rise and increasing risk to vulnerable and endangered species. • The effects of climate change on the UK include drought, heatwaves, sea level rise and flooding. These effects can be particularly damaging to our vulnerable species including the curlew, newt and dormouse. • Vulnerable biomes are areas sensitive to change and most at risk of damage due to climate change. Disciplinary knowledge to be taught: • Interpret and construct climate graphs
Year 6	Improving the Environment Substantive knowledge • Some locations are better suited to some renewable energy sources than others, based on their physical and climate features • Plastics take hundreds of years to break down. They can kill organisms directly or indirectly by destroying habitats • Plastic waste is created across the world, and often ends up in oceans	Migration Substantive knowledge • Maslow's hierarchy of needs show what humans need to survive and thrive • Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) • People migrate because of push and pull factors • Voluntary migration usually happens because of economic or social factors.	UNIT TO BE TAUGHT SHOULD FILL GAPS IN PRIOR KNOWLEDGE This term, the children will consolidate key knowledge taught throughout KS2. Teachers will look through assessments of prior units taught from year 3 to 5 and re-teach/revise topics where required. Teachers should prioritise the following units when considering whether knowledge is secure: Physical Geography: • Rivers (from year 5)

Key learning for LPA and SEND learners highlighted yellow – to be taught as priority

	• The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined • Plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic • Sustainable cities limit damage to their environment • Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China; Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa) <i>Disciplinary knowledge to be taught:</i> • Locate places on a world map using longitude and latitude • Evaluate responses to environmental issues	• Expectations of migration are not always met in reality. • European case study: Poland to UK 2004-today • North American case study: Mexico to USA • Forced migration happens as a result of life-threatening events, such as conflict or physical disasters • Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status • Refugees are given international protections and support in settling in a different country • Asian/European case study: Syria to countries in Europe • Many people migrate to and from our local area, which impacts our community. <i>Disciplinary knowledge to be taught:</i> • Interconnections & change: Migration is usually the result of a related set of push and pull factors these can be both physical and human factors.	• Volcanoes and Earthquakes (year 3 and 4) • Rainforests (year 4) • Lines of longitude and latitude (year 4) • Climate zones (year 5) <i>Human Geography:</i> • Tourism (year 3) • Trade (year 5) • Enhanced greenhouse effect (year 5)