THE BRAMBLE ACADEMY

Geography at The Bramble Academy	
Substantive knowledge in Geography:	Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum: • locational knowledge • place knowledge • environmental, physical and human geography • geography skills and fieldwork
Disciplinary knowledge in Geography:	Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers.
Vocabulary:	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum to ensure vocabulary is both progressive and ambitious.

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Sequence of Knowledge

KS1 – Year 1

Autumn				Spring			
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**
	Understand geographical features through studying the human and physical geography of a small area of the United Kingdom.	Use basic geographical vocabulary to refer to key features.	Use simple compass directions (North, South, East and West) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment such as routes, roads. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map using basic symbols on a key.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical features through studying the human and physical geography of a small area of the United Kingdom.	Use basic geographical vocabulary to refer to key features.	Use simple compass directions (North, South, East and West) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment such as routes, roads. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map using basic symbols on a key.
Y1 Key concept: space, place **What is our local area and how can it be improved?** Within this unit, the children will learn to identify the key features of the local area. They will learn about the similarities between Mansfield and the area surrounding the school. They will learn to use geographical vocabulary to describe the physical features of Rotherham and to express their likes and dislikes.				**Y1 Key concept: space, place** **What is the United Kingdom?** Building on the last enquiry's work, children will learn to identify the key features and uses of wider United Kingdom. They will learn about the makeup of the UK as well as the capital cities and surrounding seas. The UK's weather and seasonal patterns will also be studied to think about the overall climate of the UK.			

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Lesson Inquiry Questions

Key ideas pupils will know and understand:

NB Pre-learning assessments and knowledge organisers must be shared at the start of the teaching sequence.

Week 1: Why do we need maps?
- To know what a landmark is.
- To know what a map is.
- To know human and physical features can be identified on maps.

Resources: Odizzi, Teaching Primary Geog: Page 36

Week 2 and 3: What does my local area look like? (Local area walk)
- To know what a landmark feature is.
- To know what a map is.
- To identify Bramble and its surrounding features on a map.
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Resources: Odizzi, Teaching Primary Geog: Page 36

Week 4: Where can I explore in my local area? (Local area walk)
- To identify human and physical features of the local area whilst on the walk.
- To identify the different building types in the local area, e.g. shops, houses, flats.
- To classify and sort photos of the different features from the local area.

Resources: Odizzi, Teaching Primary Geog: p32, 33

Week 5: How does a map show us where we are?
- To draw a sketch map of the local walk and add basic symbols with a key.
- To know how to represent the different buildings and infrastructure e.g. roads, on a map.
- To understand what a 4-point compass is and use the different directions.

Resources: Odizzi, Teaching Primary Geog: p38 to 41

Week 6 (Framed enquiry): How can our local area be improved? – visitor questions – PCSO
Model village local area with new amenity- park, sports centre etc
- Consolidate key ideas.
- To use a visitor familiar with the area (grandparent/PCSO) to conduct further research before creating their own model area with their suggestions added. Children to explain the reasons for their choice of feature and location.

Resources: Odizzi, Teaching Primary Geog.

Lesson Inquiry Questions

Key ideas pupils will know and understand:

NB Pre-learning assessments and knowledge organisers must be shared at the start of the teaching sequence.

Week 1: What is the United Kingdom?
- To identify the UK on a map, globe and how it is represented on Google Earth/Digimap.
- To know the four countries and capital cities of the UK
- To understand that the United Kingdom is made up of Great Britain and Northern Ireland
- To know the UK is part of the British Isles which are a group of islands.

Resources: Odizzi, Teaching Primary Geog: Page 28-36

Week 2: What do our capital cities look like?
- To know that Mansfield is a town near Nottingham in Nottinghamshire.
- To name some of the landmarks (human and physical) of each of the capital cities (2 cities per lesson study)

Resources: Odizzi, Teaching Primary Geog: Page 36-44

Week 3: Which seas surround the UK?
- To use compass directions (revisit) to identify the positions of the seas and bodies of water surrounding the UK.
- Locate and identify the Irish Sea (which contains the Isle of Man), the English Channel (Channel Isles), the Celtic Sea and the North Sea.

Resources: Odizzi,

Week 4: What types of weather do we see within the UK?
- To know that the UK has warm summers and cool winters (temperate climate)
- The UK has 4 seasons: Spring, Summer, Autumn and Winter
- To use the vocabulary (blue column) to refer to the frequent types of weather in the UK.

Keep a daily weather dairy for two weeks.
Resources: Odizzi, Teaching Primary Geog: 76-84

Week 5 (Framed enquiry): What is the weather like in the UK?
Present a weather forecast using the compass skills and locational skills.
Explain what the weather is like in each of the four capital cities and that of Mansfield using correct weather/seasonal vocabulary.

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Vocabulary: journey route landmark, address, transport, post code, supermarket, tower, lake detached, semi-detached, bungalow, residential, industrial, recreational, flats north, south, east, west **Key physical features:** forest, hill, mountain, river, soil, valley, vegetation, season and weather **Key human features:** city, town, village, factory, farm, house, office and shop	Vocabulary: British Isles, Great Britain, England, - London, Scotland, - Edinburgh, Wales, - Cardiff, Northern Ireland – Belfast, country, capital city, journey, route, landmark, address, transport, post code, supermarket, tower, lake, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, spring, summer, autumn, winter, north, south, east, west. **Key physical features:** forest, sea, hill, mountain, river, soil, valley, vegetation, season and weather **Key human features:** city, town, village, factory, farm, house, office and shop
Prior Learning: Recap prior learning through 'reactivation' and pre learning task. simple maps local environment	Prior Learning: Recap prior learning through 'reactivation' and pre learning task. simple maps local environment

THE BRAMBLE ACADEMY

Sequence of Knowledge

KS1 – Year 2

Autumn

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
Name and locate the world's seven continents and five oceans.		Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Pupils must understand the difference between weather and climate- POLES, DESERTS/RAINFORESTS Revisit: Identify seasonal and daily weather patterns in the United Kingdom	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage – locate hot and cold places in the world plus special landmarks such as mountains/ major cities, etc.

Y2 Key concepts: place, space, scale, diversity, physical and human geography

What would it be like to one of the 7 continents?

Building on their understanding of their local area, pupils will start to explore the wider world beyond the UK and start to see the differences in physical and human geography and how hot and cold areas affect the concept of space.

Spring

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Use basic geographical vocabulary to refer to key features.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Y2 Key concepts: place, space, scale, diversity, physical and human geography

What is beside the seaside?

Building on the prior enquiry of mapping and the local area, children will investigate what a coast is and the features associated with it. They will conduct fieldwork at a coastal location and think about how the area is used differently to our local area. Furthermore, they will compare the coastal location with a similar area in a contrasting non-EU country.

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Lesson Inquiry Questions
Key ideas pupils will know and understand

Week 1: Where are the 7 continents and what are they called?

- To know that the 7 continents are Europe, Africa, Asia, North America, South America, Oceania and Antarctica
- To be able to locate them on both an atlas, globe and digital map
- To know that a continent is a large mass of land separated by geographical features.

Resources: Odizzi, Teaching Primary Geog: p13-18

Week 2: Where are the 5 oceans and what are they called?

- To know that the 5 oceans are the Atlantic, Pacific, Indian, Arctic and Southern Ocean
- To be able to locate them on both an atlas, globe and digital map
- An ocean is a vast body of salt water that covers 71% of the Earth's surface

Resources: Odizzi, Teaching Primary Geog: p13-18

Week 3: What do hot areas of the world look like?

- To understand the difference between weather and climate
- To identify, name and locate hot areas of the world in relation to the equator
- To describe the characteristics of hot areas of the world
- To refer to the 4 points of the compass when describing hot areas of the world

Resources: Odizzi, Teaching Primary Geog: p60-67

Week 4: What do cold areas of the world look like?

- To understand the difference between weather and climate
- To identify, name and locate cold areas of the world in relation to the north and south poles, as well as the equator
- To describe the characteristics of cold areas of the world
- To refer to the 4 points of the compass when describing cold areas of the world

Week 5 and 6 (framed enquiry): What would it be like to one of the 7 continents?

Provide children with a tourist's search criteria to visit one of the 7 continents. Children then create a holiday brochure outlining:

- Describe the continents name, location, climate and surrounding oceans.

Lesson Inquiry Questions
Key ideas pupils will know and understand

Week 1: How would I get to the coast?

- To know how maps show basic symbols and routes to and from places
- To be able to use directional vocabulary to describe a route to a given location

Resources: Odizzi, Teaching Primary Geog: p84

Week 2 and 3: What would I find at the coast?

- To understand that the coast is where land meets the sea
- To know that some geographical features of the coast are: cliffs, beach, harbours, tourist attractions, towns, sea defences, caves
- To know how humans have tried to use the coast to protect land and use it for commercial uses

Resources: Odizzi, Teaching Primary Geog: p68-76

Week 4 and 5: Fieldwork: Visit to the coast: What would I find at the coast (enquiry)?

- To name and locate the human and physical characteristics of Flamborough
- To know how to locate key features using an aerial map
- To understand what research is when conducting fieldwork
- To know how to take observations for use in later geographical presentation

Use the aerial map to identify human and physical features of the coastal area. Take real photographs on a camera and match them to the corresponding area on the map.

Resources: Odizzi, Teaching Primary Geog: 4-8

Week 6 and 7: Does a coastline always look the same?

- To know that Lagos is in Nigeria, which is a country in the continent of Africa and locate this using atlas, globe and digital maps
- To know some of the human and physical characteristics of Lagos, Nigeria

Resources: Odizzi, Teaching Primary Geog: p52

Week 8 (framed enquiry): What are the similarities and differences between 'Lagos' and Cleethorpes?

- Consolidate Key ideas from above.

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Resources: Odizzi, Teaching Primary Geog: p13-18	- To know that not all coastlines around the world are the same (headlands, beaches, cliff types, bays) *introduction to Nigeria- page 52* *Create a leaflet outlining the key features of each location, leading to a comparison.*
Vocabulary: cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm spring, summer, autumn, winter capital city, North Pole, South Pole, map symbol, key, North, South, East, West **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Key human features:** city, town, village, factory, farm, house, office, port, harbour and shop	Vocabulary: capital city, North Pole, South Pole, map symbol, key, North, South, East, West **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, marsh, mudflat, river, soil, valley, vegetation, season and weather **Key human features:** city, town, village, factory, farm, house, office, port, harbour and shop
Prior Learning: Recap prior learning through 'reactivation' and pre learning task. Recap prior learning through 'reactivation' and pre learning task. compass/ directional vocabulary finding the UK on a map and various locations use of world map, globes and atlases seasonal weather patterns map symbols recapping UK country and capital city make up	Prior Learning: Recap prior learning through 'reactivation' and pre learning task. compass/ directional vocabulary finding the UK on a map and various locations use of world map, globes and atlases seasonal weather patterns map symbols

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Sequence of Knowledge

KS2- Year 3

Autumn

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, *(exploring the difference between a city, county, region, country).*	Physical geography including rivers, mountains, water cycle. Human geography; types of settlement and land use.	Map work to include introduction of 4 figure grid references and eight-point compass directions. The introduction of map symbols instead of simple imagery. Create a map using features in a correct order and simple scale. Understanding the zoom features of mapping show closer up symbols. Work with 1:1250. 1:12500 and 1:10000 scale on Digimap.

Y3 Key concepts: physical and human geography, diversity

What's so special about Mansfield?

Using their prior knowledge of the UK, children will broaden their knowledge by looking at human and physical features (topographical features- mountains, rivers and the water cycle process) of the region. Pupils will consider the different types of settlement and use of the land and why populations choose to settle in these different types of landscapes. They will need to look at what countries are in the UK, their counties and regions, leading to a more in-depth study of Mansfield.

Spring

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
Locate the world's countries, using maps and globes to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Physical geography including rivers, mountains, water cycle. Human geography; types of settlement and land use.	Map work to include introduction of 4 figure grid references and eight-point compass directions. The introduction of map symbols instead of simple imagery.

Y3 Key concepts: physical and human geography, interdependence, diversity

What are the UK's precious resources?

Using their prior knowledge of the UK, children will broaden their knowledge by looking at the natural resources across the UK and focus on the types of resources we use for energy in Nottinghamshire and the surrounding region. Pupils will investigate the pros and cons for different energy types as well as enquire about how Nottinghamshire is ensuring cleaner energy types can be used.

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Lesson Inquiry Question **Key ideas pupils will know and understand**	Lesson Inquiry Question **Key ideas pupils will know and understand**
Week 1: What are the main cities of the UK? **What are UK counties, districts, regions?** - To know the 4 capitals of the UK. - To know that Mansfield is a town and not a city. - To know cities, local towns and some villages to Mansfield. - To know the difference between counties, districts and regions and that the UK is divided up into counties, regions and districts - To know Mansfield's location within the UK. Resources: Odizzi, Teaching Primary Geog: p103-110,113 **Week 2: What is special about the UK?** **How do people use the land?** - To know notable UK physical characteristics and topography: rivers, coasts, hills and mountains (lesson 1) - To know notable UK human characteristics and landmarks: cities, towns, places of interest and popular interest/significance (lesson 2) - To know the different land types in the UK (industrial, residential, rural, urban, recreational, coastal) and how humans have adapted to the diversity of these. Resources: Odizzi, Teaching Primary Geog: p108,114 **Week 3: What can we learn from compass directions?** **How are grid squares useful?** - To know the 8 cardinal points of a compass. - To know how to interpret 4 figure grid reference maps. - To identify human and physical features on maps and identify the different land use - To know that symbols and keys are used in maps to identify human and physical features Resources: Odizzi, Teaching Primary Geog: p95-102 **Week 4: How has Mansfield changed over time?** - To know that Mansfield used to be a rural settlement before the industrial revolution - To know that migration from within the UK and overseas has shaped Mansfield due to the minerals and resources that are local to the region - To identify how the land has changed over time and identify how the land is used today Resources: Odizzi, Teaching Primary Geog: p95-102	**Week 1: What types of energy are used in the UK?** - To recap place and locational knowledge for the local region - To know the energy types are divided into finite (fossil fuels) and renewable energies. - To understand which types of energy we use in our area and how it has changed over time (industrial revolution and onwards) Resources: Odizzi, Teaching Primary Geog: p232 **Week 2 and 3: Fossil fuels or renewables – What would you choose?** - To know the advantages and disadvantages of renewable energy. - To be able to compare comparing fossil fuels to nuclear energy and renewables based on weather such as wind/solar. Resources: Odizzi, Teaching Primary Geog: p232 **Week 4 and 5: Fieldwork week: National Coal Mining Museum: How does the UK rely on coal and how is this changing?** - Children to visit the museum and understand that coal was the main natural resource used for powering our industry for the last three centuries. - To know that coal is a fossil fuel and a finite resource which also has harmful effects on the environment - To use map skills to plan their route from Bramble to the museum Resources: Odizzi, Teaching Primary Geog: p103-110,113 **Week 6 and 7: Why can each of the UK not generate its own energy?** - To know how different parts of the UK are interdependent for energy. - To know that different parts of the UK have different natural resources and energy uses depending on the area. - To know why each area needs other areas to survive- e.g. coal burning power stations provide jobs etc Resources: Odizzi, Teaching Primary Geog: p230 **Week 8: Framed Enquiry: Where would you build a wind farm in Nottinghamshire?** - To consolidate Key Ideas Resources: Odizzi, Teaching Primary Geog

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Week 5 and 6: Framed Enquiry: Compare and contrast how the land use in Mansfield has changed in Rotherham and give reasons for this. To consolidate key ideas and to explain how Mansfield and its surrounding areas are interdependent on each other. ***Consider how the industry and people here need the rest of the Nottinghamshire region but, in turn, Nottinghamshire centres around Mansfield and Nottingham.***	
Vocabulary: counties, capital cities, countries, village, town, city, regions, land use, rivers, mountains, hills, settlement, coasts, 8 cardinal points of a compass, grid references, map symbols	Vocabulary: regions, finite, renewable energy, power stations, fossil fuels, climate change, urgency, climate emergency, scientific evidence, renewable, finite, energy, wind, water/tidal, solar
Prior Learning: Recap prior learning through 'reactivation' and pre learning task. World's continents and oceans Countries of the UK Capital cities of the UK Settlement, rivers Map work, recap symbols	Prior Learning: Recap prior learning through 'reactivation' and pre learning task. locating continents and oceans mountains rivers cities map work including symbols

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Sequence of Knowledge

KS2- Year 4

Autumn				Spring			
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**
Locate the world's countries, using maps and globes to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and that of the UK		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, basic symbols for landmarks, roads and physical features such as woods/ water features- children to build on last year's mapping skills to develop reasoning, e.g. why are the buildings placed close to the river here? Create a map using features in a correct order and simple scale. Understanding the zoom features of mapping show closer up symbols. Work with 1:1250. 1:12500 and 1:10000 scale on Digimap.	**Locate the world's countries** and regions within/across countries	**Understand geographical similarities and differences through the study of human and physical geography** of an area prone to natural disasters	**Physical geography: volcanoes and earthquakes** **Human geography: settlement and land use, energy, food and minerals *(why humans use these areas)***	**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **Use the eight points of a compass, four figure grid references,** basic symbols for landmarks, roads and physical features such as woods/ water features- children to build on last year's mapping skills to develop reasoning, e.g. why are the buildings placed close to the river here? Create a map using features in a correct order and simple scale. Understanding the zoom features of mapping show closer up symbols. Work with 1:1250. 1:12500 and 1:10000 scale on Digimap.

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Y4 Key concepts: physical and human geography, place, space

Which continent do we belong to?

Study of Europe: How place and space differ across the countries and how people there have both togetherness and unique cultural identity. This will lead to a comparison with the UK.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1: What is Europe like?

- To know that Europe is a continent made up of numerous countries and principalities.
- To know key countries, and capital cities of Europe including Russia.
- To know the key human and topographical features of Europe

Resources: Odizzi, Teaching Primary Geog: p129

Week 2: What are the physical characteristics of Europe?

- To know that the Urals and Caucasus Mountains form a natural boundary between Europe and Asia
- To know the key topographical features such as the main rivers and mountains in Europe
- To understand how humans adapt to the physical Geography of Europe.
- To know that Europe has physical and political borders

Resources: Odizzi, Teaching Primary Geog: p127

Week 3 and 4: What are the human characteristics of Europe?
How do maps explain human choices?

- To know how to use maps to find key human features in Europe: towns, cities, infrastructure such as ports, roads, bridges and how population mostly follows these features.
- To know that symbols and keys are used in maps to identify human and physical features.
- To know how maps can be used for different purposes e.g. finding routes, alternate routes, shorter / longer routes. Plotting best locations for a campsite.
- To understand that maps show the relationships between human and physical features and also how population is dispersed

Resources: Odizzi and digi maps, Teaching Primary Geog: p95

Y4 Key concepts: physical and human geography, place, space

Why live in a 'danger zone'?

Pupils will study physical movements of the Earth and how humans use these spaces despite the threat of natural disaster. There will be a focus on the key human, physical and topographical features looking at how humans adapt to the land. Pupils will learn the physics behind volcanoes and earthquakes including tsunamis. Pupils will think about why people live near these zones and arguments for and against it.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1 and 2: How are landscapes different?
Fieldwork week: to focus on topography (land use) of the area, note the route- the relief of the land and how that looks on a map (contour lines)

- To look at 4 figure maps including contour lines- study maps of local areas – understand how hills and mountains look.
- To know how contour lines show height (relief) of land.
- To know the different symbols for human and physical features and find them in a real experience whilst using an OS map.
- Resources: Odizzi, Teaching Primary Geog: p95-103

Week 3 and 4: What is a volcano like? 147
How are mountains built and where are the world's highest peaks?

- To name and locate the highest mountains on each continent and their chain names
- To name and locate the highest mountains in the UK
- To understand how a volcano is formed and why some are dormant/active/extinct.
- To know the features of a volcano.
- To understand the effects of a volcano locally and regionally as well as the wider world.

Resources: Odizzi and Digi maps, Teaching Primary Geog: p143-152

Week 5 and 6: What is it like to live near Mount Etna?

- To know what it is like to live near a volcanic zone.
- To understand why people still live in such a 'dangerous' location.
- To research the precautions people take in order to live life as safe as possible.

Resources: Odizzi, Teaching Primary Geog: p148

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Week 5: What is unique about Slovakia and how does it compare to the UK? - To know the key human and physical features of Slovakia and compare these with the counterpart features of the UK - To know that Slovakia is a landlocked country - To know that Slovakia is a main route of travel through Europe Resources: Odizzi, Teaching Primary Geog: p131-134 (Use polish study as a guide) **Week 6 (framed enquiry): What connects Slovakia to other European nations?** - To consolidate Key Ideas	**Week 6 and 7: Where do earthquakes happen and why?** **What causes earthquakes and tsunamis?** - To know how earthquakes are formed and that tsunamis are a result of undersea tectonic activity - To understand the geographical vocabulary and processes around earthquakes Resources: Odizzi, Teaching Primary Geog: p152-159 **Week 8 (framed enquiry): How are people affected by earthquakes?** **Why do people live in a region prone to natural disasters?** - To know what it is like to live near a tectonic fault zone. - To understand why people still live in such a 'dangerous' location. - To research the precautions people take in order to live life as safe as possible. To consolidate information and enquire as to why people choose to live in areas prone to natural disasters.
Vocabulary: Europe, physical vocabulary relating to earthquakes and volcanoes, continent, hemisphere, land use, settlement, borders/boundaries, political, physical, landlocked, route, grid reference – map vocabulary	Vocabulary: Europe, physical vocabulary relating to earthquakes and volcanoes, continent, hemisphere, land use, settlement, borders/boundaries, political, physical, landlocked, route, grid reference – map vocabulary
Prior Learning: Recap prior learning through 'reactivation' and pre learning task. World's continents and oceans Countries of the UK Capital cities of the UK Settlement, rivers Map work, recap symbols	Prior Learning: Recap prior learning through 'reactivation' and pre learning task. locating continents and oceans mountains rivers cities map work including symbols

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Sequence of Knowledge

KS2- Year 5

Autumn

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Understand geographical similarities and differences through the study of human and physical geography of a region within South America and the UK.	Human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water. Physical geography: including climate zones, biomes and vegetation belts and rivers. Exploration of different types of biomes.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Graphs to show changes including sketch plans and digital technologies. Use a range of map scales using Digimap. Interpret and explain distribution maps and maps for information.

Y5 Key concepts: physical and human geography, interdependence, sustainability, scale

Why is the Amazon River a lifeline for Brazil?

Building on the study of the physical and human geography of a continent, pupils will study the diverse environments and topography of South America. Pupils will study the landmarks and diversity of the continent as well as look at a case study of Brazil and how the Amazon is so vital to this area of the world.

Spring

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Understand geographical similarities and differences through the study of human and physical geography of a region within South America and the UK.	Human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water. Physical geography: including climate zones, biomes and vegetation belts and rivers. Exploration of different types of biomes.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Graphs to show changes including sketch plans and digital technologies. Use a range of map scales using Digimap. Interpret and explain distribution maps and maps for information.

Y5 Key concepts: physical and human geography, interdependence, sustainability, scale

Who should protect the Amazon rainforest?

Using the human impact on the rainforest as a theme, pupils will learn about biomes and the biome specific to the Amazon region. This links to scientific topics of habitats and look at the human activity in the area by locals as well as threats from further afield (due to demands on trade). Pupils will understand the idea of interdependence of places and how everyone around the world is dependent on the rainforest for various reasons.

THE BRAMBLE ACADEMY

Lesson Inquiry Questions **Key ideas pupils will know and understand**	Lesson Inquiry Questions **Key ideas pupils will know and understand**
Week 1: How is the Earth divided? - To name and locate the Equator, the Tropics and hemispheres and - To understand the significance of each of the zones and how they affect climate across the world Resources: Odizzi, Teaching Primary Geog **Week 2: What is South America like?** - To know that South America is a continent made up of 12 countries and various overseas territories - To know the countries, and capital cities of South America - To know the key human and physical features of South America Resources: Odizzi, Teaching Primary Geog: p224-225 **Week 3 and 4: Why is the water cycle so important? What is a river?** - To know that water covers 70% of the Earth's surface - To understand the difference between sea water and fresh water - To know that water is processed through a natural cycle - To know that rivers usually begin as hills or mountains - To know that rivers usually flow downhill into an estuary or the sea Resources: Odizzi, Teaching Primary Geog: p159-163 **Week 5: How is the Amazon River used?** - To know that the Amazon is the longest river in South America - To know that energy, food, minerals and water are the main resources that are traded - To know that humans are dependent on the Amazon Resources: Odizzi, Teaching Primary Geog: p227-228 (Use structure of Lake Titicaca enquiry to inform one on Brazil) **Week 6 (framed enquiry): Why is the Amazon River a lifeline for Brazil?** - Consolidate key ideas Resources: Odizzi, Teaching Primary Geog: p237-238 (Overview of settlements, trade links and consolidate above).	**Week 1: What is a biome?** - To know that a biome is a large geographical area with a distinctive community of plants and animals. - To know that there are different biomes around the world, influence by climate. - To understand the similarities and differences between different biomes. Resources: Odizzi, Teaching Primary Geog: 192 **Week 2 and 3: Fieldwork week: In which type of biome is the UK located?** - To know which biome the UK is in and to visit Oxclose Woods to investigate the different types of flora and fauna found in a temperate woodland. - To use 6 figure grid references and a range of symbols (including contour lines) to plan a route to Wombwell Woods. To investigate the different types of woodland found on OS maps. Resources: Odizzi, Teaching Primary Geog **Week 4 and 5: How does the Amazon rainforest compare to Sherwood Forest?** - To understand how the Amazon is a different biome to the biome here. - To know that difference in flora and fauna between the two biomes. - To understand the importance of the woodland to both areas- focus on how the woodland supports natural life as well as how they support humans (food, medicine) etc. - Lesson 2: Compare the human and physical characteristics with their counterparts of the UK Resources: Odizzi, Teaching Primary Geog: p192 **Week 6 and 7: How is the Amazon's woodland used?** - To understand interdependence as a key concept. The Amazon is dependent on humans to protect it whilst humans need to use it for its natural resources. - To understand that the woodland is used for forestry and land clearance for agriculture and food. - To understand how different people wish to exploit/protect the rainforest. Resources: Odizzi, Teaching Primary Geog: p222 **Week 8 (framed enquiry): Who should protect the Amazon rainforest?** - Consolidate key ideas Resources: Odizzi, Teaching Primary Geog:
Vocabulary: climate zones, rivers, mountains, water cycle, economic activity, trade links, distribution of, resources, minerals, energy, tropical zones, grid references directional vocabulary river vocabulary	Vocabulary: climate zones, rivers, mountains, water cycle, economic activity, trade links, distribution of, resources, minerals, energy, tropical zones, grid references directional vocabulary river vocabulary

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Prior Learning: Recap prior learning through 'reactivation' and pre-learning task. Locating the world's countries Referring back to settlement and land use Continents and oceans Human and physical geography similarities and differences mapping, 4 figure grid references Equator/ tropics Changes over time Human impact	Prior Learning: Recap prior learning through 'reactivation' and pre-learning task. locating the world's countries settlement and land use continents and oceans human and physical geography similarities and differences mapping, 4 figure grid references Equator/ tropics changes over time human impact

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Sequence of Knowledge

KS2- Year 6

Autumn				Spring			
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**
Locate the world's countries, using maps to focus on North America as well as Russia and the Arctic, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Understand geographical similarities and differences through the study of human and physical geography of a region within North America and the UK	Human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography: including climate zones	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Graphs to show changes including sketch plans and digital technologies Use the eight points of a compass Use a range of map scales using Digimap. Interpret and explain distribution maps and maps for information.	**Locate the world's countries, using maps to focus on North America** as well as **Russia** and the Arctic**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** **Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)**	Understand the difference between the Arctic (a frozen ocean surrounded by land masses) and the Antarctic (a frozen land mass surrounded by permanent pack ice)	**Human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** **Physical geography: including climate zones, biomes and vegetation belts.**	**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Graphs to show changes **including sketch plans and digital technologies** **Use the eight points of a compass** Use a range of map scales using Digimap. Interpret and explain distribution maps and maps for information. Mapping using 6 figure grid references (from the UK and around the world) symbols from Year 4 and 5 and to include contour lines (orienteering, discreet)
Y6 Key concepts: sustainability, diversity, environmental impact, interdependence **Will the Arctic region run out of fossil fuels?** Building on prior learning of climate zones, pupils will be studying the range of environmental regions through North America and its physical and human characteristics.				**Y6 Key concepts: sustainability, diversity, environmental impact, interdependence** **What makes North America one of the world's largest economies?** Building on prior learning of climate zones, pupils will be studying the range of environmental regions through North America and its physical and human characteristics. Pupils will further study the effects of latitude and longitude across the geography of North			

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Pupils will further study the effects of latitude and longitude across the geography of North America.

Suggested sequence: Understanding the larger countries are divided into states and well as counties. Location of latitude , longitude and how that affects time zones. Recapping the different biomes and which are present in North America leading to where and why the population have dispersed in relation to biomes, e.g. oil, gas, gold, finance, ports, tourism, cotton, etc. – Trade links across North America through the distribution of natural resources.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1: What is a time zone?

- To know that the world is divided into time zones due to the Earth's rotation in space which gives us day and night
- To understand what Prime/Greenwich Meridian is and how that organises time
- To understand the location and time are based on longitude and latitude
- To be able to plot the Arctic and Antarctic Circles alongside the Tropical circles to understand Earth rotation/Sun position
- Resources: Odizzi, Teaching Primary Geog: p187

Week 2: What is special about the Arctic?

- To plot the position of the Arctic from a 2d and 3d perspective map.
- To know that the Arctic is a frozen ocean which differs to the frozen land mass of the Antarctic,
- To know that the area is rich in resources (such as oil) and home to specific wildlife (polar bears)
- To understand the indigenous populations of the Arctic and other human uses of the region.
- Resources: Odizzi, Teaching Primary Geog

Week 3: How can the Arctic area be sustainably used during climatic change?

- To know that the Arctic is a region which is threatened by climate change and, in turn, is attracting an interest from nations and corporations.
- To know that different countries have territorial waters within the Arctic
- To understand the resources which are currently found here and which will become exposed due to climate change.
- Use 2d, 3d and digital mapping to understand the physical and territorial diversity of the region.
- Resources: Odizzi, Teaching Primary Geog: 245-252

America. Look at the Arctic region and its traditional communities. Look at how humans are detrimental and positive towards the area. Discuss the effect climate change is having (habitats and on indigenous peoples) and the new 'opportunities' it is bringing by the melting of the Arctic Ocean. Show these changes on maps over time.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1 and 2: What is 'America'?

- To know that North America is a continent made up of many diverse countries, including small nations and island states (locate on 2d, 3d and digital representations)
- To know the countries, and capital cities of North America
- To know the key human and physical features of North America

Resources: Odizzi, Teaching Primary Geog: p215-218

Week 3 and 4: What is special about Central America and their island nations?
(including the Caribbean)

- To know that North America is made up of many diverse nations including the Caribbean region and all of its island states.
- To know the countries, and capital cities of North America including the Caribbean.
- To know the key human and physical charactistics of North America
- Compare the human and physical characteristics with their counterparts of the UK

Resources: Odizzi, Teaching Primary Geog: 218-220

Week 5 and 6: How has migration shaped North America?

- To know that migration is the movement of people from one place to another
- To know that there are different reasons for migration

Resources: Odizzi, Teaching Primary Geog: 207-212

Week 6 and 7: How does trade link us all?

- To know that trade is driven by the location of natural resources
- To know that energy, food, minerals and water are the main resources that are traded
- To know that countries are interdependent for trade

Resources: Odizzi, Teaching Primary Geog: 237-242

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Week 4: (framed enquiry): How can the Arctic region stop being exploited for fossil fuels? - To understand the difference between fossil fuels and renewable energy - To know that oil is a fossil fuel and it is commercially used worldwide for many different products - To know that the Arctic has large oil reserves which could lead to further global warming and political challenges, if exploited. - Resources: Odizzi, Teaching Primary Geog: 245-252 **Week 5 and 6: Fieldwork week: How are local water features used sustainably?** - To plan a route to the Cromford Canal - To use 6 figure grid references and understand different map scales of the similar area - To research how canals are used and protected (visitor from/visit to Canal and River Trust) - Children to create presentation based on consolidating key ideas from above. Resources: Odizzi, Teaching Primary Geog:	**Week 8 (framed enquiry): What makes North America one of the world's largest economies?** - Consolidate key ideas Resources: Odizzi, Teaching Primary Geog:
Vocabulary: North America, South America, polar, longitude, latitude, hemisphere, desert, Indigenous, satellite imagery, migration, settlement, economy, Rocky Mountains, prairie, Caribbean, tropical climate, pattern, population, immigrant, trek, passage, interdependent	Vocabulary: North America, South America, polar, longitude, latitude, hemisphere, desert, Indigenous, satellite imagery, migration, settlement, economy, prairie, tropical climate, pattern, population, immigrant, trek, passage, interdependent
Prior Learning: Recap prior learning through 'reactivation' and pre-learning task. Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn biomes climate zones types of settlement land use economic activity including trade links distribution of natural resources- destruction of natural resources mapping 4 figure grid references key topographical features (must link to different types of biomes)	Prior Learning: Recap prior learning through 'reactivation' and pre-learning task. Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn biomes climate zones types of settlement land use economic activity including trade links distribution of natural resources- destruction of natural resources mapping 4 figure grid references key topographical features (must link to different types of biomes)