Cycle A	Identity and Diversity	Peace and Conflict	Social Justice	Environment	Our Heritage and Our World and Beyond
KS1	Stop! That's not my story.	Ganesha's Sweet Tooth	Mae Jemison	Somebody Swallowed Stanley	Kings and Queens
	What did the railway go? Where am I?	What is it like to live in India?	Who has visited space?	What is the weather like today? Which materials end up in the sea?	What is the role of our monarch? Which plants would the King find in his garden?
LKS2	Stone Age Boy	Escape From Pompeii	Earth Shattering Events	Greta's Story	Beowulf
	Who first lived in Britain? What can we learn from rocks?	What did we learn from the Romans? What do we know about the bodies of animals including humans?	What makes the earth angry? How do surfaces and materials impact movement and magnetic interactions?	Where would you choose to build a city? How does global warming impact living things, their classification, and their environments?	How did England change during the settlement of Anglo-Saxons, Vikings and Scots? How do solids, liquids, and gases behave and change in our everyday lives? Why don't we run out of water?
UKS2	The Golden Horsemen of Baghdad	Who Let The Gods Out?	I am Malala	The Tin Forest	Treason
	What happened during the rise and fall of the early Islamic civilization? Can you feel the force?	What was life like in Ancient Greece? Where is Greece?	How have living things changed and adapted over time? How do living things grow, reproduce, and differ from one another?	I'm a Heath Primary pupil, how do I find my way out of here?	What impact did the Tudors have on my life? What is the structure of our solar system?

Cycle B	Identity and Diversity	Peace and Conflict	Social Justice	Environment	Our Heritage and Our World and Beyond
KS1	Martha Maps	Where The Poppies Now Grow	Courageous People Who Changed Our World	Tinga Tanga Tales	Oliver Twist
	Where in the world? Why are humans not like other animals?	What makes a nurturing nurse? What happens during different seasons?	Who made our world great? How do animals grow and stay healthy?	What is it like to live in Africa? How do animals grow and stay healthy?	What was life like for a child at Heath during the Victorian era? What makes our world?
LKS2	Being you – Poems of Positivity.	Poppy Field	A Street Through Time	Wild Way Home	Egyptian Cinderella
	How are light and sound made?	Why was Remembrance so important?	Why is Sheffield such a cool place to live?	What can I find out about my local area? How do plants grow, reproduce, and survive in their environment?	What do all ancient civilisations have in common? Why is electricity so useful?
UKS2	Pig-Heart Boy	Once	The Boy Who Harnessed The Wind.	Journey to the river sea	The Kite Rider
	How does my area differ to others? How does my body keep me alive?	What was Hitler's role in WW2? What makes up a material?	How can we tell the time? How can electricity make things brighter and louder?	Why should rainforests be important to us all?	What was the Shang Dynasty? How does light help me see?

Autumn Term	**Identity and Diversity**	
Where am I? NC - 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		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
How can I describe the location of my school using compass directions? - Know the 4 simple compass directions: North, South, East and West and be able to locate them. - Know how to locate key features of a map using simple compass locations. **Can I give directions to move from one place to another?** - Know simple directional language: near, far, left, right and compass directions. - Know how to give directions using simple locations and directional language. **Can I describe where other places are around me?** - Be able to use locational and directional language to describe places in the wider world using maps.	Follow locational and directional language (up/down, left/right, towards/backwards) Use locational and directional language Locate key features on a map Develop simple locational knowledge about individual places and environments in the local area, UK and wider world Make observations about where things are, for example, within school and/or their local area Draw a simple map of a real or imaginary place, using basic symbols Follow a simple map to move around an environment, with support	Compass, North, South, East, West, location, direction, near, far, left, right,

Autumn Term	**Peace and Conflict**
What is it like to live in India compared to Chesterfield? NC - 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	
Substantive Knowledge	Key Vocabulary
What does the land look like in our area and in Jaipur, India? **Key Knowledge for Chesterfield:** Located in Derbyshire, Northeast England. Known for its market town features. Characterised by gentle rolling hills, countryside, and the famous Crooked Spire of St Mary's Church. **Key Knowledge for Jaipur:** Capital city of the Indian state of Rajasthan. Known as the "Pink City" for its distinct pink-coloured buildings. It has a mix of urban cityscapes and surrounding hilly terrain. **What is the weather like in our area and Jaipur, India?** Climate in Jaipur, India: hot summers, mild winters, and a monsoon season. Climate in Chesterfield: moderate rainfall and varying temperatures throughout the year. **What do kids in our area and kids in Jaipur, India, do every day?** **Key Knowledge for Chesterfield:** Typical Day: School from approximately 9 AM to 3:30 PM. Extracurricular Activities: Sports like football, cricket, swimming, and dance. Leisure: Playing in parks, visiting libraries, and engaging in local events and festivals. Meals: Traditional British foods like sandwiches, roast dinners, and fish and chips. **Key Knowledge for Jaipur:** Typical Day: School timings usually from around 8 AM to 2 PM. Extracurricular Activities: Traditional dance, music, and sports like cricket and football. Leisure: Playing games like kabaddi, visiting local fairs and festivals, and spending time with family. Meals: Traditional Rajasthani foods like daal baati churma, rotis, and spicy curries.	Countryside Urban Cityscapes Climate Industry Environment Initiative Tourism Retail Water conservation

Autumn Term	**Peace and Conflict**
What is it like to live in India compared to Chesterfield? NC - 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	
Substantive Knowledge	Procedural Knowledge
What kinds of jobs do people have in our area and in Jaipur, India? **Key Knowledge for Chesterfield:** Key Industries: Retail, education, healthcare, and light manufacturing. Common Jobs: Shopkeepers, teachers, healthcare professionals, and office workers. Historical Background: Historically known for coal mining and iron-working industries **Key Knowledge for Jaipur:** Key Industries: Tourism, manufacturing, information technology, and traditional crafts. Common Jobs: Tour guides, craftsmen, IT professionals, and traders. Historical Background: Known for its crafts, including gemstone cutting, block printing on textiles, and pottery. **How do people take care of the environment in Chesterfield and in Jaipur?** **Key Knowledge for Chesterfield:** Environmental Initiatives: Local recycling programs, green spaces like parks and nature reserves (e.g., Queen's Park, Holmebrook Valley Park). Conservation: Efforts to maintain historical sites and promote green living. Community Involvement: Local clean-up events, promotion of cycling and walking. **Key Knowledge for Jaipur:** Environmental Initiatives: Water conservation projects (e.g., restoration of lakes and stepwells), tree plantation drives. Conservation: Heritage conservation efforts to preserve historic sites. Community Involvement: Awareness campaigns for reducing plastic use, promoting public transport, and clean-up initiatives.	Show understanding by describing the places and features they study, using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment Children are encouraged to ask simple geographical questions, for example, 'Where is it?' and 'What is it like there?" Use a range of sources to gather information, with support

Spring Term	**Environment**	
What is the weather like today? NC - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What is the weather like in each of our seasons? This will be a recap for some children. Spring: mild temperatures with moderate rainfall Summer: warm temperature with less frequent rainfall Autumn: cool temperatures with increased rainfall Winter: cold temperatures, frequent rainfall and potential snow **Why are some areas of the world hot while others are cold?** - Know that the equator is the imaginary line that runs around the centre of the globe, at equal distance between the North and South Poles. - Know the North Pole is located in the Arctic Ocean and the South Pole in the frozen continent of Antarctica. - Know that the equator receives direct sunlight all year round, but the North and South Pole do not, so the closer to the equator, the warmer the country. **How do I measure the weather?** - Know that we can collect and measure rainfall. - Know that we use thermometers to measure temperature. - Know that the weather may change throughout the day. - Know that we can find out the weather of other countries. **How does the weather in the UK compare to the weather in a hot region near the Equator and a cold region near the North or South Pole?** - Know that the weather in the UK varies as part of the seasons but not extremely. - Know that weather in places close to the equator is usually hot with a lot of rainfall (tropical). - Know that the weather near the North and South Pole is usually very cold.	Be able to measure the weather over a period of time. Be able to use other sources to check the weather in different areas. Use world maps, atlases and globes to locate a range of places Make appropriate observations and comparisons, regarding the world around them	Temperature Thermometer Equator North Pole South Pole Globe Tropical

Autumn Term	**Identity and Diversity**

Where in the world?

NC - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
use world maps, atlases and globes to identify the United Kingdom and its countries.

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
Where do we live? - Know the name of the village they live in and it's proximity to school. - Know that Heath is near Chesterfield. **What can I see on the map?** - Know where they are on different maps. **What country do I live in?** - Know the names and locations of England, Northern Ireland, Scotland and Wales. - Know the names of the capital cities of each country. **What is special about each country?** - Know some landmarks of each country (human and physical)	Develop simple locational knowledge about individual places and environments, especially in the local area, but also in the UK Use simple maps to locate key places Recognise simple features on a map	United Kingdom (UK) Country England Scotland Northern Ireland Wales London Edinburgh Cardiff Belfast Capital City

Spring Term	**Environment**	
What is it like to live in Africa? NC - 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		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
Where is Africa? - Know that Africa is a continent that has many different countries. - Know some of the countries: Nigeria, Kenya, Algeria, Zambia. - Know that it would take 9 hours from England to Kenya on a plane. **What is the climate like in Kenya compared to where I live?** - Know that Kenya has a tropical climate. - Know that a tropical climate is hot all year with a wet or dry season. - Know that England has 4 different seasons. **Where in Kenya should I visit?** - Know that London is the capital of England. - Know that Nairobi is the capital of Kenya. - Know that Kenya has many landscapes: deserts, lowlands, highlands and some urban areas. - Know that England has many landscapes: urban, rural, coastal. **What would you like to know about Africa?** Children to think of some of their own questions about Africa – update long-term plan an necessary.	Show understanding by describing the places and features they study, using simple geographical vocabulary	Climate Continent Country Landscapes Rural Coastal Deserts Highlands Lowlands

Summer Term	**Our Heritage and Our World and Beyond**	
What makes our world? NC - name and locate the world's seven continents and five oceans 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		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What makes up our planet? - Know Earth has seven continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia. - Know that Earth has five oceans: Atlantic, Southern, Pacific, India, Arctic - Be able to locate these on maps and globes. During this topic children should have the opportunity to explore each continent in small detail from teacher led enquiries.	Use world maps, atlases and globes to locate a range of places Teacher led enquiries – ask and respond to simple questions Use information/picture books to gather information Children are encouraged to ask simple geographical questions, for example, 'Where is it?' and 'What is it like there?"	Continent Ocean Asia, Africa, North America, South America, Antarctica, Europe, Australia. Atlantic, Southern, Pacific, India, Arctic

Spring Term	**Social Justice**

What makes the earth angry?

NC – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains**, volcanoes and earthquakes**, and the water cycle

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What is a volcano and how does it form? - Know that a volcano is a deep hole in the Earth's top layer that can let out hot gases, ash and lava. - Know that the structure of the Earth is divided into 4 layers: the crust, the mantle, the outer core and the inner core. - Know that the Earth's crust is formed of tectonic plates which are fits together like a jigsaw puzzle. These plates move very slightly. - Know to form a volcano, the heavier plate slides underneath the lighter plate into the hot mantle and melts, forming magma. **How does a volcano erupt?** - Know a volcanic eruption is triggered by the movement of tectonic plates and the movement of the tectonic plates cause magma to rise through gaps in the crust and forms a magma chamber. - Know pressure builds up in the magma chamber until the magma is pushed up through a vent and erupts onto the Earth's surface. - Know that during eruptions, upon reaching the Earth's surface, magma becomes lava or turns into an ash cloud, which has a significant impact. **Where are volcanoes located?** - Know that volcanos are located along tectonic plate boundaries. - Know the Pacific Plate (The Ring of Fire) has more than 75% of the world's volcanoes. **What is an earthquake and how does it happen?** - Know that an earthquake is when the ground shakes. - Know that as plates move in different directions friction causes energy to build up. When the energy becomes so great, the energy is released, which creates a shock wave.	Begin to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world and some globally significant physical and human features	Volcano Layer Ash Lava Crust Mantle Outer and inner core Tectonic plates Magma Eruption Chamber Vent earthquake Energy Friction Shock wave

Summer Term	**Our Hertiage and Our World and Beyond**	
Why don't we run out of water? NC – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and **the water cycle**		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What are the four main stages of the water cycle? - Know that the first stage is evaporation of liquid when water creates water vapour in the atmosphere. - Know the next stage is condensation when air containing water vapour rises, then cools down causing condensation which turns water vapour into droplets of water. - Know the next stage is precipitation where water droplets in clouds grow bigger and bigger until they fall from the clouds as wet weather called precipitation. - Know that the last stage is collection. Precipitation is collected and stored in water bodies, or by vegetation, or soaks into the ground or down drains. - Know that the cycle then starts again. **Can you describe the importance of the water cycle?** - Know that water is needed for all living things. - Know that water is needed is all parts of the world. - Know that often, water has to be transported to different areas due to water shortages or floods. - Know that the water cycle is a physical geographic process that has been happening since the world began.	Demonstrate their knowledge and understanding of the wider world, by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments Become more adept at comparing places, and understand some reasons for similarities and differences Ask and respond to questions, offering their own ideas	Water cycle Evaporation s Vapour Condensation Precipitation Droplets Collection Vegetation Water bodies

Spring Term	**Environment**

Where would you choose to build a city?

NC - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What are the common features you notice when locating all of Europe's/Britain's biggest cities? -Know that many big cities: **Near Water**: Many big cities are located near rivers, lakes, or the coast. **Flat Land**: Cities are usually built on flat land which makes it easier to build houses and roads. **Trade Routes**: Cities often grow at crossroads or along trade routes where people can exchange goods. **Resources**: Access to natural resources like food, water, and minerals can support large populations. **Why do you think rivers were important to the location of major cities?** **Water Supply**: Rivers provide water for drinking, farming, and other needs. **Transportation**: Boats and ships can travel along rivers, making it easier to move people and goods. **Trade**: Rivers connect cities to other places, allowing for trade and growth. **Food**: Rivers can provide fish and other food sources. **Why is the transport system very important in major cities?** - Know that transport systems like buses, trains, and trams help people get to work, school, and other places. - Know that trucks, trains, and ships transport goods to stores and markets. - Know that good public transport can reduce the number of cars on the road, making travel quicker and reducing pollution. **Can you locate many of the important features on a map of a city?** Procedural knowledge lesson using map skills.	Use maps, atlases, globes, digital and computer mapping to locate countries and describe features studied Use the simple zoom function on a digital map to locate places Further develop use of symbols and a key, including the use of OD maps	Trade Natural resources Transport systems

Spring Term	Social Justice

Why is Sheffield a good place to live?

NC - 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

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What cities and counties are around me? - Know that a county is larger and that differences are based on governance. - Know the names and locations of Derbyshire, South Yorkshire, Nottinghamshire, Derby, Nottingham, Sheffield. **Where is Sheffield?** - Know that Sheffield is a city in South Yorkshire. - Know where it is in relation to Heath and Holmewood. **What is in Sheffield?** - Know some of human and physical characteristics of Sheffield: River Don, Universities. - Know that Sheffield and it's surrounding areas has different landscapes: hills, built-up city. **How is the land used in Sheffield?** - Know that Sheffield uses its land in a variety of ways: industrial, business, housing, agricultural, retail, leisure. **Why is Sheffield known as 'The Steel City'?** - Know that Sheffield Sheffield became known for its steel industry due to the large amounts of iron deposits in the area. - Have a brief understanding of the history of steel production. **What goes on in Sheffield now?** - Know more about the current human geography of Sheffield including population (580,000), landmarks(Sheffield Cathedral, Winter Gardens, Steel Sculpture), famous figures (Jessica Ennis-Hill, Artic Monkeys). **Why should someone from Holmewood visit Sheffield?** - Know and compare the similarities and differences between Holmewood and Sheffield. - Be able to ask and investigate geographical questions they may have.	Begin to demonstrate their knowledge and understanding of the wider world, by investigating places beyond their immediate surroundings, including human and physical features Begin to independently ask geographical questions Investigate places outside their local environment Begin to develop a framework of world locational knowledge, including knowledge of places in the UK Use maps, atlases and globes to locate countries	City County Land use retail Leisure Housing Business Industrial Agricultural Population Human Physical Feature Industry Steel Landscapes Landmarks

Spring Term	**Environment**	
What can I find out about my local area? NC - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What will you find in Heath and Holmewood? - Be able to create a sketch map including a key. - Know that a sketch map does not have to be a size accurate representation. - Compare sketch maps of two different parts of the village – identifying human and physical features. **Why do people visit Holmewood and Heath?** - Be able to ask questions about the human geography of Heath and Holmewood. - Know that information can be presented in many ways. Be able to present answers as a chart. **How does human activity impact the local ecosystem?** - Know that an ecosystem is a community of living organisms and their physical environment functioning together as a self-sustaining unit. - Be able to analyse local ecosystems.	Begin to develop a framework of world locational knowledge, including knowledge of places in the local area Use a range of sources to gather information Begin to collect and record evidence. Analyse evidence and make comparisons Present information gathered in fieldwork using a simple method Carry out fieldwork in the local area using appropriate technique	Sketch map Human and physical features Fieldwork Ecosystem Organisms

Autumn Term	**Identity and Diversity**	
Where is Greece? NC - locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
Can I find Greece on a European map? - Know how to use a map. - Know that Greece is in Europe and it's surrounding countries are Albania, Bulgaria, North Macedonia and Turkey. - Know that the main cities in Greece are Athens, Thessaloniki, Patras, Heraklion. **What are Greece's key physical characteristics?** **Coastline**: one of the longest in the world, with numerous peninsulas, bays, and inlets. **Islands**: There are around 6,000 islands and islets in the Aegean and Ionian Seas, only about 227 of them are inhabited. **Mountainous Terrain**: predominantly mountainous, with mountains covering about 80% of its land area. The Pindus mountain range, often called the "spine of Greece," runs through the centre of the country. Mount Olympus, standing at 2,917 meters (9,570 feet), is the highest peak. **Climate**: Mediterranean climate with hot, dry summers and mild, wet winters, particularly in coastal regions. Mountainous areas can experience colder temperatures and snow during the winter months. **What are the human characteristics of Greece?** - Know that Greece has a population of around 10 million people. - Know the main language is Greek but English is spoken in many tourist areas. - Know that Greece has a high level of urbanisation, with about 79% of the population living in urban areas. - Know that Greece's economy is diverse, with key sectors including tourism, shipping, agriculture, and services.	Use maps, atlases, globes, digital or computer mapping to locate and describe features studied, including thematic maps for specific purposes, for example, using a physical and political map to identify features Use maps at different scales and recognise that contours show height Begin to show some understanding of the links between places, people and environments Begin to suggest questions for use in their own investigations Begin to use primary and secondary sources of evidence in their investigations.	Bordering country Peninsula Bay Inlets Islands and islets Mountainous Terrain Mediterranean Climate Urban Urbanisation

Spring Term	**Environment**	
I'm a Heath Primary pupil, how do I find my way out of here? NC - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What is a compass? - Know the compass points: North, East, South, West, North-East, South-East, South-West, North-West. - Know how to use a compass. **Why do we have symbols on a map?** - Know that we have common symbols on a map for trees, buildings, rivers etc. - Know that some maps have grid references to be able to pin-point certain areas. **What is an ordnance survey map?** - Know that they are detailed map produced by Ordnance Survey, the national mapping agency for Great Britain. For the rest of the unit, use maps to locate areas of the UK and the wider world.	Use four-figure, grid figure, grid referencing Use digital maps to investigate features of an area Present information gathered using a range of graphs Use 8 points of a compass to give directional instructions Use four-figure referencing, moving onto six-figure grid referencing Use maps at different scales and recognise that contours show height Have a more detailed framework of knowledge of the world, including globally significant physical and human features and places	Ordnance survey Compass Grid references

Autumn Term	**Identity and Diversity**	
How does my area differ to others? NC - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What is the human geography of England? - Have an understanding of population, key land use, trade and resources. **What is the physical geography of England?** - Have an understanding of the climate, rivers and vegetation. **What is the human geography of Mexico?** - Have an understanding of population, key land use, trade and resources. **What is the physical geography of Mexico?** - Have an understanding of the climate, rivers and vegetation. **What is the human geography of a European country?** - Have an understanding of population, key land use, trade and resources. **What is the physical geography of a European country?** - Have an understanding of the climate, rivers and vegetation. **Can you compare the 3 places you have studied?** - Know the similarities and differences between the three places. - Know some of the reasons why there are similarities and differences.	Understand what a number of places are like and how and why they are similar and different Know about some patterns in physical and human geography, the conditions that influence those patterns Begin to show some understanding of the links between places, people and environments	Land use Natural resources North America South America Biomes Vegetation belts Arctic/Antarctic circle Topographical Tropical Sub-tropical rainfall

Spring Term	**Social Justice**	
How can we tell the time? NC - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
What is longitude and latitude? - Know that longitude and latitude are imaginary lines that help us locate places in the world. **What are hemispheres?** - Know that the earth is split up into the northern, southern, eastern and western hemisphere. **Can I identify the longitude and latitude of the countries I know about?** - Know how to identify the longitude and latitude of England, Mexico and a European country. **How does this help us to tell the time?** - Know that the lines and latitude and longitude allow us to tell the time (sometimes known as Meridans). - Know that the Prime Meridan line is known as 0˚ which splits the eastern and western hemisphere, giving 24 time-zones.	Use maps, atlases, globes, digital or computer mapping to locate and describe features studied, including thematic maps	Prime Meridian Greenwich Meridian time zone. Tropic of Cancer Tropic of Capricorn Latitude Longitude Time zones

Spring Term	**Environment**	
Why should rainforests be important to us all? NC - 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.		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
Where is South America and what is in it? - Use a variety of maps to locate South America and compare it's human and physical features (rainforests and urban areas) - Know that South America is a continent and it's biggest country is Brazil. - Be able to compare South American landscapes. **What is a rainforest?** - Know a rainforest is a dense, lush forest characterised by high levels of rainfall and high humidity. - Know rainforests are significant for many reasons: biodiversity, climate regulation, water cycle and medicinal resources. - Know and locate rainforests that are typically found in tropical climates. **Why is biodiversity in the rainforest so important?** - Know that biodiversity refers to the variety of living organisms - Know various species of plants and animals found in rainforests and understand their unique adaptations. - Know that biodiversity supports climate regulation through oxygen production, carbon removal and the cooling effect. **What threats do rainforests face?** - Know that rainforests are threatened by deforestation, illegal logging, mining, and agriculture. - Know that these activities result in habitat loss, biodiversity loss, and contribute to global warming.' **How can we support rainforest conservation?** Independent research project linking all of the learning from this unit.	Begin to show some understanding of the links between places, people and environments Begin to suggest questions for use in their own investigations Begin to use primary and secondary sources of evidence in their investigations. Analyse evidence and draw conclusions, considering, impact on people/everyday life Use digital maps to identify human and physical features Have a more detailed framework of knowledge of the world, including globally significant physical and human features and places	Tropical climate Rainforest Biodiversity Climate regulation Living organisms Oxygen production Carbon removal Cooling effect Deforestation Illegal logging Mining Agriculture