

Geography	Autumn	Spring	Summer
Topic	Protecting the Environment	South America	Our World in the Future
Key Question	Where does our food come from?	Why is tourism important in South America?	Are we damaging our world, will this change our future?
Curriculum Objectives Changes that need to be made to save the world	Human and Physical Human: To identify the changes that occurred due to the changing political landscape. Human: The economic activity including trade links, distribution of natural resources including energy, food, minerals and water supplies	Place Knowledge <ul style="list-style-type: none"> ▪ Southern hemisphere ▪ South America Locational Knowledge <ul style="list-style-type: none"> ▪ 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. • Study climate and weather in South America ▪ 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 	Locational Knowledge <ul style="list-style-type: none"> ▪ Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time ▪ Explore the climate zones and vegetation belts of the Amazon Rainforest and the impact these changing conditions have on the animals that call this place home Human and Physical Physical: Understand how animals change because of humans. How human lifestyle needs to change
Geographical skills and Fieldwork		Key Vocabulary	
<ul style="list-style-type: none"> ▪ Collect and analyse statistics and other information in order to draw clear conclusions about locations. ▪ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs, and digital technologies. 		World country name, continent, South America, physical, human, Southern hemisphere, border, ocean, rainforest, climate, tourism, trade, diversity, economy, land use, damage, climate change, future, latitude, longitude, equator, Amazon rainforest, vegetation, lifestyle	

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| <ul style="list-style-type: none">▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied▪ Use the eight points of a compass, 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 | |
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