



Looking at Europe

Year 3-4: Autumn

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1-2) Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1-2) Features in coastal areas include beach, cliff, harbour, and port (Y1-2) The weather is short-term. Climate is long-term summary of the weather conditions (Y1-2) Land use is how land is used by humans, and can include economic, leisure, or settlements. (Y1-2) 	<ul style="list-style-type: none"> Europe is made up of 50 countries; Russia is split across Asia and Europe. The Alps stretch across France, Italy, Switzerland, Austria and other countries. The Lake District is a National Park in England. The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. Bournemouth is located on the south coast of England, and there are a variety of human and physical features there. Tourism is the business of supporting and encouraging people to visit a place for fun. The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism. Many people in the four locations rely on tourism, and there are ways that it can be managed responsibly. 	<ul style="list-style-type: none"> Comparing human and physical features in around a local river in the UK, the Danube in Europe, Mississippi in North America and the Amazon river in South America (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> We can categorise effects into social, economic and environmental 	<ul style="list-style-type: none"> Categorising effects of earthquakes into social, economic and environmental (Y3-4 CA Sum)
Year 4 age pupils:	<ul style="list-style-type: none"> We can categorise effects into social, economic and environmental (in the context of effects of earthquakes). (Y3-4 CA Sum) The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges (Y3-4 CA Spr) 	<ul style="list-style-type: none"> Discuss the fact that the Alps is a fold mountain range, and review how fold mountains are formed. 	

Substantive





Looking at Europe

B Year 3-4: Autumn

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<p>Using map types:</p> <ul style="list-style-type: none"> Satellite images (Google Earth) Photographs of places in oblique and plan view 	<ul style="list-style-type: none"> 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 	<p>Using map types:</p> <ul style="list-style-type: none"> Thematic maps (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> Political maps show human boundaries and features; physical maps show physical boundaries and features <p>Using map types:</p> <ul style="list-style-type: none"> Physical maps Junior atlas 	
Year 4 age pupils:	<ul style="list-style-type: none"> Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CB Aut) <p>Using map types:</p> <ul style="list-style-type: none"> Physical maps (Y3-4 CB Aut) Junior atlas (Y3-4 CA Spr) 		
Vertical concepts	<ul style="list-style-type: none"> Location and place: Location and effects of Etna, Italy (Y3-4 CA Spr) Geographical scale: Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2) 	<ul style="list-style-type: none"> Location and place: Locating countries (including Russia) in Europe. Location and place: Human and physical features of Amalfi Coast and Alps. Geographical scale: Recognise maps at the local, national and global scale, and select the most appropriate one Interconnections: There are similarities and differences between different places, even if they have similar physical and/or human features (e.g. tourism on UK coast and Amalfi Coast) 	<ul style="list-style-type: none"> Location and place: Human and physical features around the Danube river (Y5-6) Interconnections: There are similarities and differences between HICs, MICs and LICs (Y3-4 CA Sum)

Disciplinary





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> Names of common human and physical features (Y1-3) While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1-2) There are seven continents in the world, six of which people live on (Y1-2) There are five oceans in the world (Y1-2) The equator is an imaginary line across the earth (Y1-2) The North Pole and the South Pole are at the top and bottom of the Earth (Y1-2) There are poorer and wealthier areas in every county and city (Y1-2) 	<ul style="list-style-type: none"> 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's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands 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 in the Brazilian highlands. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists 	<ul style="list-style-type: none"> Lines of longitude are important for considering time zones (Y5-6) Lines of latitude are important for considering climate zones (Y5-6) Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y3-4 CB Sum) History: People have lived in the Amazon rainforest for millions of years, and populations fell quickly when Spanish and Portuguese explorers brought diseases and forcibly took control of the lands (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> Agriculture is the farming of plants (arable) and animals Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather 	<ul style="list-style-type: none"> History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3-4 CA Aut)
Year 4 age pupils:	<ul style="list-style-type: none"> History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3-4 CA Aut) History: Agriculture is the farming of plants (arable) and animals (Y3-4 CA Aut) The Himalayas (Asia), Alps (Europe) and the Andes (South America) are all fold mountain ranges (Y3-4 CA Spr) 	<ul style="list-style-type: none"> Review History hunter-gatherer diets and the move to agriculture in the Stone Age period in Britain, and compare this to some communities in Brazil. 	





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All pupils:	<ul style="list-style-type: none"> Mathematics: Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3) Identify country boundaries on a map (Y1-2) Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3-4 CB Aut) Identify a range of political and physical boundaries (Y3-4 CB Aut) Use and interpret 4 compass points (Y1-2) <p>Using map types:</p> <ul style="list-style-type: none"> Satellite images (Google Earth) Photographs of places in oblique and plan view 		<ul style="list-style-type: none"> Interpret and locate places and features using 4-figure grid reference (Y5-6)
Year 3 age pupils:			<ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map (Y3-4 CA Sum)
Year 4 age pupils:	<ul style="list-style-type: none"> Mathematics: Coordinates in the first quadrant (Y4) (Mathematics: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) Use and interpret 8 compass points (Y3-4 CA Aut) 	<ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map 	
Vertical concepts	<ul style="list-style-type: none"> Location and place: Seven continents (Y1-2) Location and place: Equator, North Pole, South Pole (Y1-2) 	<ul style="list-style-type: none"> Location and place: Lines of longitude and latitude. Location and place: Locating countries in South America. Location and place: Physical and human features of Brazil. 	<ul style="list-style-type: none"> Location and place: Locating climate zones/biomes across and within continents (Y5-6) Location and place: Time zones (Y5-6)





Substantive	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<p>All pupils:</p>	<ul style="list-style-type: none"> The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders (N3-4 Sum2) Science: Trees are a type of plant that have a tall stem made of wood (Y1-2) Science: Habitats are the places that living things live. Animals and plants depend on each other in their habitats (Y1-2) Science: Animals, including humans, need water and oxygen to survive (Y1-2) Science: Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y1-2) The weather is short-term. Climate is long-term summary of the weather conditions. Precipitation is the fall of water (Y1-2) Lines of latitude run east to west (Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) (Y3-4 CB Spr) The Amazon rainforest is located in Brazil (Y3-4 CB Spr) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3-4 CB Spr) 	<ul style="list-style-type: none"> Rainforests are forests that are found in places with high temperatures and lots of precipitation They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor Each layer of the rainforest has different types of plants and animals that live there A symbiotic relationship is a long-term relationship between one or more species. Mutualism is where this both species in the relationship receive benefits Animals and plants have adapted to life in the rainforest (buttress roots, lianas, spider monkey, toucan, and fire ants) Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species Chopping down trees is called deforestation Deforestation of the Amazon rainforest 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. 	<ul style="list-style-type: none"> Tropical rainforests are one type of biome; there are several others in the world (Y5-6) Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5-6) Science: Adaptations can be behavioural, physiological or structural (Y5-6) Science: Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y5-6) Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5-6)
<p>Year 3 age pupils:</p>			
<p>Year 4 age pupils:</p>			





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All pupils:	<ul style="list-style-type: none"> Mathematics: Measure length and height (mm/cm/m) (Y3) Draw routes around school on squared paper using 1 square : 1 pace (Y1-2) <p>Using map types:</p> <ul style="list-style-type: none"> Simple maps (Google maps) Satellite images (Google Earth) Photographs of places in oblique and plan views Globe 	<ul style="list-style-type: none"> Draw an object to scale Recognise that people have differing opinions about environmental issues 	<ul style="list-style-type: none"> Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6) Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6) Express opinions about environmental issues with reasons (Y5-6)
Year 3 age pupils:			
Year 4 age pupils:			
Vertical concepts	<ul style="list-style-type: none"> Interconnections: Humans are affected by physical features everyday (e.g. weather) (Y1-2) 	<ul style="list-style-type: none"> Interconnections: Human activity can affect physical features (e.g. deforestation of Amazon) 	<ul style="list-style-type: none"> Geographical scale: Actions at the local or national scale can have a huge impact on the global scale (Y5-6) Interconnections: Many places at the local, national and even global scale rely on trading with other places across world (Y5-6)

