B Year 5-6: Autumn 1

Investigating world trade

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	• 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) • The weather is short-term. Climate is long-term summary of the weather conditions (Y1-2) • Humans use seas and oceans for economic and leisure uses (Y1-2) • Science: A fossil is physical evidence of an ancient plant or animal (Y3-4) • Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3-4) • Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC) (Y3-4)	• **Natural resources** are substances that occur naturally in the environment, like **wood**, **food**, **water** and **fossil fuels**. • **Natural resources** are unevenly distributed across the world, and can be renewable or non-renewable. • **North America** is made up of 23 countries, across **Northern America**, **Central America** and the **Caribbean**. It is surrounded by the Arctic, Atlantic; Pacific. • There are five regions of North America: **Mountainous West**, **Great Plain**, **Canadian Shield**, **Eastern Region** and **Caribbean.** • **Trade** is the process of buying and selling goods. **Imports** are goods that are brought into the country. **Exports** are goods that are traded out of the country. • UK imports food from across the world. • There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. **Agriculture** has moved from **subsistence** to **commercial** so that food can be traded. • **Fair trade** is a way of making sure that farmers are paid a fair price for the food they grow.	• Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut)
	Year 5 age pupils:		• **Fossil fuels** are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items	• Science: fossil fuels are a non-renewable energy store (Y5-6 CA Spr2) • Distribution of the world's water (Y5-6 CA Aut) • Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut)
	Year 6 age pupils:	• **Fossil fuels** are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items (Y5-6 CA Spr1) • Science: fossil fuels are a non-renewable energy store (Y5-6 CA Spr2) • Distribution of the world's water (Y5-6 CA Aut) • Burning fossil fuels is contributing to global warming and climate change (Y5-6 CA Aut)		

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		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	• **Mathematics:** Coordinates in the first quadrant (Y4) • **Science:** Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3-4) • Recognise simple hazards and plan steps we can take to reduce them (Y1-2) • Give and interpret standard OS symbols (Y3-4) • Locate places and features using letter and number coordinates on a map (Y3-4) **Using maps:** • Simple maps (Google maps); Satellite images (Google Earth); OS maps	• Locate places using 4-figure grid references	• Locate places using 6-figure grid references (Y5-6 CB Sum)
	Year 5 age pupils:		• Express opinions about environmental issues with reasons.	• Express opinions about environmental issues with reasons, in the context of climate change (Y5-6 CA Spr) • Locate places on a world map using longitude and latitude (Y5-6 CA Sum)
	Year 6 age pupils:	• Express opinions about environmental issues with reasons, in the context of climate change (Y5-6 CA Spr) • Locate places on a world map using longitude and latitude (Y5-6 CA Sum)		
Vertical concepts		• **Geographical scale:** Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1-2) • **Interconnections:** Human features are shaped by physical features (Y1-2)	• **Location & place:** Locating countries in North America • **Geographical scale:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global • **Interconnections:** Many places at the local, national and global scale rely on trading with other places across the world	• **Location & place:** Human and physical features around the Mississippi River (Y5-6 CA Aut); migration from Northern Triangle to USA (Y5-6 CB Spr1) • **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y5-6 CA Spr1)

B Year 5-6: Spring 1

On the move

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	• There are poorer and wealthier areas in every county and city (Y1-2) • **Science**: Animals, including humans, need oxygen, food, water and the right temperature to survive (Y1-2) • Europe is made up of 50 countries (Y3-4) • We can categorise effects into social, economic and environmental (Y3-4) • Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y3-4) • North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5-6 CB Aut1)	• **Maslow's hierarchy of needs** show what humans need to survive and thrive • **Migration** is the process of moving from one place to another. It does not have to be between countries, but where it is it is called **immigration** (in) or **emigration** (out) • People migrate because of **push** and **pull factors** • Voluntary migration usually happens because of economic or social factors. • Expectations of migration are not always met in reality. • **European** case study: Poland to UK 2004-today • **North American** case study: Mexico to USA • Forced migration happens as a result of life-threatening events, such as conflict or physical disasters • Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status • Refugees are given international protections and support in settling in a different country • **Asian/European** case study: Syria to countries in Europe • Many people migrate to and from our local area, which impacts our community.	• **History**: Vikings were migrants who moved because of push and pull factors (Y5-6 CB Spr2) • **History**: The Windrush generation are people who arrived from Commonwealth countries 1948-71. Many were victims of racial discrimination (Y5-6 CB Sum2) • Further case studies of migration, exploring push and pull factors in more depth (KS3)
	Year 5 age pupils:			
	Year 6 age pupils:			

B Year 5-6: Spring 1

On the move

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	• Identify country boundaries on a map (Y1-2) • Identify similarities and differences between two non-local places (Y1-2) • Explain similarities and differences, using geographical knowledge (Y3-4) • Interpretation: Express opinions about environmental issues with reasons (Y5-6 Aut Spr) **Using maps:** • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps		
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		• **Interconnections:** There are similarities and differences between HICs, MICs and LICs (Y3-4) • **Location & place:** Europe (Y3-4) and North America (Y5-6 CB Aut)	• **Location & place:** Migration from Syria to countries in Europe; and Northern Triangle to USA • **Interconnections:** Migration is usually the result of a related set of push and pull factors	• **Location & place:** Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3)

B Year 5-6: Summer

I am a geographer

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon

Substantive	All pupils:	• Review knowledge as appropriate and relevant to your local area, e.g.
		  • Land use
		  • Rivers and their courses
		  • Migration
		  • Human and physical features
				• Further fieldwork studies (KS3)

	Year 5 age pupils:			
	Year 6 age pupils:			

B Year 5-6: Summer

I am a geographer

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	• Recognise simple hazards and plan steps we can take to reduce them (Y1-2) • Draw a basic fieldsketch of what can be seen (Y1-2) • Draw an object to scale (Y3-4) • Use and interpret 8 compass points (Y3-4) • Locate places and features using 4-figure grid references (Y3-4) • Give and interpret standard OS symbols (Y3-4) **Science** knowledge of setting up an investigation, including planning, measuring and observing, recording and presenting and analysing and evaluating. **Using maps:** • Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps	• Create questionnaires and surveys • Locate places and features using 6-figure grid references • Produce a detailed risk assessment	**KS3:** • Plan and undertake complete investigations undertaken in contrasting locations • Carry out fieldwork independently from the teacher • Calculate distances on a map using a range of scales • Recognise and select the most appropriate projection • Draw accurate maps using a range of scales • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data • Interpret contours as a representation of height
	Year 5 age pupils:		• Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)	• Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5-6 CA Aut)
	Year 6 age pupils:	• Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) (Y5-6 CA Aut) • Locate places on a world map using longitude and latitude (Y5-6 CA Aut)	• Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units	
Vertical concepts				