Geography Sticky Knowledge Progression
(KSVs to Sticky Knowledge and Vocabulary)

Year group / title / term	Geography Sticky Knowledge							Vocabulary (most important for K Mat – not limited)
In KS1 pupils should be taught to: ●				In KS2 pupils should be taught to: ●				
Year Groups	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment	Vocabulary
F1								
F2								
Y1 Local Knowledge (Advent 1)	**Locational Knowledge** To locate the 4 countries that make up the UK. To locate Nottingham, Hyson Green and our school on a map.	**Geographical skills and fieldwork** To investigate the school locality and make observations about what you see (using a map on digimaps). [Webinar: Ideas for Primary Teaching with Digimap for Schools - YouTube](#) See the activity suggested (0 mins – 3 mins) Children to have photos of areas around school and they need to locate it on a map/aerial photograph.	**Geographical skills and fieldwork** To use own symbols on a simple map of the school. Children to create their own map of the school and to use their own symbols to show where things are. e.g. trim trail field KS1 playground. Church?	**Place Knowledge and Geographical skills and fieldwork** Plan a route around the local area on Digimaps – show ch map and aerial view and map. To follow the route planned. Investigate Hyson Green. Make observations about what you see. E,g park, Asda, Police station, shops, road, tram stops. Taking photos to support next lesson. What do you like/dislike? Is it busy/quiet? Bigger/smaller? Is it near/far?	**Environmental, human and physical** Identify the different human and physical in Hyson Green (using photos from their walk in the last lesson) children to sort the photos into human and physical.	Know the main differences between city, **town** and village. Including Hyson Green – city suburb.	Group assessment: Children to use the photos from their walk around Hyson Green to talk about the local area and to try and place on a map explaining why they placed it there. To ask the sticky knowledge Qs to see if they have retained	Country City Local area City suburb Symbols Maps Globes Aerial Route Human Physical

						their new knowledge.	

	Sticky Knowledge						
	K1 - England, Scotland, Wales and Northern Ireland are the four countries which make up the United Kingdom K2 - Nottingham is in England in the midlands. K3 – A map uses symbols to help us label features K4 - Human features (like roads, houses and bridges) are things that have been built by people. K5 - Physical features (like rivers, streams, mountains and seas) are natural thing you can see around you.						

Y1 Hot and Cold Places (Lent 2)	[Investigating weather (geography.org.uk)](geography.org.uk) Weather in UK. Read a book – see suggested list – about the weather in the UK. Focus on rain, temperature and wind. How do we measure this? Making weather instruments (see the progression of measurements for weather): Make own wind vane.	Observing and recording weather conditions and the effects of these on human activities. Use the instruments to observe the weather over a week/two weeks. Know and use weather symbols each day. Ch to understand weather symbols, N, S, E and W and in their weather measuring techniques.	Seasons and seasonal weather patterns. Know which is the coldest and the hottest season in the UK. Link to Science and see your planning from challenge 2	Equator Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Challenge 3 from planning. Ch to use a globe/map to name as many countries as they can that lie on or near the equator.	The North and South Pole Discuss the weather and that that these are both deserts (polar deserts) as they are barren and do not get a lot of rain or snow. Compare to Sahara desert	Assessment Name the weather symbols. Match the typical weather associated with a typical UK season. Label N, S, E and W on a compass point. Label the North Pole, South Pole and Equator on a map.	Wind vane Rainfall Thermometer Compass direction Equator North Pole South Pole Artic Antarctic Deserts A picture with these terms: North East South West

	Sticky Knowledge						
	K1 – Weather in the UK can change on a daily basis K2 – Weather changes daily and through the seasons K3 – We can use instruments to measure rainfall, wind direction and temperature K4 – The 4 compass points are North, South, East and West K5 – Polar deserts are cold and arid deserts are hot and dry						

Additional Y1 lessons throughout the year.	Know their address including postcode Homework – draw their journey to school.	Know the three main seas that surround the UK and locate them on a map/globe.	Introduce the 7 continents and 5 oceans.	Beebots – follow directions forwards, backwards, left and right.	Draw a map to show where ???? (a character from a story lives). Use their own symbols to represent parts on their maps and also draw round object to help make a plan.			
Y2 Comparative Study outside the UK – Kenya (Lent 1)	K1 – Kenya is a country in Eastern Africa See GA – resources (activity 2) This is a whole-class lesson using the interactive whiteboard. Load Google Earth on the interactive whiteboard. Gradually zoom in from space to Kenya. Use a pointer to help pupils identify various geographical features, ensuring that the correct geographical vocabulary is used. Country and continent, which primary pupils are often confused by, are especially important to emphasise. Other words you could use are: ocean, sea, island, mountains, coastline, lake, city, desert	K2 – Kenya's neighbouring countries are: South Sudan, Ethiopia, Tanzania and Uganda Compare the size of the UK with Kenya. Use digi-map to measure the coastline of Kenya.	K3 – Kenya's coastline is 536km. Mombassa is Kenya's main seaport - it is the oldest city in Kenya and the second largest. Use photos from Y1 walk of the local area and share with the ch. What features do you see? What features do you think you will see in Kenya? Show photos of Nairobi and another area of Kenya (ch to identify features which are similar and different to Hyson Green). Human and Physical.	K4 – Nairobi is the capital city of Kenya - located in the highlands. Show photos of Nairobi and the surrounding area. Explain that this is the capital city. Share its location on a map. Where is it. Near the sea? Near lakes? Rivers? Mountains? Why do you think it is located where it is? Discuss reasons why people are moving to the cities in Africa. What problems might this create? Draw and write about the city of Nairobi and surrounding area using the photos as a focus and label. What have	K5 – The Great Rift Valley is about 6,400 kilometres long and is a tear in the Earth's surface. There are many lakes and mountains along the Great Rift Valley The 'Rift Valley' is marked in the north-west part of the Kenya map. But what is a rift valley? The valley is situated in a region where large sections of Earth's surface began to move apart because	What would it be like to live in a Massai Village? Look at pictures Massai and their village - make comparisons to Hyson Green. Ch to identify similarities and differences between life in a Massai	Which of the 7 continents can you remember? Locate Africa on a map. Naming and locating some of the countries of the continent of Africa and the surrounding seas. What is the capital city of Kenya? What is the capital city of England? Naming some of the	Continent Ocean Coastline Mountain Highlands Lake Valley Landform Savannah Tribe Tourism

	World map – Kenya			they found out about it? What human and physical features might we see if we visited there? Write two similarities and differences to Hyson Green.	of forces within Earth. Those forces also result in volcanoes. Mount Kenya and Mount Kilimanjaro are two of the tall peaks formed by volcanoes in this area. The Great Rift Valley is home to many animals and birds. Among these are elephants, giraffes, leopards, endangered black rhinoceroses, and giant eagle owls. There are several wildlife reserves in the Rift Valley. Many tourists visit to see the wildlife and to admire the dramatic scenery. On an aerial photograph, ch to locate the Great Rift Valley.	village and Hyson Green. EXT: What do they like about life in a Massai villiage and what might they find difficult - why?	similarities and differences between human and physical features of the UK and Africa.	

					Ch to identify different landforms along the Rift Valley e.g. Mountains, lakes.			

Sticky Knowledge

K1 – Kenya is a county in Eastern Africa

K2 – Kenya's neighbouring countries are: South Sudan, Ethiopia, Tanzania and Uganda

K3 - K3 – Kenya's coastline is 536km. Mombassa is Kenya's main seaport - it is the oldest city in Kenya and the second largest.

K4 – Nairobi is the capital city of Kenya - located in the highlands.

K5 – The Great Rift Valley is about 6,400 kilometres long and is a tear in the Earth's surface. There are many lakes and mountains along the Great Rift Valley.

K6 – Africa has thousands of different tribes with their own language and values.

Y2 Comparative Study in the UK – City or Countryside? (Pentecost 2)	To **label** places on a map of the local area. To **draw maps** to show land use in the local area See lesson 2. Find Nottingham on a UK map. *Teach* Look at photos taken previously to remind chn what we will be looking for-building use, types of home, other uses of land in our locality. Look at a map of the local area and plan route together. *Practice* Walk around the local area (follow the route on the map). Complete questionnaire in groups looking at the local environment. Make observation and discuss together. Introduce concepts of landuse,	Aerial map of England. What features do you see? Google Earth? What can you see? Spot? Rivers, Sea, See lesson 3 Remind ch of walk and land use of last lesson. Review lesson from Y1 – human and physical in HG. Ch to use Digi maps to identify land use of an aerial view of 4/5 streets in GH.	Sorting activity Town or country. Ch given a range of photos and to sort into town/county. How do you know? Share the countryside code with the ch. Create a poster explaining the countrywide code	Visit to a farm – Country Trust	Using experience from the visit: Ch to identify all the human and physical features that they would see in a town and the countryside. Draw a map of the farm/countryside visited from an aerial photo. Create a key and symbols. Why are keys and symbols useful?	Farming landscapes, sheep farming and crop farming. Two sets of three groups – with a series of Qs to explore. Which landscape is least influenced by humans? What might a drought do to crops?	Explain some of the advantages and disadvantages of living in a **city** or **countryside**.	Urban Rural Countryside Landscape Farmland Sowing Harvesting Drought Arable farming Cattle Dairy Forestry

	environmental issues, traffic problems, litter, noise, and wasteland.

Draw a simple map of the route taken and the buildings etc seen. | | | | | | | |
| | Sticky Knowledge:
K1 – Nottingham is a city and Hyson Green is a city suburb
K2 – Maps helps us to know the routes of an area, landmarks and location of buildings
K3 – The Countryside Code helps us to: respect everyone; protect the environment; and enjoy the outdoors
K4 – There are more human features in a city/town than there are in the countryside and there are more physical features in the countryside
K5 – There are many types of farming in the countryside (arable, cattle, dairy etc). Crop farmers face many challenges e.g. weather conditions | | | | | | | |
| Additional Y2 lessons throughout the year. | Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland and their main characteristics. (Y1) (KS1 LK ii) | Know the names of and locate the seven continents of the world. (Y1) (KS1 LK I)
Know the names of and locate the five oceans of the world. (Y1) | Name and locate European countries (Spain, France and Poland) and mention facts/differences e.g. language, food. (Y1) (KS1 PK I) | | | | | |
| Y3

Volcanoes

(Advent 1) | K1 - The four main layers of the Earth are the crust, the mantle, the outer core and the inner core. | K2 - Most volcanoes are found along a belt, called the 'Ring of Fire' that encircles the Pacific Ocean.

Use digimaps – overlays on volcanoes. Look at distribution and compare to tectonic plates.

Where are they located in relation to the equator/southern hemisphere/northern hemisphere?

Name: | K3 - The parts of a volcano are: magma chamber; conduit; secondary vent; vent; crater; ash cloud; and lava flow.

Label.

Extension – explain each part. | K4 – There are four mains types of volcano: shield and composite, lava domes and cinder cones.

Explore the terms active, dormant and extinct.

Not all volcanoes are on land. | K5 – A tiltmeter is used by geologists to help them know when a volcano is about to erupt.

How we know a volcano is about to erupt?

To show ch how a tiltmeter works and how geologists use it.

See experiment on the server. | T5 - To **evaluate** the positive and negative impact of volcanoes on people's lives

Study a recent volcanic eruption. | What is the belt called where most volcanoes are found?

Label the parts of a volcano.

What instrument do geologist use to tell them when a volcano is about to erupt?

Living near a volcano: | Volcano
Tectonic plates
Magma
Lava
Vent
Crater
Erupt
Dormant
Active
Extinct
Geologist |

		Know the names of four countries from the southern hemisphere and four from the northern hemisphere. New Zealand (Southern) Indonesia (Southern) Chile (Southern) Ethiopia (Southern) Japan (Northern) Philippines (Northern) Russia (Northern) Iceland (Northern)					Name two positives and two negatives.	

Sticky knowledge

K1 - The four main layers of the Earth are the crust, the mantle, the outer core and the inner core.

K2 - Most volcanoes are found along a belt, called the 'Ring of Fire' that encircles the Pacific Ocean.

K3 - The parts of a volcano are: magma chamber; conduit; secondary vent; vent; crater; ash cloud; and lava flow.

K4 – There are four mains types of volcano: shield and composite, lava domes and cinder cones.

K5 – A tiltmeter is used by geologists to help them know when a volcano is about to erupt.

K6 – Volcanoes have positive and negative impacts on people's lives

| Y3

Local Study: Nottingham City

(Pentecost 1) | K1
Locate Nottingham and 6 other cities (London, Birmingham, Manchester, Liverpool, Leeds and Bristol)

Look at the UK – a photo at night.
What do you notice?
Where are the lights brightest? Cities. | K2 – To explore how land use in Nottingham has changed over time.

Teach – How do we get from Hyson Green to Nottingham City? Collect ideas – tram, car, walk, bike. Show map of England – how might we get from our capital city to Nottingham? | K3 – To use maps and field work to observe and record human and physical features of Nottingham.

Class to plan route (areas to visit) around Nottingham and follow it.

Visit to Nottingham City on the tram to look at land use. Split in to 4/5 groups. | K4 – To identity the positives and negatives of Nottingham City centre.

From the fieldwork – ch to identify the positives and negatives and to identify whether they are human or physical features. | K5 – Create a messy map/plan offering improvements in Nottingham based on fieldwork.

Share the New York Times article <u>Nottingham's Dilemma:</u> | K6 – To present our concerns/findings to our local MP/councillors

Write to or invite in our local MP or a Nottingha | Why would someone want to live in Nottingham?

Positives | County
Industrial revolution
Amenities
Pollution
Environment
Land use
Landmarks
Transport links
Canals
Caves |

Can you locate these 7 cities? Which cities are om the coast? Are any cities located near to others? What landmarks are near these cities? River? Coastline? Main road links? Discuss the history – industrial revolution – importance of rivers, canals and coastline, coal cities.	Train, drive. Before technology how might people have travelled? Show map with River Trent/canals. Explore what Nottingham was famous for – lace/industrial. https://www.nottinghampost.com/news/local-news/gallery/25-pictures-gregory-boulevard-over-3288455 Show children a historical map of Nottingham City on Digi Map and a modern map – observe changes. Show various images of then/now. Why are these changes important to modern life? What is in Nottingham that attracts visitors now? Show images of many of the main attractions: Caves, Nottingham Castle, Lace, Nottingham Contemporary Art, The Arboretum, Nottingham University, Wollaton Park, Goose Fair,	Ch to take photos and record land use on maps/sketch plans. Ch to interview people of Nottingham about their likes and dislikes. *Review* – famous Nottingham landmarks and attractions – urge chn to look out for these landmarks. *Teach* – Explain the purpose of the visit using new vocabulary – land use, landmarks, and attractions. Visit 4 different locations (Castle/Robin Hood, Old Market Square/trade, St Peter's Church and Broad marsh/development). Discuss that we must make observations of positive and negative things we observe (empty shops/litter/graffiti/ lack of green space) *Practice - Draw children's attention to positives/negatives throughout trip. Model note taking/sketching.*	How could the negatives be improved? What can we do to make a change?	Robin Hood or High Tech? - The New York Times (nytimes.com) *Review* - Recap the negative aspects of Nottingham – What is happening to the Broadmarsh area? *Teach* – Explain that we are all going to design the new Broadmarsh area. Discuss what this should try you address some of the issues that have been raised previously, as well as some things that can make money to maintain that area's upkeep. Collect ideas - what these could be e.g. green space, play areas, food court, graffiti area, recycling for money centre. Collect a	m City Councillor to present our concerns/ideas to improve Nottingham.	

		Theatre Royal, Trent Bridge Cricket Ground, Nottingham Forest and Notts County. *Practice – split to historical and modern. Collect ideas together on WB.*			bank of ideas on a large sheet of paper. *Show images of a bird's eye map of Broadmarsh and examples of other bird's eye drawings using varied examples.* *Practice –* Model creating a bird's eye map on large sheet of paper – using their ideas. Model creating a Key to show what each picture represents.		

Sticky Knowledge:

K1 – Nottingham is city in the UK and is located in the county of Nottinghamshire. Six major cities in England are: London, Birmingham, Manchester, Liverpool, Leeds and Bristol.

K2 – To explore how land use in Nottingham has changed over time.

K3 – To use maps and field work to observe and record human and physical features of Nottingham.

K4 – To identify three positives and three negatives of Nottingham City centre.

K5 – To present a messy map/plan offering improvements to Nottingham based on fieldwork.

K6 – To present our concerns/findings to our local MP/councillors

| Additional lessons Y3 | To locate at least 8 counties in England:
Nottinghamshire
Derbyshire
Leicestershire
Lincolnshire
South Yorkshire
Rutland | Know the names of and locate at least eight European countries and capitals (building on Y2).
England – London
Wales – Cardiff
Scotland – Edinburgh | Homework or lesson:
Drawing maps – Make a map of the route to Nottingham city centre from school (after visit to Nottingham) with some accuracy of placement of features in order seen | **Directional/locational skills –** Use four points of a compass to give/follow directions & begin to recognise to eight points of a compass | | | Invite City Council representative in to share ideas for the Broadmarsh area | |

	Greater London East Riding of Yorkshire Cornwall Norfolk Devon	Northern Ireland – Belfast Ireland – Dublin Poland – Warsaw France – Paris Spain – Madrid Look at boundaryes between countries e.g. England and Wales/Scotland. Northern Ireland and Ireland. France and Spain. Etc Look at them on different scale maps.						
Y4 Coasts (Advent 1)	K1 – The UK is made up of three main types of rock: sedimentary, igneous and metamorphic.	K2 – The are different types of coastlines around the UK: islands, bays, headlands, peninsular, caves, cliffs, arch, beaches, mudflats, estuary. Show ch photos of these features with a named location in the UK (e.g. Runswick Bay, North Yorkshire) e.g. mudflats A couple of examples are on the server CH to use the atlas or digimaps to locate the coastline of these coastline photos on a map of	K3 – The coast changes daily due to high and low tide. See lesson on tides and waves on the server.	K4 – coasts are shaped by the sea or ocean and this happens over time. Erosion and longshore drift K5 – People work hard to prevent coastal erosion.	K6 – There are advantages and disadvantages to tourism at costal areas. There will be a visit to the coast: Interview locals and tourists Look at landscape, landuse and amenities. Recognise symbols on a OS map of the Lincolnshire coast. K6 – Tourism at the coast can have positive and negative impacts.	K7 – Compare a European coast to the Lincolnshire coast. Analyse evidence to draw conclusions e.g. make comparisons between locations from photos and maps		Sedimentary Igneous Metamorphic Headlands Peninsular Mudflats Estuary Tides Cliffs Beaches Erosion Longshore drift

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<td>the UK – identify the counties.
<mark>Can ch use the 4 point grid reference?</mark>

Look at the OS maps. What key symbols are located around these coastlines?</td>
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Sticky Knowledge:
K1 – The UK is made up of three main types of rock: sedimentary, igneous and metamorphic.
K2 – The are different types of coastlines around the UK: islands, bays, headlands, peninsular, caves, cliffs, arch, beaches, mudflats, estuary.
K3 – The coast changes daily due to high and low tide.
K4 – coasts are shaped by the sea or ocean and this happens over time.
K5 – People work hard to prevent coastal erosion
K6 – There are advantages and disadvantages to tourism at coastal areas.
<mark>K7 – European coastal region!!!</mark>

Y4 Biomes (Lent 2)	**Recap** equator (Y1), features of non-European country- Kenya (Y2) and deserts from Hot and Cold topic (Y1) Introduce word biome & identify 5 main types of biome Locate biomes on world map (See Digimaps – overlay on biomes to support learning)	Ch to use map from last lesson to label these (equator, tropic of cancer and Capricorn) on their map. Using map, look for patterns in distribution (per biome). Link to/describe using terms latitude, longitude, equator, Northern hemisphere, Southern hemisphere,	Describe & understand climate zones & understand the difference between weather & climate Video link may help: https://climatekids.nasa.gov/weather-climate/ Describe & understand term vegetation belt & understand how a climate zone affects vegetation.	Recap Use photos to match the biome to the photo. Use atlases, maps and computer mapping (digimaps) to analyse how climate zones affect the biome of a region including the vegetation belt & understand how a climate zone affects vegetation. Task:	Describe features of biomes located. English link – research & report writing about different biomes (avoid studying rainforests in detail as this will be covered in Y5) (LP planning challenge 5&6)	Climate change – impact on biomes: Activity idea: exploring sea level rise. See sheet saved in file. Link to impact on biomes.	Assessment What is a biome. Name the 5 main biomes. Choose one of these biomes and identify three plants/animals/features of this biome. How is climate change	Latitude Longitude Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Vegetation belt

	[Webinar: Ideas for Primary Teaching with Digimap for Schools - YouTube](#) See about 12 mins in. Give children map of the biomes – use digimaps to support them to create a key with the type of biomes. Refer to continents (recap from KS1).	Tropics of Cancer and Capricorn, Arctic & Antarctic Circle.		Describe features of biomes located. See sheet (but adapt to 5 biomes)			impacting our world?	

Sticky Knowledge
K1 - A biome is a specific environment home to living things suited to that place and climate.
K2 - The 5 main biomes in the world are desert, grassland, tundra, forest and aquatic.
K3 - 'Weather' refers to short terms conditions in an area while 'climate' refers to weather patterns and conditions over an extended period.
K4 - Climate zones affect the vegetation that can grow in an area and this affects the biome e.g. around the equator, the climate is tropical and the hot and humid conditions are home to rainforests.
K5 – Climate change is having a devastating and irreversible impact on our world e.g. rising sea levels.

| Additional Y4 lessons | 8 points of a compass, 4 figure grid references, symbols & key | Know the names of and locate at least eight major capital cities across the world (especially in Europe). (Y3)
England – London
Wales – Cardiff
Scotland – Edinburgh
Northern Ireland – Belfast
Ireland – Dublin
Poland – Warsaw
France – Paris
Spain – Madrid
Germany - Berlin
Kenya – Nairobi
Nigeria – Abuja
America – Washington | | | | | |

		China – Beijing Russia - Moscow						
Y5 Tropical Rainforests (Lent 1)	Recap from Y4 using Digimaps overlays on biomes/major lines of latitude to support learning (this can be teacher led). To locate tropical and temperate rainforests around the world and to notice patterns of distribution (recap on Y4 locating different types of biomes). See lesson 1 on planning for lesson and task.	See lesson 3 from MTP on layers of the rainforest.	Investigate the animals in the rainforest and explore how they are suited to their environment. See lesson 4	Link to climate change in Biomes Y4. See lesson 5 (deforestation) See the article that Kerry sent GA – p28 activity 6 – debate about indigenous people v cattle. And/or Rainforest Education Pack (rainforestfoundationuk.org)	Recap 4 figure grid from Y4. See lesson 6. Rainforest today and ten years ago.	Class reflection: Key Qs: What do you think the Amazon rainforest will be like in 2050? Ch to draw two maps showing what it is like today compared with 2050. What now needs to be done to secure a positive future for the Amazon? Is there anything that you could personally do?	Assessment	Forest floor Understory Canopy Emergent layer Deforestation Endangered Extinction Indigenous Biodiversity
	Sticky knowledge K1 – There are two types of rainforest – temperate and tropical. K2 – Tropical rainforests are located closer to the equator and temperate are found further north near coastal areas K3 – There are four layers in a rainforest e.g. forest floor, understory, canopy and emergent layer K4 – About 6% of the Earth's land surface is rainforest and this area is home to about half of all animal and plant species K5 – Deforestation is having a harmful impact on indigenous people, animals, plants and our world as a whole							

Y5 Brazil (South American) (Pentecost 1)	Where is Brazil? Know the names of, and locate, a number of South American countries. Exit Q: Brazil quiz	The Brazilian Climate Compare the climate and weather of different locations in Brazil. e.g. Brasilia, Manaus, Salvador, Rio de Janeiro and Curitiba Each table explore a different area. HA to explore two different areas. Compare? Link to location. Climate & Physical Features - Brazil (weebly.com) Link to Digimaps – climate zones? What do you notice? Which has the greatest rainfall? Highest temperatures? Why?	Urbanisation: the great tug of war (push/pull) What is a push factor? The reasons why a person moves from a particular area. Very often this is due to factors such as: lack of services, safety, crime, crop failure, drought, flooding, poverty, war. What is a pull factor? The reasons why a person moves to a particular area. Very often this is due to factors such as: higher employment, increased wealth, better services, good climate, more fertile land, lower risk from natural hazards. Pupils should take it in turns to read out the push pull card statements. Once the pupils have heard and understood the statement, they should be asked the following question: Would this statement make you want to stay in the rural north or move closer to the urban south? most of the large cities in Brazil are located in the South of the country, leaving the north of the country mostly rural.	A city of two halves Similarities and differences between different parts of Rio de Janeiro. Compare the lives of children living in Barra Di Tijuca compared with Rochinha Favela. Rochinha Favela Drone footage: 【4K】Drone Footage | ROCINHA ..:: Brazils largest Favela Rio de Janeiro 2019 - YouTube Barra Di Tijuca drone footage: 【4K】Barra da Tijuca from Above - RIO DE JANEIRO 2020 | Cinematic Wolf Aerial™ Drone Film - YouTube	Indigenous people of the Amazon rainforest. Identify the threats to indigenous tribes. What can be done?		Assessment: What is life like in Brazil? CH to write their own tourist guide to Brazil using their knowledge and understanding – human and physical features,	Equatorial zone Tropical zone Semi-arid zone Highland tropical zone Subtropical zone Urbanisation Favela Overpopulated Underdeveloped

	Sticky Knowledge
	K1 – Brazil is the fifth largest country in the world. It faces the Atlantic Ocean and shares it's boarders with every South American country except Chile and Ecuador. K2 – Brazil has a variety of climatic zones, ranging from tropical to temperate. K3 – Identify push (safety/crime/flooding/poverty) and pull (higher employment/better services/good climate) reasons for urbanisation. K4 – Rochinha Favela is Rio de Janeiro's largest favela. Favelas are the most underdeveloped and overly populated areas. K5 – The indigenous people face many threats such as: farming, disease, loggers, cattle ranches, road building etc.

Additional Y5 lessons	Use 8 compass points confidently Begin to use 4 figure coordinates to locate features on a map (KS2 GSF ii)						
Y6 **Rivers** (Advent 1)	K1 – Label and explain the features of a river: source; mouth; estuary; meander; deposition; tributary; delta; erosion; and transportation.	K2 – Use a 6 figure (grid reference) to locate the source and mouth of the main UK rivers. River Severn River Thames River Trent River Great Ouse River Wye River Tay Find and locate the 5 longest world rivers: The Nile Amazon River Yangze River Mississippi River Yenisei Riiver See lesson 2 – where does it ravel to? Which cities? How many cities?	K3 – To explore the journey of the River Trent on digimaps	K4 – A fast-flowing river will carry dirt and rocks from its bed and banks downstream and drop them when it gets wider and slows down.	K5 – Explore land use around Nottingham canals and the River Trent.	Trip on a narrowboat K6 – Flooding. Royal Geographical Society - Geography resources for teachers (rgs.org)	Assessment?	Source Mouth Estuary – Y4 Meander Tributary Disposition Delta Erosion – Y4 Transportation Canal – Y3? Flooding

	Sticky Knowledge
	K1 – Label and explain the features of a river: source; mouth; estuary; meander; deposition; tributary; delta; erosion; and transportation K2 – Use a 6 figure (grid reference) to locate the source and mouth of the main UK rivers.

	K3 -To explore the journey of the River Trent on digimaps K4 – A fast-flowing river will carry dirt and rocks from its bed and banks downstream and drop them when it gets wider and slows down. K5 – Explore land use around Nottingham canals and the River Trent. K6 – The impact of flooding on humans							
Y6 Trade (Pentecost 1 and 2)	K1 – Economic activity is divided into three main categories: primary activity; secondary activity; and tertiary activity. Discuss UK regions e.g. coal, forestry, farming, manufacturing. Identify primary, secondary and tertiary activities. See KO book - Teaching primary geography p238.	K2 – Explore the raw materials/natural resources Link to book p230 (if it helps).	K3 - Global trade can increase and not decrease global inequality. Trade p241 in Teaching Primary Geography Book The Trading Game | National Geographic Society Or Banana Split game Discuss Fairtrade	K4 – Some foods travel over 5,000 miles. How far does our food travel? See lesson 2 and lesson 4 and also link to p239 in Teaching Primary Geography Book – grapes – seasons and locations. Plot on world map	K5 – our carbon footprint is having a negative impact on our world. See p 248 and lesson 3.	K6 – How can we today to be a global citizen. Global future? Global citizen? COP26? Are we running out of time to save our planet? Sustainability How can we start today? Recycle p250??		Developed nations Developing nations Global inequality Producer Consumer Carbon footprint Food miles Import Export International trade Raw materials Greenhouse gases Fairtrade
	Sticky Knowledge K1 – Economic activity is divided into three main categories: primary activity; secondary activity; and tertiary activity. K2 – Oil and K3 – Global trade can increase not decrease global inequality. K4 – Some foods travel over 5,000 miles. K5 - Our carbon footprint is having a negative impact on our world. K6 – We can act today to be a global citizen.							

Y6 additional lesson	Time zones – see lesson from lesson 2 of Trade	Longitude and latitude – use these on digimaps.						