

	Understand scale at a personal and local level: how we can keep our school/local parks & woodland free from litter for the good of everyone and wildlife.	Understand at a local level based on High Green and Sheffield. Can talk about how different land use locally, impacts on the landscape: football grounds, country park, new housing.	Begin to understand how we fit into a global picture. Can talk about how transporting of cocoa around the world can have negative and positive impact.	Begin to understand how human activity has changed the local landscape: industrial to recreational. Can talk about the positive impact of National Parks: know there are, and can locate 15 National Parks in the UK.	Understand and can talk about how major environmental events can impact at a local, regional and global level: volcano eruption affecting air travel.	Understand how the five local rivers cross county boundaries and are impacted at a national level. Can talk about the journey of the River Don from its source to joining the Ouse and on to the estuary.	Understand the micro climate of the rainforest and compare it to the global impact of deforestation on the world's climate.
ENVIRONMENT	<p><i>This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.</i></p>						
	Understand the different ways in which we use our environment. Understand that we can have an impact on the soil habitats and wildlife.	Be able to talk about the different habitats and how humans can have a negative impact: litter. Can talk about possible solutions to litter and recycling.	Be able to compare and contrast the different environments – Ghana and High Green: land use, population, climate.	Be able to talk about environmental issues related to land use over time and predict possible what if.. scenarios. What if local mines were still in use today? How might this impact on culture, population, transport links, local amenities?	Beginning to understand the difference between geological and geomorphic events.	Understand the impact of pollution along the whole length of the river Don. Can talk about the changes over time to the River Don, from industrial levels of pollution today's healthy fish stock.	Can talk about the environmental damage that has been caused by deforestation: at a local and global level.
PHYSICAL & HUMAN PROCESSES	<p><i>Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement</i></p>						
	Begin to understand differences in natural and man-made environments.	Understand and can talk about what we need to do to ensure local habitats are maintained and not spoilt.	Understand how the global demand for cocoa has changed the environment in Ghana – damage to rainforests to plant cocoa crop. Understands that the demand for cocoa has driven Ghana economy.	Begin to understand that natural environments are still managed. Be able to talk about management strategies to retain habitats & National Parks. (Wilder Blean Project reintroduced bison in July 2022)	Understand how natural events are being managed: Thames Barrier. Can talk about how new islands are formed: Tonga Islands	Consider the benefits and negative impact of creating new reservoirs: Derwent Valley on farming, communities, landscape, demand for water.	Build on prior knowledge of Ghana and can talk about the impact of deforestation. Can talk about COP26 and the deal to end and reverse deforestation by 2030.

INTER-CONNECTIONS	<p><i>No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.</i></p>						
	<p>Understand that we all have our part to play in a positive and negative way. Can talk about steps we can take to help the environment: switching off lights to save energy, picking up litter, walking to school.</p>	<p>Understand the different micro habitats: hedgerow, woodland, streams and that they all rely on each other to be sustainable. Be able to talk about a connections chain to show how each habitat/animal relies on others: flowers for insects, insects for birds, small mammals to be protected from predators.</p>	<p>Be able to talk about and show through a chain events diagram, how the worlds demand for goods has impacted on Ghana: its land use, economy, communities – it all starting with demand for goods. Consider what goods have a negative impact on the environment: plastic and think about things we can do to reduce demand.</p>	<p>Can talk about the need for legislation to protect the environment and know about the Act of Parliament 1949 which established national Parks across the UK. Can talk about the impact of the famous 1932 ‘mass trespass’ on Kinder Scout.</p>	<p>Consider population growth in and around vulnerable areas across the world. Cities built in earthquake regions, housing estates built on flood plains – leading to rise in technological responses.</p>	<p>Consider cause and consequence – story of the river Don. Talk about its future and what is needed to be done now to ensure sustainability and health of the river.</p>	<p>Consider our role (demand for goods) has played a part in global deforestation.</p>
CURRICULAR LINKS	AUTUMN	<i>History – Castles. Norman Invasion – map work</i>	<i>History – map of the village. Change of land use over time from the building of the school – 1843 to today.</i>	<i>History – Map work – Romans & Ancient Greeks. Settlement in Britain</i>	<i>History – Map work – Anglo-Saxon & Vikings. Settlement in Britain.</i>	<i>History – Map work – WW2 – countries. Ocean blockades.</i>	<i>Otzi – map work – location of discovery. Route taken. Climate at the time.</i>
	SPRING	<i>Boggarts – local area</i>	<i>Chocolate</i>	<i>Westwood Country Park</i>	<i>Extreme Earth</i>	<i>History – development of industrial Sheffield</i>	<i>Rainforests</i>
	SUMMER	<i>Orienteering</i>	<i>Orienteering</i>	<i>Orienteering</i>	<i>Orienteering</i>	<i>Orienteering</i>	<i>Orienteering Map work – route taken by the Titanic. Sea conditions. Weather patterns.</i>