

**Knowledge planner : *building a rich web of powerful knowledge***  
***How has the UK compared to China over time?***

**Prior learning-** establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

Geography from previous years, previous contrast studies - Iceland in Year 4, South American focus in year 5

**Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere

**Human and physical geography**

- describe and understand key aspects of: rivers
- Volcanoes and the water cycle

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History chronological awareness of time periods previously studied (Stone Age, Ancient Egypt, Ancient Rome, Anglo Saxons and Vikings. 2022/23 Mayan civilisation) - This has also been done this year with comparisons to Ancient Greece and WWII.

Knowledge of the achievements of the earliest civilizations – depth study of Ancient Egypt

**2023- locational knowledge is not well-established at the start of this topic so has been built into the topic.**

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**Curriculum links**

**Geography**

**Locational knowledge**

- identify the position and significance of latitude, longitude,, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Human and physical geography**

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts
- mountains and earthquakes
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## History

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: The Shang Dynasty of Ancient China

## Science

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Big ideas/concepts	Key question/s:	Vocabulary (including etymology?)
Comparing Asia with Europe.  Life in an Ancient civilisation.  Understanding of physical and human geography- looking at the role of physical features in the formation of settlements  Land use over time and the impact of natural resources on development.	What are the similarities and differences between Europe and Asia?  What are the different approaches of Eastern and Western philosophies, and how has this impacted their civilisations?  What is the difference between human and physical geography?  How and why has land use changed over time?	Civilisation Capitalism Communism Feudalism Industrialisation Latitude Longitude Equator Northern/southern hemispheres Tropics of Cancer and Capricorn Arctic and Antarctic Circle Time zones Greenwich meridian Climate zones Biomes

<p><b>Plans - content, how will we teach this?</b></p> <p>Cooking day.</p> <p>Chinese New Year.</p> <p>Case study around the positive and negative impact of the Three Gorges Dam looking at VR evidence.</p> <p>Exploring land use - what makes areas good candidates for e.g. industrialisation</p> <p>Light- linked to Chinese New Year.</p>	<p><b>Other curriculum areas with rich links to concepts or content?</b></p> <p>Geography - rivers, mountains, earthquakes.(see above)</p> <p>History - Shang Dynasty.</p> <p>Art - bones.</p> <p>DT: cooking and nutrition content.</p> <p>Science - invention of seismograph, electricity</p>	<p><b>Important figures/quotes-</b> the best that has been thought/said/done</p> <p>Confucius.</p> <p>Shang Emperor.</p> <p>Mao.</p> <p>Chinese Cinderella (our key text) focuses on the disparity in China between males and females.It looks at the life of a young girl and her experience in China pre and post Communist. We also address the issues around colonialism in China and the legacy this has left in modern day Hong Kong and Shanghai.</p>
<p><b>Equalities aspects</b></p> <p>Non-European civilisation.</p>		