Geography at East Harptree and Ubley Primary Schools

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LIGHTHOUSE SCHOOLS PARTNERSHIP

Geography Intent

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Geography Curriculum Overview

Year	Geographical Unit	Prior Learning	Geographical 'Now Knowledge': Key Questions	Vocabulary	Geographical Skills and Fieldwork	Enrichment and Engagement activities
1	**Weather Patterns**	Weather (science Y1) NB This unit will be ongoing throughout the year and learning from science & geography will be consolidated in term 6.	1. What are the different types of weather? 2. What are the seasons and how do they change in the UK? 3. What is the weather like through different seasons? 4. How does the weather change from day to day in the UK?	wind snow rain hail fog sun wet/dry/hot/cold summer, winter, autumn, spring seasons equator weather pattern climate temperature	• Using evidence such as photographs and images. • Interpreting simple information from images and diagrams • Weather maps and symbols.	Keep a seasonal and weather diary across the year. Photographing the conservation area at different points in the year and having a changing seasons display.
1	**Continents, Oceans and Compass Points**	Positional language (Maths Y1) Map work (physical/human Y1)	1. What are the 7 continents of the world and where are they located? 2. What are the 5 oceans of the world and where are they located? 3. What are the 4 main points of the compass 4. Where is the Equator and the North and South Pole?	continents oceans compass north south east west Near/far Left/right globe	• Map and global work. • Interpreting information from a map.	

			5. Where are the hot and cold places on Earth?			
1	**Physical and Human features**	Compass points	1. What is a physical feature? 2. What is a human feature? 3. How can I plot human and physical features on a map 4. How can I describe the location of features on a map?	physical human feature plot map land/landmark city farm town village building factory port/harbour office house shop	• Map work • Categorising information • Presenting evidence (plotting on a map)	
2	**Fieldwork and Local Study**	Map work (Y1) Physical and human features (Y1) Compass points (Y1)	1. What are fieldwork skills and how do they help me to be a good geographer? 2. How do we recognise landmarks, human and physical features on an aerial map? 3. How do we use a simple map and basic symbols in a key?	aerial view photographs landscape environment human and physical features symbols key compass north south east west	• Use simple fieldwork skills. • Interpreting images and diagrams. • Using evidence such as diagrams and images.	

			4. What basic symbols can we create to make a key for a map? 5. How can we use compass directions to navigate around simple maps?		• Use simple mapping skills.	
2	**Countries and Capitals**	Compass points (Y1) Countries of the UK (Y1) Map work (Y1)	1. In which continent is the UK and where is it in the world? 2. Which countries make up the UK and where are they located? 3. What are the capital cities of the countries of the UK and where are they located? 4. What are the names of the seas that surround the UK and where are they located? 5. What is unique about each country in the United Kingdom? 6. Where is Bristol and what is special about its location?	countries United Kingdom capital cities location England Scotland Wales Northern Ireland key cities Eire	• Map work. • Interpreting information.	

2	**Geographical Differences (UK and a Non-European Country)**	Map work (Y1) Physical and human features (Y1) Weather patterns (Y1) Equator (Y1) Handa's surprise – (EYFS)	1. Where is the UK and where is Kenya on a world map? 2. What is the weather like in Kenya and how is this different to the UK? 3. What are the human and physical features of Portishead? 4. What are the physical features of Mabambani and how are they different to the UK? 5. What are the human features of Mabambani and how are they different to the UK? 6. What are the similarities and differences for children living in Portishead and Mabambani?	vegetation equator North Pole South pole oceans mountains river valley sea port/harbour factory beach forest	• Interpreting images/diagrams using photographs. • Simple analysing sources of information. • Comparison/contrast of two geographical areas.	
3	**Villages, Towns and Cities**	• Map work (Y1/2) • Continents (Y1/2) • Physical/human features (Y1/2)	1. What is a settlement are there different types? 2. What affects where people live? 3. Where the key cities of the United Kingdom	population settlement village town city physical feature human feature county	• Maps. • Interpret information from graphs and charts.	

		• Countries of the UK (Y2) • Features of Kenya (Y2) • Geographical differences (Y2) • Stone Age settlements (history Y3)	and what are their populations? 4. What are the key features of some UK cities? 5. Where are the counties of the South-west? 6. How is land-used in different cities?	land-use residential commercial industrial industry		
3	**Mountains, Volcanoes and Earthquakes**	Physical features (Y1/2) Seasonal/global weather patterns (Y1)	1. What is the earth made of? 2. What are mountain fold made of? 3. How are volcanoes made? 4. How does an earthquake occur? 5. What happens when an earthquake erupts? 6. What is the earth made of?	magma lava pressure friction basalt granite fold mountain ocean trench tsunami	• Interpreting information. • Maps.	
3	**Water, Weather and Climate**	Seasonal/daily weather patterns (Y1)	1. Where is Earth's water? 2. What is the water cycle? 3. What makes up the weather? 4. Why does it rain? 5. Why does the UK have wild weather?	evaporation condensation water vapour precipitation accumulation surface runoff temperature wind direction wind force	• Interpreting and presenting information from graphs, charts and diagrams	

			6. Why is the world's weather changing?	atmosphere climate		
4	**Rivers**	Physical features (Y1/2/3) Map work (Y1/2/3) Photographs and images (aerial work Y2)	1. Where are the world's rivers? 2. How do rivers help shape the land? 3. What landforms can rivers create? 4. Why are rivers important to people? 5. Why is the river Severn important? 6. What happens when a river floods?	river source mouth erode/erosion sediment transportation deposit/deposition landscape landform river bed agriculture tributaries river bank	• Map work including scale. • Using evidence such as photographs and images.	
4	**Europe & Migration**	Y2 Countries and Capitals Y3 Water, Weather and Climate Human geography (Y1/2/3) Y3/4 History – Ancient Greeks, Romans, Anglo-Saxons	1. How many countries are there in Europe and where are they located? 2. How can we compare the countries of Europe? 3. Where are the capital cities of Europe and what are they like? 4. What is migration? 5. What is a refugee? 6. How will climate change affect migration?	border relief map political map population migration migrant immigrant emigrant source country host country push factor pull factor refugee asylum seeker persecution	• Map work. • Analysing sources of information including graphs and charts.	

4	**Natural Resources**	Comparison of different geographical locations (Kenya Y2) Graphs and charts (migration Y4) Natural resources (Y4) – Waste to fuel, fossil fuels, comparison of Chile to UK	1. Where are the world's natural resources? 2. How has the use of natural resources changed? 3. What resources does Chile have? 4. What resources does the UK have? 5. How does resource exploitation cause problems? 6. What is the circular economy?	natural resources exhaustible non-renewable export lucrative agricultural geological deposit exploitation biomass landfill biodegrade	• Interpreting information on a map or graph. • Interpreting images and diagrams.	Ask representative from local recycling group to speak to children before/ after lesson 6.
5	**Slums**	Migration – graphs and charts (Y4) Comparison of different geographical locations (Y2 – Kenya, Y4 – Chile)	1. What is a slum? 2. Why do slums develop? 3. What is life like in a slum? 4. How can we use 4-figure grid references to locate features of slums? 5. What challenges do people face living in slums? 6. How can life in slums be improved?	slum settlement densely populated inhabitant resident urbanisation urban rural migration push factors pull factors service quality of life standard of living	• Map work – reading and interpreting. • Interpreting evidence from graphs.	

				self-help schemes		
5	**Biomes**	Weather/seasons (Y1, Y3) Equator (Y2 - Kenya) Rivers (Y3) Reading maps and interpreting information	1. What are the Earth's biomes? 2. What affects biomes and ecosystems? 3. What biomes are located between the Tropics of Cancer and Capricorn? 4. Tundra, Taiga and Savannah: what's the same and what's different? 5. How will climate change impact biomes? 6. How can we use 4 figure grid reference to locate biomes?	climate biome vegetation latitude ecosystem Equator Tropic of Cancer Tropic of Capricorn flora fauna diversity climate change	• Reading maps. • Interpreting and analysing information from charts and graphs.	
5	Energy and sustainability	Natural resources (Y4)	1. What is sustainability? 2. How do we produce energy? 3. How do we produce energy? 4. How does Curitiba compare to Bristol? 5. How does Freiburg compare to Curitiba and Bristol?	pivotal development abode unprecedented sustainable unsustainable renewable non-renewable fossil fuels technology convert generates	• Analysing sources of information. • Interpreting information from diagrams and images.	

			6. What is the time in Curitiba, Freiburg and Bristol? 7. What does the future hold?	economic social energy to waste		
6	**Local Fieldwork**	Comparison of Portishead to Kenya/Chile (Y2/Y4) Fieldwork skills (Y2) Map reading/compass skills (Y4/5)	1. Why do fieldwork? 2. What tools do geographers use? 3. What tools do geographers use? 4. How do geographers collect data? 5. How do geographers present their data? 6. What do geographers do with their data?	cartographer scale grid reference primary data secondary data quantitative data qualitative data discrete proportion correlation analysis evaluation	• Geographical fieldwork skills.	MOB fieldwork activities.
6	**Population**	Slums (Y5), Energy and resources (Y5) Map reading/charts (Y4, Y5)	1. Where are all the people? 2. Why does population change? 3. What is a population pyramid 4. What challenges can a growing population present? 5. What challenges can an aging population present?	population region distribution density sparse dense birth rate death rate life expectancy generation food security	• Interpreting and analysing complex graphs and charts. • Map work – reading and interpreting.	

			6. How do we feed the planet?			
6	**Globalisation**	Trade/economy (Y5)	1. What is globalisation? 2. How has globalisation changed the way we communicate? 3. How does globalisation effect trade? 4. What does globalisation have to do with fashion? 5. What does globalisation have to do with food? 6. Where will globalisation lead us?	globalisation international industry communication internet region trade imports exports TNC transnational company sustainable pharmaceuticals fast fashion	• Interpreting and presenting evidence in a range of formats.	• Upcycling clothing. • Talking to sustainable clothing companies in the local area.

KS1 Lesson Plans – Year 1

Weather Patterns	Year 1

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Weather (science Y1)	1. What are the different types of weather? 2. What are the seasons and how do they change in the UK? 3. What is the weather like through different seasons? 4. How does the weather change from day to day in the UK?	Wind Snow Rain Fog Sun Thunderstorm Cloud Hail Wet/dry/hot/cold Summer, winter, autumn, spring Seasons Weather pattern United Kingdom	• Using evidence such as videos, photographs and images. • Interpreting simple information from images and diagrams.	

What are w learning:	What do teachers need know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessm t

Lesson 1: What are the different types of weather?	There are different types of weather: Sun, cloud, rain, wind, snow, fog, hail, thunder and lightning.	<u>Elicitation</u> • Show children the different geographical pictures on the screen e.g. earth, map, and weather, physical and human features. • In TPs, chn to use the pictures to discuss what is geography? • Chn to feedback and T to give definition. <u>In focus - see activity 1</u> • On tables around the room, have different pictures of weather e.g. sun, rain, wind, snow, cloud, fog, hail, thunder and lightning. • Come back together as a class to feedback and T to record on flipchart. <u>Let's learn</u> • Show video clip of each weather type and chn to guess what type of weather it is. • As each weather is revealed show the symbol which represents the type of	<u>Activity 1</u> Chn to observe the weather pictures on the table. What different types of weather can the chn already identify? Chn to draw and record on whiteboards what they can see. <u>Activity 2 – model first</u> Chn to draw the weather symbol to match the weather. Chn to use the laminated card of weather symbols as support. <u>Star challenge</u> Chn to draw what the weather has been like today using the	Pictures of different weather Whiteboards, pens and rubbers Video clips of weather Laminated weather symbol cards (Teacher) Laminated sheet of weather symbol cards. (Children) Activity sheet	

		weather and put it onto the board. • These weather symbols will then be used across the whole unit to provide consistency. • See activity 2	weather symbols they have already practised drawing.		
Lesson 2: What are the seasons and how do they change in the UK?	The 4 seasons are spring, summer, autumn and winter. This is the order in which they change in the UK. The seasons are 4 different time of the year with 4 different types of weather.	<u>Retrieval Practice</u> • Show chn the weather symbols – can the chn remember what weather represents each symbol? <u>In focus</u> • Items of clothing to be displayed at the front of the class and T to display 4 pictures which represent the 4 seasons. • T to point to a picture and ask the chn to identify what piece of clothing they would wear and why. <u>Let's learn</u> • Reveal to chn that they are the 4 seasons. Give definition- The seasons are 4 different times		Laminated weather symbols Items of clothing Powerpoint containing 4 pictures of the seasons, definition, videos. Weather display poster and season/weather cards.	

		during the year with different types of weather. • Tell chn that we are going to investigate the names of the 4 seasons and learn about how they change in the UK. • Show picture of UK and tell children this is the island we live on. • Watch BBC bitesize video. • Ask chn,what are the names of the 4 seasons? Can you match it to the picture? • Reveal to chn the names of each season. • Ask the chn if they know the order in which the seasons change in? • Watch video. Pause during each season and discuss how each season is changing. • As each season is revealed, put the pictures of the seasons in the order in which they change onto big circle on flip chart.	<u>Activity 1 – model first</u> Chn to have a blank circle divided into 4 segments. Chn to draw a representation of the 4 seasons into each segment. <u>Star Challenge</u> Chn to write sentences about what they may see in each season. E.g. In spring the flowers begin to grow		

		• Do you know what season we are in now? How do you know? • Show chn the A3 weather display poster in classroom which will be used for the rest of the year. Tell them the season we are in and add this to weather display. Also add in the types of clothes they would wear as practised during in focus. • See **activity 1**			
Lesson 3: What is the weather like through the different seasons?	<u>Spring</u> The weather in spring can be mixed. It is the transition from winter to summer. The end of March is often windy and April is known for its showery weather followed by sunshine. Right up to the end of May or into June spring nights can	<u>Retrieval Practice</u> • Ask chn if they can remember the names of the 4 seasons – can they put them in order in which they change? <u>In focus – see activity 1</u> • Chn to complete a small fieldwork task by observing the weather and recording their findings. • Come back inside and feedback findings as a	<u>Activity 1</u> • Go outside into playground with laminated weather symbol cards. Chn to circle the weather they see. T to use questions as prompts. • How do you feel? Hot, warm, cold	Laminated weather symbol cards Whiteboard, pen and rubber PP - Season videos A3 worksheet Collage pictures	

	be frosty and cold. Days can be sunny and warm. <u>Summer</u> In summer the weather tends to be hotter with lots of sunshine and not as much rain as in the other seasons. <u>Autumn</u> In autumn the weather changes all the time. The weather turns cooler and often windy and rainy. Trees can be blown down in strong winds and we begin to wear warmer clothes. Mornings are often misty. It is the transition from summer to winter. <u>Winter</u> In winter, the weather tends to be colder and have	class. **Split flipchart paper into 4 segments**. T to record on flip chart under 'autumn'. • Add the weather symbols which represent autumn to the class weather display. • Watch autumn video – BBC clip. <u>Let's learn</u> • Tell chn we are going to observe and record th weather that we might see in the other seasons. • Show BBC clip of of spring. Chn to draw onto whiteboards the weather symbol (from laminated card). Stop at time shown on slide. • Chn to feedback and T to draw weather symbols onto flipchart under heading 'spring'. • Complete the same process with spring and summer. • See **activity 2.**	• Look at the trees, are they moving? <u>Activity 2 – model first</u> Chn to work with their learning partners to select pictures of weather and create a mini weather picture collage to represent each season. <u>Star challenge</u> Chn to answer the question – what do you notice about the weather in each season? Is it the same? What's different?		

	more rain, sleet, hail and snow.				
Lesson 4: How does the weather change from day to day in the UK?		<u>Retrieval Practice</u> • Ask the chn to discuss in LP what weather they may see in each season. Assess with lollipop sticks. <u>In focus</u> • Show children the 2 pictures of UK – what is the same? What is different? – Chn to share their ideas with the class. <u>Let's learn</u> • Tell the children that they are weather forecasts and they can be used to identify weather patterns. • Show chn the BBC weather forecast. Pause at points in thvideo and talk about the different weather they can spot over the different days.	<u>Activity 1 – model first</u> Chn to complete the first day of the	Powerpoint with pictures of 4 seasons, weather symbols, example of a weather diary, weather forecast videos Weather diaries Laminated weather symbol sheet Role play weather forecast set	

		• Show children a completed weather diary from Mon – Sun. • Ask the questions: What do they notice about it? What season do you think it could from looking at the evidence? • Tell the chn they are going to be keeping a weather diary for the rest of the year to collect evidence of weather in each season and will tell us how seasons change overtime in the UK. • Model completing the first entry in weather diary using laminated weather symbol sheet. • See activity 1. **Plenary** Chn to present to the class their own weather forecast they have practised with their learning partners.	weather diary. Star challenge Chn to use the weather symbols to practise with their learning partner performing a weather forecast that represents the first day of their weather diary. present to the class their own weat		

Continents, Oceans and Compass Points	**Year 1 Spring Term**

Prior Learning	**Key Knowledge**	**Vocabulary**	**Skills/ Concepts**	**Enrichment opportunities**
Positional language (Maths Y1) Map work (physical/human Y1)	1. What are the 7 continents of the world and where are they located? 2. What are the 5 oceans of the world and where are they located? 3. What are the 4 main points of the compass? 4. Where is the Equator and the North and South Pole? 5. Where are the hot and cold places on Earth?	Continents Oceans Compass North South East West Near/far Left/right Globe Hot Cold Equator North Pole South Pole Axis	Map and global work Interpreting information from a map	

		How are we learning:	

What are we learning:	What do teachers nee to know?	Teaching input	Pupil Learning Activity	Resources	Assessme
What are the 7 continents of the world and where are they located?	A continent is a very large area of land which makes up Earth. A map is a representation of an area on a flat surface. There are seven continents – Europe, Africa, Asia, North America, South America, Austrailia and Antarctica.	**Retrieval practice** Ash chn - What is geography? Allow chn to feedback and discuss. **In focus:** Show the children a globe (real/blown up). Ask the chn if they have seen it before and if they know what it is. Tell children that it is planet Earth and we call it a globe. Talk about the shape of the Earth (link to 3D shape – sphere) Look at the areas that are covered by the land and then water. Tell the chn the land is split up into 7 continents. A continent is very large area of land that makes up Earth. Ask chn do you already know any continents? **Let's learn:** Tell the chn the names of the 7 continents but do not tell them the location. Using the website, https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html explore looking at the size and	**Activity 1 :** Give chn a blank map showing the 7 continents names. Using a continents map from the atlas – chn to work with LP to find and locate the 7 continents. **Star challenge** Chn to write what continent they live in and use the atlas to identify any countries in it.	Powerpoint Globe Atlas Maps to locate the 7 continents	

		shapes of the different continents by rotating and tilting the globe. Then ask the chn to discuss the question 'What do you think will happen to these continents if we flattened the globe?' Use https://www.oxfamblogs.org/education/mapping_our_world/mapping_our_world/05-GlobeUnwrapped/GlobeUnwrapped.htm .Show children the globe being flattened so it turns into a map. A map is another representation of the areas of Earth but it is just flatter! Show children an atlas. Ask if the chn if they have seen it before? What do you think is in it? Tell the children it shows different maps which show different parts of our world including the continents. See **Activity 1** **Plenary** Back to carpet As a class, ask children to come and match the name of the			

		continent to its location on a world map. Play continents song.			
What are the 5 oceans in the world?	There are five oceans – the Atlantic, Pacific, Indian, Southern and Arctic. 72% of the earth is made up of water. The biggest ocean is the Pacific. The smallest ocean is the Indian.	**<u>Retrieval/background knowledge:</u>** Show a blank world map with names of 7 continents. With LPs, can children remember where they are located? Identify them on a world map. Star challenge – do you know which continent we live in? Can you identify it on the map **<u>In focus</u>:** Ask chn if they can remember what happens when we flatten a globe – it turns into a map which is a different way of looking at areas on Earth. Tell chn another way we can look at our world is on google earth. Explore this with the children, talk about the land, continents. Ask the children as well as land, what else makes up the Earth? What do you think the blue part represents? Ask the children if they know what might we call	**<u>Activity 1:</u>** Chn to use a map from the atlas to locate the 5 oceans	Powerpoint Atlas Globe Maps to locate oceans	

		these bodies of water? Expected answers sea / ocean. Tell the chn that the bigger parts of the water represent oceans and there are 5 of them. Tell the chn we are going to investigate what are the five oceans and where are they located. **Let's learn:**. Watch the video and ask children if they can write down the names of the 5 oceans on their whiteboards and they can also record some facts .Reveal the names of the 5 oceand to the children– Artic, Atlantic, Indian, Pacific and Southern. Star challenge – Which is the biggest ocean? Which is the smallest ocean? Tell the children they are now going to use their mapping skills to locate the 5 oceans with their learning partner. Identify together as a class first. Ask the children as a star challenge - why is the pacific ocean on our map twice? Tell children that it is in 2 parts because our map has been	on their very own map. Once finished can they add the continents on too? **Star challenge** Can children locate the 7 continents on their map too? **Extra star challenge** Children to write some facts on whiteboards about each ocean.		

		flattened. To support this further, show a globe and explain that they join together. See **activity 1.** **Plenary:** Come back together on the carpet and play the oceans game in order for children to tick or fix where they have put the location of each ocean. https://www.bbc.co.uk/games/embed/education-ivor-pirate-rabbits?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fz6vyf4j			
What are the 4 main points on a compass?	The 4 main points on a compass are North, South, East and West.	**Retrieval practice** Show children a world map – can the locate the 5 oceans with their learnir partner? **In focus** Show children pictures of a compass and a real one if possible. Ask children to discuss in pairs, what is this? What is used for? Who might use one? Feedback as class. Tell children that this is called a compass and explain that these	**Activity 1 (as a class)** Go to tables and ask Children to	Powerpoint Compass Compass points signs. Worksheet Star challenge worksheet	

		are used to navigate. Explain that navigate means to direct an object. Show pictures of people that may use a compass to navigate. **<u>Let's learn</u>** Chn to watch the video and can they tell you the 4 points on a compass. Show children that a compass had 4 points which help us to go in the correct direction. North, South, East, West – a mnemonic to remember the order is Naughty Elephants Squirt Water. Chn to practise using the directions through games in the classroom. Ask the students to stand up. Ask them to point forward; this is north. Then, ask them to point to the right; this is east. If they point behind them, this is south. If they point to the left, this is west. Repeat this for a while and then play a version of Simon Says where you tell them to point in a variety of directions and see how many get it right. See **activity 1.**	draw objects onto a page following instructions. For example- give children a page with a house in the middle. Ask them to draw a tree to the north of the house, a lake to the south etc. **<u>Star challenge</u>** Chn to draw their own objects onto a page and then write sentences describing the location. (The tree is south of the house.)		

		Plenary Play the compass game.			
Where is the equator and North and South Pole?	The earth is on a tilted axis which means that it rotates in one direction and does not move. There is an imaginery line that goes from the top to the bottom. The top of the pole represents the North Pole and the bottom part represents the South Pole. The equator is an imaginary line that is drawn around the middle of the Earth to divide the Northern and Southern hemispheres.	**Retrieval practice** Show children a compass – can they remember the 4 main points of the compass? **In focus** Start by throwing and catching a ball with a selected child in the class. Ask children to watch the ball and ask them how it moves. Tell the children that it can move in any direction. On the website https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html select the terrain option and click 'earth rotation'. Ask they chn what do they notice about the way the earth moves. Discuss with the chn that the earth rotates in one direction and it does not move. It is on an axis. **Let's learn** Continue to use the same website as above, but this time select the	**Activity 1 – model fir** Give children a blank map world map. Ask chn to plot the equator and the North and South Poles. When finished they can practice retrieving knowledge and label the 7 continents and the 5 oceans on their maps/ **Star challenge**	Powerpoint Ball Globe (if needed) Map worksheet Star challenge workshe	

		show axil tilt option and a red line appears. Ask the children what is different about the earth now? Tell the children that the Earth is tilted and red line is an imaginary line which represent the poles. We call the top part the North pole and the bottom the South pole. Tilt the earth to show each pole. What do you know about them already? Discuss and feedback. **<u>Let's learn</u>** Show what the North Pole and South Poles look like on a map. Ask children to see if they can identify where they are on the map. Tell the chn we can use our compass points to locate where they are on the map. Show chn two maps of world, one with a line through the middle and one without. Ask the children what is the same and what is different? Tell the children that there is another imaginary line that goes through the centre of our earth. This is called the equator. See **activity 1.**	Using their map can children write a list of which continents are near the Equator, North and South Poles?		

		Plenary Tick or fix activity and if they have locate all features correctly.			
Where are the ho and cold places o Earth?		**Retrieval practice** Show children a world map and ask them to locate Equator and North and South pole. **In focus** Show some pictures of hot and cold places. Ask the children what can they see? Where do you think some of these places could be? Collect their ideas and scribe them onto flip chart. **Let's learn** Using the class list and the list of places on the slide, bring up a world map which shows the location of the Equator, North and South Pole. Remind the chn of their location. On the map, start circling the colder places on the map. After this, start circling the hot places.	**Activity 1 – model fir** Chn to have a circle o card with the Equator and North And South Pole labelled. Children to stick different coloure tissue paper to represent the hot and cold areas. **Star Challenge** Using an atlas, can ch identify any countries that are in the hot an cold areas of the world?	Powerpoint Maps printed onto circular cards Coloured tissue paper Star challenge worksheet	

		Ask the chn what do they notice about where these hot and cold places are.Tell children that continents and countries that are near the equator are hotter and they get colder as they move towards the North and South Poles where it is colder. Using hot and cold thermometers, invite chn to come and see if they can place them on a world map. Show children the picture representing hot areas and cold areas with colours. Ask the children- What do you notice about the colours? Are the colours the same where else on the map? Is there a pattern. Discuss feedback. Tell the children the colours are representing the hot and colder areas with the red representing hot and blue/purple representing cold. Star challenge – How does the scale at bottom help us? Tell the chn we are going to create our very own picture to			

		represent the hot and cold places on earth - See **activity 1.** **<u>Plenary</u>** Watch videos about what the hot and cold places are like.			

Physical and Human Features	**Year 1 Summer Term**

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Compass points	1. What is a physical feature? 2. What is a human feature? 3. How can I plot human and physical features on a map? 4. How can I describe the location of features on a map? (this can then include compass points and directional language) Link in the compass points (for retrieval) and the directional language into map work so that the children could interpret or make maps that have physical/human features on them.	physical human feature plot map land/landmark city farm town village building factory port/harbour office house shop	• Map work • Categorising information • Presenting evidence (plotting on a map)	

What are we learning	• What do teachers need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment
Lesson 1 What is a physical feature?	• A physical feature is a feature that exists on Earth naturally. It has not been built by humans. E.g ocean, mountains • **Read the story of Katie Morag delivers the mail prior to the lesson in preparation**.	**Elicitation** Introduce topic of physical and human features and explain clear definitions of each. Tell children that they are going to have a go at finding some physical and human features around the playground. **In Focus** Feedback as a class and record children's findings on T's flipchart. Address any misconceptions. **Purpose** Today we are learning about physical features.	Children use clipboards to look around the playground for physical or human features and record these on their chart. **Pupil Activity** Using the map of Struay, children are to draw the physical features they see onto a grid worksheet and then label them using a word mat. **Star Challenge**	Clipboards Elicitation Task worksheet Physical features activity sheet. Katie Morag Map 1:2	

		Let's Learn Show children the PowerPoint of examples of physical features. Have they seen any on these before? Show the children pictures of physical & human features from the Katie Morag story read the day before. In learning partners, children to discuss which features are physical features and why.	Can you think of any other physical features where you live?		
Lesson 2 What is a human feature?	• A human feature is a feature that has been built/created by humans and would not exist in nature without humans. E.g school, shop. • Katie Morag's Island human features are: Post Office,	**Retrieval Practise** Give children a mix of physical and human feature pictures on the PP. Can you circle the physical features? Can you give a definition of a physical feature? **In Focus** Now we have circled the physical features, what are the other			

	Shop, Her House, Granny's House and the Harbour.	features that are there? Human features. T to show the flipchart from lesson 1. Can you remember the human features we found in the playground? **<u>Let's Learn</u>** Show children the PowerPoint of the examples of human features. The show children video of Katie Morag The Island Tour. On WB children are to write or draw the different human features they see in the video.	https://www.youtube.com/watch?v=Ix6oyVgUD **Pupil Activity** Children to sort the physical and human features on their tables in groups to begin. Once sorted correctly and checked by the teacher, children to then draw the **human features** they have found into a table and write the name of the feature underneath using a word mat. **Star Challenge** Can you draw any other human features? Can you think of any human features we may find around Portishead?	Whiteboards & Pens Sorting circles Pictures of physical and human features to sort. Word mat Human features activity sheet.	

Lesson 3 How can I plot human and physical features on a map?	• **Re-read the story of Katie Morag prior to the lesson to recap children's knowledge.** • Knowledge of maps from Oceans and continents and compass points topic. • A map is used to help plan directions to somewhere or to find certain features like a beach. • Maps come in all different sizes and can show a town country or the whole world. • Know what the map of Struay looks like and know where features	**Retrieval Practise** Show children the rolling PowerPoint of both human and physical features. If children see a physical feature they move their hand like the sea. If children see a human feature they make a house sign with their hands. **Linking Learning** Show children a map of the world. What is this? Have you seen one before? Then show a map of Struay. What is this? What is the difference? *The world map is of the whole world, the map of Isle Struay only shows and Island and includes human and physical features.* **Let's Learn**	https://www.youtube.com/watch?v=Czk4p5QmA **Pupil Activity** Children to create their own map. Each child will have an outline of a map on squared paper with a compass rose on and one feature. Children then to draw two human and two physical features on their map.	Atlas – map of world	

	appear on the map.	Show children the definition of a map and what we need them for. The children to watch video of how to use a map. Talk about the compass rose and what is could be useful for. **<u>Guided Practice</u>** Teacher to model activity on the board on A3 size of children's map. T to use lollipops to choose a child to show how to draw a particular feature. Complete this until the map has 2 physical and 2 human features. Use picture of Katie to demonstrate star challenge. Use children to give examples of instructions and address any	**Star Challenge** Give your learning partner a direction to help Katie get from the harbour to a physical/human feature. Children to take turns. https://www.youtube.com/watch?v=NazvXwWaQ	Map Paper version of Katie Morag per pair. Picture of Isle of Struay Word mat	

		misconceptions before letting children start task. **<u>Plenary</u>** Read or listen to There's a Map on My lap by Tish Rabe.			
<u>Lesson 4</u> How can I describe the location of features on a map?	• Where north, south, east and west are on a map. **N** **W E** **S** • Read Katie Morag Delivers the mail, focus on the map inside the book and where each feature is placed.	**<u>Retrieval Practise</u>** Outside game- Place a large compass rose on the ground clearly showing N,S,E,W in chalk. Teacher to call instructions out using directional language and children as a class need to follow the instructions correctly. *E.g. hop south, jump to the north.* **<u>Purpose</u>** Help Katie Morag deliver the mail, the features are missing from her map! **<u>Let's Learn</u>**			

		Class sit in a circle around a plain large sugar paper map of Struay. Around it are laminated human and physical features. On the board show children an A3 complete map of Struay and a word bank of vocabulary. As a class, children are to give instructions to each other and accurately place the features onto the map. *E.g. The harbour is to the east of the post office.* **Plenary** Watch video of Katie Mc or read the class a story of Katie Morag Delivers the Mail.	**Pupil Activity** Same as class activity, children have laminated features and a plain map. In learning partners children give each other instructions to correctly place the features on to the map. **Plenary** https://www.bbc.co.uk/iplayer/episodes/b04xd w/katie-morag		

Year 1 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning

Autumn 1 and 2: Physical and Human Features – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. – Use world maps, atlases and globes to identify the UK and its countries. – Use basic Geographical vocabulary to refer to: key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, including, city, town, village, factory, farm, house, office, port, harbour and shop.		
Spring 1 and 2: Weather patterns • Identify seasonal and daily weather patterns in the UK.		
Summer 1 and 2: Continents, oceans and compass points • Location of hot and cold areas of the world in relation to the equator and the North and South Poles • Name and locate the world's 7 continents and 5 oceans. • Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop.		

• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage		

Year 1 Geographical Progression in Skills and Knowledge

Key Stage 1 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
To ask and respond to simple closed questions-Teacher led.		
Investigate their surroundings and make observations about where things are.		
Draw simple features they observe in their surroundings.		
Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right.		
Use a simple picture map to move around school.		

Fieldwork and Local Study	Year 2 Autumn Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Map work (Y1) Physical and human features (Y1) Compass points (Y1)	1. What are the human and physical land features within our school grounds? (I can use fieldwork and observational skills to study the immediate environment.) 2. Where do aerial photographs show landmarks, human and physical features? 3. How do we use a simple map and basic symbols in a key? 4. How do we devise a simple map and basic symbols in a key? 5. How can we use compass directions to move around simple maps?	Aerial view Photographs Landscape Valley Environment Human and physical features Symbols Key Compass North South East West	• Use simple fieldwork skills • Interpreting images and diagrams • Using evidence such as diagrams and images • Use simple mapping skills.	• Conservation area

		How are we learning:	

What are we learning:	What do teache need to know?	Teaching input	Pupil Learning Activity	Resources	Assessment
'What are the human and physical land features within our school grounds?' LO: to use simple fieldwork skills and observational skills to study the immediate environment.	Fieldwork skills are when you go outside to gather data in relation to an enquiry question and afterwards, analyse the results. Observational skills means using your senses, in particular, careful looking to collect information. Human land features are anything built by humans. Physical land features are	**Retrieval:** • Sort pictures in LPs into human/physical features. **In Focus:** • Define human features & show examples. Address possible misconception that everyday items are human land features and reinforce that we are thinking about how the land is used. • Define physical land features & show examples. **Let's Learn:**	**Learning Activity:** Chn will walk in pairs around the school grounds noting down any human and physical land features they see.	• Activity sheets (x15 for walk and another x30 for write up per class) • Clip boards • L1 PP	

	natural features of the planet.	• Explain that we will be using fieldwork & observational skills to collect information about our school grounds. • Display enquiry question: what are the human and physical land features within our school grounds? • Ask chn in LPs to use their knowledge of the school grounds to suggest human and physical land features that they may see. • Discuss these ideas and display them on the T board. **Plenary:**			

		• Star question: what did you spot that was <u>neither</u> a human or physical land feature?			
Where do aerial photographs show landmarks, human and physical features?	Aerial photography is the taking of photographs from an aircraft or other flying object.	**<u>Retrieval:</u>** • Use finger voting to recap what human and physical land features are. **<u>In Focus:</u>** • Reveal LO and expla what aerial photos a • Look at an aerial photo together and share some of the human and physical land features found in the photo. **<u>Let's Learn:</u>** • Display an aerial photograph of Portishead and ask the chn in LPs to	**<u>Learning Activity:</u>** Chn will work in pairs to identify human and physical land features using aerial photographs. **<u>Star Challenge</u>**:	• L2 PP • Aerial photographs • Red and blue pencils for chn to clearly identify human and physical land features in pairs.	

		identify human and physical land features. • Share ideas and unpick any misconceptions. **Plenary:** • Ask all chn to come back to the carpet and show them the star challenge aerial photograph. • Explain where it is, discuss the mountains and waterfall (physical land features) and the reservoirs and nearby city of Bangor (human land features).	Give chn an aerial photograph of the mountainous region of Snowdonia. Ask them in pairs to see what human and physical land features they can spot.		
How do we use a simple map and basic symbols in a key?	Ordnance survey is the national mapping agency for Great Britain. It is their job to prepare detailed	**Retrieval:** • Show chn a picture of an aerial photo and ask them to identify the human		• L3 PP • Activity sheets • Ordnance Survey ma of local area	

	maps of our whole country. A map is a diagram to represent an area of land showing physical and human features. A diagram is when show information using visual techniques. If we are using mapping skills it means we are able to read images, understand compass directions and <u>use map symbols.</u> Map symbols are used to represent physical and human features. We have a <u>key</u> to	and physical land features in LPs**.** **<u>In Focus:</u>** • Show chn an ordnance survey map, tell them that you're not sure how to use it! It looks very busy looking and is covered in symbols! Ask: Have you ever used a map before? When? Can you tell us what any of the lines or symbols mean? **<u>Let's Learn:</u>** • Explain to the children that maps have symbols instead of words to label features of the land and to make maps clearer. With so many features	**<u>Learning Activity:</u>** Chn to complete ordnance survey map symbols sheet using their mapping skills. Chn can then complete the sentence, 'Maps use symbols because _____.' **<u>Star Challenge:</u>** Chn can create their own symbols for features we may find in and around our school.	• Ordnance Survey ma key (x15 per class)	

	help us understand what the symbols mean.	there would not be enough space to write everything down in words. Symbols could be small pictures, letters, lines or coloured areas to show you physical and human land features. The map comes with a key to tell you what the symbols mean. • Give chn a map key i LPs, ask them to navigate the key together to identify what the symbols you show them are. **<u>Plenary:</u>** • Explain that our next steps in our learning will be to develop our mapping skills by creating our own			

		maps with symbols shown in a key.			
How are simple maps devised us basic symbols in key?		**<u>Retrieval:</u>** • Ask if chn can remember what expert geography skill we learnt last lesson. • Ask: Why are maps useful? What do they help us to do? **<u>In Focus:</u>** • Show chn examples of different maps and explain why we might use the different types of maps (explanation for chn in notes on PP). • Explain that today we are going to become experts at using mapping skills		• L4 PP • Activity sheet	

		by each creating our own sketch map of Portishead. • Display today's key question: how are simple maps devised using basic symbols in a key? • Then continue to explain that we will use an <u>aerial photograph</u> of Portishead to make sure that our sketch map accurately represents the <u>landscape</u> of Portishead. • Our maps will include both <u>human land features</u> and <u>physical land features</u>. • Display the aerial photograph that the chn will work from and identify	**<u>Learning Activity:</u>** Chn to complete their own sketch map of Portishead including symbols to represent human and physical land features found within the landscape.LA to complete sketch		

		the human and physical land features within it together. • Display these on the board. Use LP time t ask the chn to draw some symbols that they may include in their map. **<u>Let's Learn:</u>** • Discuss the key features of a map: a title, a compass rose, map symbols and a key. Model the activity. **<u>Plenary:</u>** • Chn to answer today's question using the following stem sentence to support: Simple maps can be devised using an _____	map with extra given symbols. **<u>Star Challenge:</u>** Chn can complete the following sentence in their books:Simple maps can be devised using an _____ photograph. It is important to identify _____ and _____ land features and represent these using _____ in a key.		

		photograph. It is important to identify _____ and _____ land features and represent these using _____ in a key.			
How can we use compass directions to move around simple maps?		**Retrieval:** • Display a STEM sentence for the children to complete in learning partners: last lesson we used an _____ photograph of Portishead and our _____ skills to create our own sketch map of Portishead. **In Focus:** • Explain that we are going to become experts at using compass directions	**Learning Activity:** Chn will complete sentences, requiring them to use their compass rose overlay to move around the simple map.	• L5 PP • Activity sheet • Compass rose overlays (one for each child) • Simple map for use on carpet (one for each child)	

		so that we can move around a map accurately. • We will be using our compass overlays to follow directions and move around a map **<u>Let's Learn:</u>** • Give chn a map and compass rose overlay whilst on the carpet ready to complete some guided practice. • Explain that to begin with we will need the centre of our compass rose to be placed directly on the man. • Ensure all chn have t north of their compa overlay facing upwards. • Complete guided practice activities on slide 6 and 7.	**<u>Star Challenge:</u>** Chn to complete more challenging questions requiring them to move arou a simple map.		

		Plenary: • Chn self-mark today's challenge, discussing any marvellous mistakes.			
How can we use compass directions to move around simple maps?		**Retrieval:** **In Focus:** **Let's Learn:** **Plenary:**			

Countries and Capitals	**Year 2 Spring Term**

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Compass points (Y1) Countries of the UK (Y1) Map work (Y1)	1. In which continent is the UK and where is it in the world? 2. Which countries make up the UK and where are they located? 3. What are the capital cities of the countries of the UK and where are they located? 4. What are the names of the seas that surround the UK and where are they located?	continents countries United Kingdom capital cities location England Scotland Wales Northern Ireland	• Map work • Interpreting information	• Use of globe, *Oxford Infant Atlas* and Google Earth throughout unit.

	5. What is unique about each country in the United Kingdom? 6. Where is Bristol and what is special about its location?	key cities Eire		

What are we learni	What do teachers neec to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment
In which continent is the UK and where is it in the world?	A continent is a very large area of land which makes up part of the Earth. There are seven continents – Europe, Africa, Asia, North America, South America, Australia and Antarctica.	**Retrieval:** • Use simple map from autumn sequence and ask the chn in LPs to complete 3 stem sentences followed by 3 star question stem sentences. (The **lake** is _____ of the **man**. The **shipyard** is _____ of the **man**. The **school** is _____ of the **man**. The **lake** is _____ of the **mine**. The **lighthouse** is _____ of the **wood**. The **school** is _____ _____ of the **shipyard**.)	**Learning Activity:** Chn to use blank world map (GA base map) and colour and label the continent where the United Kingdom is located. Label the United Kingdom. Colour and label the other 6 continents that make up the world. **Star Challenge:** Chn to complete stem sentences which ask them to use their knowledge of compass directions to describe	• L1 PP • T to have simple maps and compass rose overlays to hand to support differentiatio n for retrieval practice • Continents song (used in year 1) • Labelled map of the world (x15 for use during input)	

	A globe is a spherical model of Earth.	• Explain that today we will need to retrieve our learning about continents from year one. Play the continents song to remind the chn of this learning. • Ask, what are the 7 continents in the world? • Can anyone remember what a continent is? Display word with definition on T board. **<u>In Focus:</u>** • Introduce today's key question and explain that today we will be becoming familiar with the United Kingdom's <u>location</u> in relation to the rest of the world. **<u>Let's Learn:</u>** • Show chn labelled world map (on PP) and base map from GA (on T board) • Give chn labelled map of the world in LPs and ask,	where the world's continents are in relation to one another.	• Globe (for use during input) • L1 activity sheet (x30 per class) • L1 star challenge (x30 per class) • Coloured pencils for chn to colour continents in specific colours. (WAGOLL will be provided.)	

		can you use your mapping skills to locate the United Kingdom and which continent it's in? • Ask for help to identify the continent that the UK is in. • Label and colour Europe. • Ask for help to identify where the United Kingdom is. • Label the United Kingdom. • Show chn location of the UK and Europe using a globe. Remind chn that a globe is a spherical model of Earth. • Now ask for support to identify and colour in the other continents in the world. **<u>Plenary:</u>** • Engage all chn verbally in the star challenge which asks the chn to use their knowledge of compass directions to describe			

		where the world's continents are in relation to one another. • Ask, is all of Asia east of Europe? Is all of Africa south of Europe? Is all of North America west of Europe?			
Which countries make up the UK and where are they located?	The UK is made up of four countries: England, Scotland, Wales and Northern Ireland. Great Britain is the island where England, Scotland and Wales are located. The British Isles are the two islands, Great Britain and Ireland (NI and	**Retrieval:** • Chn to discuss last lesson's key question in LPs. (In which continent is the UK and where is it in the world?) • Show chn location of the UK and Europe using a globe. Remind chn that a globe is a spherical model of Earth. **In Focus:** • Show chn a blank map of the United Kingdom (UK base map from GA). • Highlight the island we live on, Great Britain, and explain that Northern Ireland is the fourth	**Learning Activity:** Chn to use blank map of the UK (base map from GA) to colour and label each country that makes up the United Kingdom. • Ensure *Oxford Infant Atlases* are on tables to support. **Star Challenge:** Chn to colour, match and stick each country's flag to their labelled map of the UK.	• L2 PP • L2 activity shee (x30 per class) • L2 star challeng (x30 per class) • Copy of labelled map of the UK (from *Oxford Infant Atlas*) for chn to have in LPs during input to support with identification of UK countries • *Oxford Infant Atlases* for tables to	

	the Republic of Ireland).	country that makes up the United Kingdom. • Introduce today's key question and display on T board. (Which countries make up the UK and where are they located?) • Ask, which country do we live in? • Label England. • Ask, do you know the other countries that make up the United Kingdom? (LP talk and discovery using *Oxford Infant Atlas* map) **<u>Let's Learn:</u>** • Following LP talk, continue labelling the countries that make up the United Kingdom. Ensure use of compass directional language when labelling, e.g. Scotland is north of England. • Use slide 6 to discuss Ireland's relationship		support chn during activity	

		with the United Kingdom (only Northern Ireland is a part of the UK) • Explain that Eire is Irish for Ireland. **Plenary:** • Share fun facts about the Union Jack flag with the chn.			
What are the capital cities of the countries of the UK and where are they located?	A capital city is the location from which the government works.	**Retrieval:** • Chn to discuss last lesson's key question in LPs. (What countries make up the UK and where are they located?) **In Focus:** • Explain that there are many cities in the UK and in all other countries. Use LP talk to ask, what cities do you know about? Have you visited a city? • Now explain that every country has a capital city and this is the location from which the government works. The	**Learning Activity:** Chn to plot and label the capital cities of the UK on their map from the previous lesson. **Star Challenge:** Chn to make a poster about the United Kingdom's capital city, London.	• L3 PP • *Oxford Infant Atlases* for tables to support chn during activity • L3 star challeng (x30 per class)	

		government make important decisions for our whole country. • Introduce today's key question and display it on T board. (What are the capital cities of the countries of the UK and where are they located?) **<u>Let's Learn:</u>** • Explain that capital cities are often marked on a map with either a dot or a star. • Show a map of the UK which shows the capital cities and ask the chn to use their mapping skills in LPs to identify the capital cities of the UK. • After LP talk, model plotting capital cities on a map from last lesson. • Send chn to their tables to plot the capital cities of the UK on their map from L2. (Ensure Oxford Infant Atlases are on			

		children's tables to support.) • Once chn have plotted the capital cities onto their maps, explain that we are all going to have a go at the star challenge today which is to make a poster about our capital city, London. • Watch video embedded in PP. (https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttscw) • Model star challenge to chn. **Plenary:** • Use lolly stick lottery to choose chn to share some of their new learning from today.			
What are the names of	The sea and the ocean are the same	**Retrieval:** • Show chn a blank map of the UK and ask them in	**Learning Activity:** Chn to be given worksheet (WAGOLL of	• L4 PP • L4 challenge on (x30 per class)	

the seas that surround the UK and where are they located?	thing, they are both areas of salt water but oceans are much bigger and make up most of the water on Earth. The prime meridian separates the eastern hemisphere and the western hemisphere. SK document to support saved in lesson resources (can be shown to chn).	LPs to identify the four countries that make up the UK and their capital cities. **In Focus:** • Show chn a picture of the UK from a satellite in space. Explain that these two islands together make up the British Isles. • Ask, why do the two islands together not make up the United Kingdom? (The Republic of Ireland is not part of the United Kingdom.) • Explain that Great Britain is the island where England, Scotland and Wales are located. • Ask chn to discuss in LPs, what surrounds the countries of the UK? What does the blue colour represent? • Introduce today's key question and display on T board. (What are the	L2 & L3 map) to colour and label the UK's surrounding seas. • Ensure *Oxford Infant Atlases* are on tables to support. **Star Challenge:** Chn to complete stem sentences explaining the location of the surrounding seas using directional language.	• *Oxford Infant Atlases* for tabl to support chn during activity • L4 star challenge (x30 per class) • 30 blue colouring pencils	

		names of the seas that surround the UK and where are they located?) • Explain that the sea and the ocean are the same thing, they are both areas of salt water but oceans are much bigger and make up most of the water on Earth. **<u>Let's Learn:</u>** • Show chn a map of the UK with surrounding seas labelled and explain that the United Kingdom is surrounded with different seas and one ocean. • Ask chn in LPs to use their mapping skills and identify which seas surround the United Kingdom. • Provide stem sentences as a star question to take their LP discussion deeper: The North Sea is			

		_____ of the United Kingdom. The English Channel is _____ of the United Kingdom. The Atlantic Ocean is _____ of the United Kingdom. The Irish Sea can be found ___ _____ Ireland and Great Britain. • Point out compass rose on PP slide and explain that they will need to use compass directional language to complete the stem sentences. • Once the chn have identified the names of the seas and ocean that surround the UK, ensure that you clearly explain that the Atlantic Ocean covers the whole area of water west of the United Kingdom and the North Sea covers the whole			

		area east of the United Kingdom. • Model today's challenge ensuring to label and colour one area of sea at a time. **<u>Plenary:</u>** • Bring chn back to the carpet and show them a map of the UK with surrounding seas labelled, France labelled and a channel tunnel symbol in between Great Britain and France. • Explain that you have added a symbol to this map. Ask chn, can you use your expert detective and mapping skills to predict what the symbol represents?			
What is unique about	A **World Heritage Site** is a cultural or	**<u>Retrieval:</u>** • Show chn a map of the UK and ask them to identify	**<u>Learning Activity:</u>** Chn to draw, colour and label unique	• L5 PP	

each country in the United Kingdom?	natural landmark that has been recognized by the United Nations Educational, Scientific and Cultural Organization (**UNESCO**). These **sites** are deemed worthy of preservation due to their universal value to humanity, both in the present and for future generations. Like Wales, Scotland and Ireland have their own languages (Scottish Gaelic and Irish Gaelic)	the four countries of the UK, their capital cities and (as a star challenge) the seas that surround the UK. **<u>In Focus:</u>** • Introduce today's key question and display on T board. (What is unique about each country in the United Kingdom?) • Show a map of the UK with countries clearly labelled. Explain that every country within the UK **is** unique and define unique (one of its kind; unlike anything else). • Explain that England is the largest and southernmost country in the UK. • Ask chn in LPs to be reading detectives and see if they can work out what **<u>southernmost</u>** means. • Share a unique fact about each other country	landmarks/cultures/traditions of each country of the UK. **<u>Star Challenge:</u>** Chn to complete stem sentences requiring them to retrieve key facts about the UK.	• L5 challenge one (x30 per class) • L5 star challenge (x30 per class)	

	however in Scotland and Ireland only a minority of people speak these languages.	in the UK: Scotland is the northernmost country in the United Kingdom and is home to the UK's highest point, Ben Nevis. Wales have their own language, Welsh or Cymraeg. Northern Ireland is the smallest country in the UK. **<u>Let's Learn:</u>** • Explain that most of the people that live in the whole of the UK, live in England. This means England has the biggest population in the UK. • Move to slide 6 and discuss London, the capital city of England and the UK. • Ask chn to retrieve some famous London landmarks (from L3 in this unit). Share famous London landmarks and that London is famous			

		for red buses and black cabs. • Use slide 7 to share the national symbol of England, England's national game, England's countryside and England's famous World Heritage Site: Stonehenge. • Move to slide 7 and explain that Scotland is home to the UK's highest point, Ben Nevis. • Explain that Scotland's capital city is Edinburgh and Glasgow is the largest. Ask, why is Glasgow not Scotland's capital city? • Use slide 7 to share the national symbol of Scotland, Scotland's traditions inc kilts, bagpipes and highland dancing and Scotland's varied countryside. • Move to slide 10 and explain that Wales is			

		famous for being home to Snowdonia National Park and Mount Snowdon is the highest point in Wales. • Use slide 11 to share Wales' national symbol, Wales' national sport, unique language and famous landmark (Cardiff Castle in its capital city). • Move to slide 12 and explain that Northern Ireland is the smallest country in the United Kingdom. In 1921 the island or Ireland was split into two parts and only Northern Ireland remained part of the UK. • Use slide 13 to share Northern Ireland's national symbol and their World Heritage Site, the Giant's Causeway. **<u>Plenary:</u>** • Use lolly stick lottery to choose chn to share			

		some of their new learning from today.			
Where is Bristol and what is special about its location?		**Retrieval:** • Show chn a map of the UK from last lesson and ask them in LPs to discuss last lesson's key question. (What is unique about each country in the UK?) **In Focus:** • Share today's key question with chn and display on T board. (Where is Bristol and what is special about its location?) • Show chn an aerial photo of England and highlight Bristol's position in the South West. • Share that Bristol is the largest city in the South West of England. • Now show chn an aerial photo that shows Bristol more closely and discuss Bristol's unique location	**Learning Activity:** Chn to plot Bristol on Map of the UK and then answer star question, Bristol is the _____ city in the _____ _____ of England. Chn to then use aerial photo of Bristol to create their own sketch map ensuring that they label Bristol and some surrounding areas and the River Avon. **Star Challenge:** Chn to create a colourful poster encouraging people to visit Bristol.	• L6 PP • iPads (x15 per class) • L6 challenge on (x30 per class) • Blank a4 paper (x30 for star challenge)	

		with the River Avon running through. • Now go to Google Earth and search for Bristol. Show chn how you can move and zoom in and out to find landmarks, roads, parks etc • Send chn in LPs to tables to use iPads to search and explore Bristol using Google Earth. **<u>Let's Learn:</u>** • Bring chn back to the carpet and use lolly stick lottery to share what interesting things they found. • Now explain that you would like to share some unique facts about Bristol. • Explain that there are lots of things that make Bristol unique and special. • Use slide 6 to discuss Bristol Harbour. Explain			

		that Bristol Harbour was the original port of Bristol but as ships and their cargo have increased in size, it has now been replaced by the docks at Avonmouth and Portbury. Bristol Harbour closed as a port in 1975. • Show a photo of Bristol Harbour with the *Matthew* ship moving through the water. Explain that the boat in the picture is called the *Matthew*, it's a replica of the *Matthew* that John Cabot sailed to North America in 1497 when he was thought to have discovered an area called Newfoundland. 500 years later, in 1997, this replica was built in Bristol Harbour and she set sail to recreate Cabot's historic voyage.			

		• Move to slide 7 and explain that in the 1830s Brunel built two of his magnificent ships in Bristol Harbour. Explain that the Clifton Suspension Bridge is another famous landmark designed by Brunel. These landmarks are still famous today. • Explain that Bristol is known for being a green city because it is home to over 400 parks and gardens. • Explain that Bristol is a vibrant and colourful city and is home to the world's biggest manufacturer of hot air balloons (Cameron Balloons). Bristol's famous balloon fiesta is an event which celebrates this every year. The city is also famous for hosting Europe's biggest street			

		art festival, Upfest and there is lots of colourful street art around the city. It is also thought to be the home of famous street artist, Banksy. **<u>Plenary:</u>** • Share fun facts about Bristol: Blackbeard (Edward Teach), the world's most famous pirate, is thought to have been born in Redcliffe, Bristol, near the harbourside. Bristol used to be home to Cadbury and Fry's Chocolate factory! It was the first company in the world to manufacture chocolate bars and one of the first to make chocolate Easter eggs! The chocolate factory was located in Keynsham and closed in 2011.			

Geographical Differences	Year 2 Summer Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Continents year 1 Map work (Y1) Physical and human features (Y1) Weather patterns (Y1) Equator (Y1) Handa's surprise – (EYFS)	1. Where is the UK and where is Kenya on a world map? 2. What is the weather like in Kenya and how is this different to the UK? 3. What are the human and physical features of Portishead? 4. What are the physical features of Mabambani and how are they different to the UK? 5. What are the human features of Mabambani and how are they different to the UK? 6. What are the similarities and differences for children living in Portishead and Mabambani?	Vegetation Equator North Pole South pole Oceans Mountains River Valley Sea Port/Harbour Factory Beach Forest	• Interpreting images/ diagrams using photographs • Simple analysing sources of information • Comparison/contrast of two geographical areas.	• Outdoor walk of our local area (Portishead) • Visit from a local expert who runs a charity in a non-European contrasting country (Pearl) • Read 'Africa Amazing Africa' by Atinuke and Mouni Feddag alongside this unit to ensure an understanding of Africa's wider context

		How are we learning:	

What are w learning:	What do teache need to know?	Teaching input	Pupil Learning Activity	Resources	Assessment
Where is the UK and where is Kenya on a world map?	The UK is in Europe. Kenya is in Africa. Kenya is one of the 13 countries that sits on the equator. Link with learning about Emperor penguins in English and compass directions in Autumn geography unit	**<u>Retrieval:</u>** • Provide children with a world map with continents labelled and ask: in which continent is the UK and where is it in the world? (Star question: What countries make up the UK? Can the children remember which pole Antarctica is in?.) **<u>In Focus:</u>** • Remind chn which continents make up the world and explain that in geography this term we will be		• L1 PP • World map (x15 for input) • Activity sheets	

		comparing the country we live in (the UK) with another country in another continent. • Share that the other country is in Africa and it is called Kenya. • Give chn world map in LPs and ask them to spot where Kenya is within the continent of Africa. • Show chn where this is on the map. **Let's Learn:** • Introduce today's key question, display this and also display a blank	**Learning Activity** Chn to colour the UK and Kenya on a world map and answer questions asking to identify which continent the countries are found in. **Star Challenge** Star questions: What ocea surrounds the UK? What ocean surrounds Kenya?		

		world map on the T board. • Explain that during the Spring term in geography we became experts at knowing about the UK and which countries make up the United Kingdom. • Colour this part of the map and draw attention to the location of the UK within Europe. • Now draw the chn's attention to the continent of Africa and find Kenya within it, colour Kenya in. • Ask the chn what they think the weather is like in Kenya? Explain			

		that Kenya is one of the 13 countries that sits on the equator, because of this it receives lots of sunlight and is very hot. **<u>Plenary:</u>** • Explain that our next steps in our learning are to compare what the weather is like in Kenya and the UK.			
What is the weather like in Kenya and how is this different to the UK?	The UK has four traditional seasons but Kenya doesn't. This is because of the country's position in relation to the equator. Watch the seasons	**<u>Retrieval:</u>** • Show chn a world map and ask them in LPs to identify where the UK and Kenya are on a world map. • Ask if the chn can remember		• L2 PP • Activity sheets	

	video to gain a deeper understanding of this. Kenya has four seasons but only two types of weather, a dry seasons and rainy seasons. Y1 knowledge: <u>Spring</u> The weather in spring can be mixed. It is the transition from winter to summer. The end of March is often windy and April is known for its showery weather followed by sunshine.	which continent each country is in. **<u>In Focus:</u>** • Introduce today's key question. Discuss the weather in the UK and our traditional seasons. • Link back to the chn's knowledge of weather in the UK from Y1 (children to complete a retrieval practice about the seasons). **<u>Let's Learn:</u>** • Show a world map with an equator line and explain that in the UK we have	**<u>Learning Activity</u>** Children to draw what the weather is like in the different seasons in the UK and in Kenya. Children could also draw some appropriate clothes for the weather in each season. **<u>Star Challenge</u>** Chn to record average low temperature and average high		

	Right up to the end of May or into June spring nights can be frosty and cold. Days can be sunny and warm. <u>Summer</u> In summer the weather tends to be hotter with lots of sunshine and not as much rain as in the other seasons. <u>Autumn</u> In autumn the 'weather changes all the time. The weather turns cooler and often windy and rainy. Trees can be blown down in strong winds and we begin to	four traditional seasons because we are north of the equator and not very close by. • Now show a world map with an equator line and discuss Kenya's position (that it sits on the equator), explain that because of this, Kenya gets lots of sunshine and so is very hot. • Discuss Kenya's tropical climate and explain that they have both dry seasons and wet seasons. • Explain that to understand why this is, we first need to understand how	temperature for each country. Then chn can write a sentence comparing the weather in the UK and Kenya.		

	wear warmer clothes. Mornings are often misty. It is the transition from summer to winter. <u>Winter</u> In winter, the weather tends to be colder and have more rain, sleet, hail and snow. The temperature in Kenya on average varies from 19 degrees Celsius to 29 degrees Celsius. The temperature in the UK on average varies from 3 degrees	the Earth moves in relation to the sun. • Watch the two short videos embedded into the PP. • Now show slide 10 with Kenya's four seasons and explain that they experience two different types of weather. Discuss the average high temperature in Kenya (29 degrees Celcius) and explain the hottest time in Kenya is in January, February and March. • Explain that the coolest time in Kenya (which is still very warm)			

	Celsius to 22 degrees Celsius.	is in July, August, September and October where the average temperature is 19 degrees Celcius. • Now explain today's challenge and discuss the hottest time of year in the UK (Summer - June, July and Aug which average 22 degrees Celcius) and the coolest time of year in the UK (Winter – December, January, February which average 3 degrees Celcius) **<u>Plenary:</u>**			

		• Use lolly stick lottery to ask chn, 'What months of the year are the hottest in Kenya?' 'What months of the year are the hottest in the UK?			
What are the human and physical features of Portishead?		**Retrieval:** • Recap what human and physical land features are and complete initial finger voting retrieval. • Show chn an aerial photograph of Portishead and ask them in LPs to identify the human and physical land	**Learning Activity** Chn to draw up their findings when we arrive back at school. **Star Challenge** Chn to write sentences to explain the landscape of Portishead.	• L3 PP • Activity sheets for walk (x15 per class) • Clip boards (x15 per class) • Activity sheets (x30 per class to draw up findings)	

		features of Portishead. **<u>In Focus:</u>** • Introduce today's key question. Stick this to T board above two columns (human features and physical features). • Ask chn to suggest ideas based on the aerial photograph of Portishead we have just looked at. • Explain that today we will be using our fieldwork and observation skills to explore our local area.			

		• Remind chn what these skills are. • Explain that when we are using fieldwork and observation skills to search for human and physical features we are carefully observing the landscape. • Describe the landscape of Portishead to the chn. Show chn the wonder of Portishead video. Following this video, list the human and physical land features that we saw in the video of Portishead. **<u>Let's Learn:</u>**			

		• Give chn in LPs an activity sheet to record any human and physical land features and a clip board. • Explain that throughout our walk we will pause regularly to note down words and pictures as a record of the human and physical land features we have spotted. **<u>Plenary:</u>** • Address any misconceptions. This may be a discussion about Portishead's marina or lake because some marinas and			

		lakes are physical features that were naturally formed but the marina and lake in Portishead is a human feature because they were made by humans.			
What are the physical features of Mabambani and how are they different to the UK?	The Severn Estuary is the estuary of the River Severn, the longest river in Great Britain. This estuary is the confluence (the meeting or coming together) of four major rivers, being the Severn, Wye, Usk and Avon, and other smaller rivers. From the estuary seen in Portishead the	**Retrieval:** • Ask the chn in LPs to discuss what physical features we spotted in Portishead. • Ask the chn whether they can remember which country we have been comparing with the UK. • Can they remember what continent it's in?	**Learning Activity** Chn to draw three physica features found in or nearb to Mabambani. Chn to dra three physical features found in or nearby to Portishead. **Star Challenge** Chn to write a sentence or two answering today's key question	• L4 PP • Activity sheets	

	water moves into the Bristol Channel and then into the Celtic Sea and the wider Atlantic Ocean.	**<u>In Focus:</u>** • Use slide 5 to give chn a brief context of Kenya. Discuss Kenya's capital city, Nairobi and ask 'What is the capital city in England?' • Explain that today we will be learning about a village in Kenya called Mabambani. Highlight to chn that Mabambani is the village we have chosen to help for our Legacy Learning Project. Our Legacy Learning Project is an opportunity to help another community to			

		live well together, like we do in Portishead. A legacy is something you leave behind, in year two, we would love to be remembered for helping another community. • Introduce today's key question and display this on the T board. • Explain that we will be comparing what we learn about Mabambani to what we know about Portishead. • Clarify to chn what physical features are and explain that, over time,			

		weather has contributed to the physical features of different countries. • Use LPs to ask chn to retrieve and discuss what the weather is like in Kenya. • Use the map to point out to chn that Mt Kilimanjaro is next door to Kenya in the country of Tanzania, this area features a valley too. This is an example of a physical feature which we discussed when we looked at aerial photographs of the mountainous			

		region of Snowdonia at the beginning of the year. **<u>Let's Learn:</u>** • Use an aerial photograph to show chn the district of Kanamai, where Mabambani is located. • Ask chn in LPs to spot physical features using the aerial photograph. Note to the chn that the aerial photograph shows flat land and not many buildings. • Explain that Mabambani is not far from the Indian Ocean and a beach.			

		• Show chn some pictures of Mabambani's flat landscape. • Explain that because of the weather they experience their land is often either dry and barren or very wet and flooded. • Now show chn an aerial photograph of Portishead and ask them, in LPs, to spot physical land features • Discuss that Portishead is a coastal town but the beach in Portishead is not next to the sea or an ocean, it is next to an estuary.			

		• Discuss Portishead's landscape. Explain that the landscape is not flat like it is in Mabambani. Because it has hills, we could describe the landscape as hilly. • Now show chn a picture of Mtwapa Creek which is not far from Mabambani. • Explain that the water found in Mtwapa Creek comes directly from the Indian Ocean and it is surrounded by tropical vegetation. • Now show chn a picture of			

		Wraxall forest which is not far from Portishead. • Explain that this is an example of vegetation in England. **Plenary:** • Use slide 16 to guide a reflective discussion about today's learning between learning partners.			
What are the human features of Mabambani and how are they different to the UK?	Port = a town or city with a harbour or access to navigable water where ships load or unload (Portishead used	**Retrieval:** • Ask chn in LPs to discuss what human features we spotted in Portishead. • Ask chn if they can remember the name of the village we are learning about in Kenya.	**Learning Activity** Chn to draw three human features found in or nearby to Mabambani. Chn to draw three human features found in or nearby to Portishead. **Star Challenge** Chn to write a sentence or two answering today's key question	• L5 PP • Activity sheets	

	to have a well-used fishing port but it is now only used as a marina; Avonmouth is where the Bristol's port is now but this used to be at the Bristol Harbour) Harbour = a place on the coast where ships may moor in shelter	**<u>In Focus:</u>** • Introduce today's key question and display this on the T board. • Remind chn that human features are something humans have created or built. • Show chn an aerial photograph of the Kanamai district and of Portishead side by side. Ask them, in LPs, to discuss, what's the same and what's different? • Discuss that Portishead is a town with lots of paved roads unlike the dirt roads that can be found in			

	Marina = a specially designed harbour with moorings for pleasure yachts and small boats	Mabambani. Portishead also has a choice of schools and nurseries, a library, gym and basketball courts. Both Portishead and Mabambani have churches. Islam and Christianity are both popular religions in Kenya so there are both mosques and churches. **<u>Let's Learn:</u>** • Show chn pictures of churches in Portishead and of a church and mosque from the Kanamai district			

		in Kenya near Mabambani. • Show chn pictures of typical houses in Mabambani and of typical houses in Portishead. • In Mabambani people live in houses they have built themselves with tin sheet for the roof and walls that are made from sticks and mud. Explain that Mabambani recently (in 2018) built their first public toilets made from bricks (see bottom left picture on slide 8). Houses in the UK are typically built with bricks with a tiled roof.			

		• Now show chn some pictures of Little Angels School in Mabambani. Explain that Little Angels School has buildings with brick walls and tin roof. They have a playground but it is not paved like ours. Because some of the children that attend Little Angels School are orphans, they sleep in the dormitories and live at school. • Now show chn pictures of our school and discuss the differences. • Now show chn a picture of our			

		high street and a Kenyan market side by side. Explain that because Mabambani and the Kanamai district is a rural area in Africa they do not have the same variety of shops that we have. People who live in Mabambani will often get their food from markets. However, in urban areas of Kenya, like the city of Nairobi, there will be a much wider variety of shops, similar to the shops we find in the UK. **<u>Plenary:</u>**			

		• Use slide 14 to gui a reflective discussion about today's learning between learning partners.			
What are the similarities ar differences fo children living Portishead ar Mabambani?		**Retrieval:** • Ask chn to draw on our learning from last lesson to answer the question: 'What is the same and what is different for pupils at Little Angels School in Mabambani and pupils at St Peter's School in Portishead?' **In Focus:** • Share today's key question with the chn and display is on T board.	**Learning Activity** Chn to choose two things to compare (school, houses, transport or food) then draw and label a picture to show what this is like in Portishead and what it is like in Mabambani. **Star Challenge** Chn to write some senten answering today's key question (explaining what they have drawn).	• L6 PP • Activity sheets	

		• Explain that today, during our retrieval practice, the children have already begun to answer this question. • Underneath today's key question, ensure that the T board is split into two columns. Label one column 'Life for children in Mabambani' and the other 'Life for children in Portishead'. • Draw a picture of St Peter's School and label it (brick buildings with tiled roofs, paved playground, play equipment,			

		conservation area) • Now draw a picture of Little Angel's School and label it (brick buildings with tin roofs, playground with a dirt floor, dormitory for pupils to sleep over at school). • Explain that children in Mabambani and in Portishead can both go to school. Our schools have some similarities and some differences. **<u>Let's Learn:</u>** • Now move onto slide 5 which compares housing in			

		Mabambani and Portishead and explain that in Mabambani, people live in houses they have built themselves with tin sheet for the roof and walls that are made from sticks and mud. Houses in the UK are typically built with bricks with a tiled roof. In the UK we have a mixture of houses, bungalows and flats in villages, towns and cities. • Move to slide 6 which compares the roads and transport in Mabambani and Portishead and			

		explain that in the village of Mabambani itself there are very few cars. People mostly travel on bicycles. There are buses in bigger towns and lots more vehicles if you travel into the cities. • Move to slide 7 which compares the food children eat in Mabambani and in Portishead and explain that in Mabambani they typically eat food they have grown or produced themselves (rice, potato, yam, vegetables).			

		They eat very little meat because it is expensive. In Mabambani, if they need to buy food they will go to a market. In Portishead we have a variety of supermarkets, restaurants and cafes – food is widely available for us. **<u>Plenary:</u>** • Discuss our plans to support and help Little Angels School - we will be putting on a concert to raise money for them and we will be writing letters to the children at			

		Little Angels School.			

Year 2 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Fieldwork and local environmental study • Use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment. • Use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		
Spring 1 and 2: Countries and capitals • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • Describe and understand key aspects of human geography including types of settlement and land use.		

Summer 1 and 2: Geographical differences (comparing the UK and Non-EU country)		
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. • Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		

Year 2 Geographical Progression in Skills and Knowledge

Key Stage 1 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
Ask their own Geographical questions such as: “Where is it?” “What’s it like?”		
Make appropriate observations about why things happen.		

Make simple comparisons between features of different places.		
Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West.		
Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph.		
Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key.		
Follow a route on a map and use an Infant Atlas to locate places.		
Begin to spatially match places. EG: Identify the UK on a small and larger scale map.		
Style of map		
Teacher drawn base maps Large scale OS maps Infant Atlas Use aerial photographs to recognise landmarks		

Villages, Towns and Cities	Year 3 Autumn Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
• Map work (Y1/2) • Continents (Y1/2) • Physical/human features (Y1/2) • Countries of the UK (Y2) • Features of Kenya (Y2) • Geographical differences (Y2) • Stone age settlements (history Y3)	1. What is a settlement are there different types? 2. What affects where people live? 3. Where the key cities of the United Kingdom and what are their populations? 4. What are the key features of some UK cities? 5. Where are the counties of the South-west? 6. How is land-used in different cities?	population settlement village town city physical feature human feature county land-use residential commercial industrial industry	• Maps • Interpret information from graphs and charts	

		How are we learning:	

What are we learning:	What do teacher need to know?	Teaching input	Pupil Learning Activity	Resources	Assessmer
What is a settlement and are there different types?	**Geography** is a science that deals with Earth's surface. People who study **geography** are called geographers. Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world. T notice births and deaths rising and population changing every second.	**Retrieval** • Introduce topic 'Villages, towns and cities'. • Remind children that they are already on their way to becoming expert Geographers. • Recap on what Geography is. • Quick continents quiz – In pairs can they name all 7 continents? / countries maps **In focus** • Introduce today's question 'What is a settlement and are there different types?' • Display knowledge organiser**.** Play **fastest finger first** • Read todays VIP words. • Read **Population.** Put world's population into perspective – there are 600 children in St. Peters. Around 25,000 in Portishead. • Tell pupils that you wonder what the world's population is	**fastest finger first** find the definition of these words and tell their learning partner: Settlement, Village, Town, City, Population **Class vote:** By the end of the lesson will the population gone up or down. **Answer question 1 A, B and C**	Population clock https://www.worldometers.info/world-population/ Work sheet Information booklet https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p	

		right now. Show the live population. • Note down population **Class vote:** • Read **Settlements.** Point out that Portishead is a type of settlement (the image on the board is Portishead) • **Watch video – Villages, towns cities.** • **Answer question 1 A,B and C.** • **<u>Partner talk</u>** Is Portishead a village, town or city? • **Read and complete question 2/ Star challenge** • Look at the population clock. Has it changed? How?	**Partner talk** Tell what the differences between a village, town and city are. Think about location, schools, housing. **Read and complete matching activity – Question 2.**		
What affects where people live?	Factors that attract people and lead to dense populations include: • flat or gently sloping land • mild climate • good soils • lowland • water	**Retrieval** • Retrieval practice **In focus** • Introduce today's line of Enquiry 'What affects where people live?' • Display knowledge organiser**.** Play a game of **fastest finger first** • **Read todays VIP words**	Complete and mark retrieval practise. **Fastest finger first:** pupils to find the following: ❖ How many people live on earth? ❖ One difference between a city and a town.		

	• good transport and communication links, eg ports • places to work • resources, eg coal, oil Factors that may discourage people and lead to sparse populations include: • steep slopes • harsh climate - very hot or very cold • dense forest • dry conditions • isolated areas with poor transport links • few jobs	• **Partner talk:** Display the photograph on Norfolk on the board (pic 1 in booklet) • Share answers and T add some answers to the photograph on IWB. • Display photo of Triglay Mountain (pic 2 in booklet) and repeat exercise. **Let's learn** • **Activity 1** Go through answers and everybody marks. Discuss why each factor is either an advantage or a disadvantage. Pupils are going to need to be able to explain why each factor is either an advantage or a disadvantage in the next activity. • **Complete final plan and design activity.** Model how use the **planning space** and **sentence stems**. • Pupils choose the characteristics they want their location to have and write these in the planning space.	**Partner talk:** Children to discuss the advantages and disadvantages of building a settlement here. **Complete activity 1** Read the statements and decide whether each factor is an advantage or disadvantage. **Complete final design activity** Children to design ideal settlement using advantages from evious activity to help them. **Complete planning and Stem sentences.** **Draw and label their settlement design**		

	• lack of resources	They then use the sentence stems to describe and explain their choices for their new settlement. • Pupils draw and label their chosen location for their new settlement. • T Model how to add neat label to a drawing.			
Where the main cities of the United Kingdom and what are their populations?		**Retrieval** • Retrieval practice – 5 minutes. **In focus** • Introduce today's line of Enquiry 'What are the key cities in the United Kingdom and what are their populations?' • Display knowledge organiser**.** Play a game of **fastest finger first** • **Population** • **Read todays VIP words** • **Read The United Kingdom.** Highlight the 4 countries on the United Kingdom. Using the compass point out that Scotland is in the North,	Complete and mark retrieval practise. **fastest finger first** pupils to find the definition of these words and tell their learning partner: ❖ Settlement ❖ City	• Information booklet • Work sheet • Clues for map activity • Large printed Blank UK map for teacher (have this stuck up in classroom before lesson starts)	

		England is south and Wales and N. Ireland west. **Let's learn** • **Partner talk.** • Read the cities and their population to the class (in information booklet). Asking each question at a time • **<u>Activity 1</u>** • **Map activity:** Teacher model finding London and adding it to large printed UK map. • On IWB reveal answers. • T pick pupils to add cities onto large printed United Kingdom map.	**Partner talk.** 3 features of a city. T choose pupils to share ideas. Do Pupils know where our closest city is? **<u>Activity 1:</u> Complete stem sentences 1-7 as class.** **Map activity:** Using the list of clues and the compass (draw attention to compass and remind of north, south, east and west) – pupils add each of the main cities to the map of the United Kingdom. This can be done in pairs but each child will have their own individual sheet.		
What are the key	**Human** geography relates only to	**Retrieval**		• White board • Work sheet	

features of some UK cities?	the **human** environment; something that is built by **humans** and would not have existed in nature without **humans**. **Features** include anything from a house to a city, and all the related infrastructure such as roads, rail, and canals. A natural **feature** on the surface, such as water, mountains, and deserts. Usage: Deserts, mountains, and lakes, are all **Physical Features** Star Challenge – Pupils should recognise that cities normally	• Retrieval practice – 5 minutes. **In focus** • Introduce today's line of Enquiry 'What are the key features of some UK cities?' • **Read todays VIP words.** • Ensure that children really understand the difference between physical and human features. • **Quiz:** **Lets learn** • **Partner talk:** Which physical and human features can we spot in Sheffield? Encourage the children to notice office blocks, roads and a car park. Notice that there aren't that many physical features in Sheffield. • **Key features Top Trumps.** • Using the features spotted in Sheffield	Complete and mark retrieval practise. **Quiz** – physical feature or human feature. Display images in the board (one at a time) Pupils vote whether they think that it is a physical feature of a human feature**.** T select children to ask them how they know. **Key features** **Top Trumps** Pupils fill out all 5 Top Trumps cards using the images in their information booklets. Add	• Information booklet	

	have a river running through them. Pupils should link this back to previous lesson (What affects where people live). Settlements are built near rivers for transport, water, waste management ect.	• Teacher model how you would fill in the Top Trumps card adding the human and physical features that you spotted. • T note that Sheffield doesn't have many visible physical features. It is quite build up and man-made. • **Teacher wonder out loud** do we think this will be the same for all cities? Does a city need a good balance of physical and human features?	top 3 human features and top 3 physical features.		
Where are the counties of the Southwest?	The **counties of England** are areas used for different purposes, which include administrative, geographical, cultural and political demarcation. The term 'county' is defined in several	**Retrieval** • Retrieval practice – 5 minutes. **In focus** • Introduce today's line of Enquiry 'Where are the counties of the Southwest?' • **Partner talk**	Complete and mark retrieval practise. **Partner talk** Remind you partner which countries make up the United Kingdom.	• All children need to be able to see IWB for today's lesson. • Worksheet/ Retrieval • Information booklet.	

	manners and can apply to similar or the same areas used by each of these demarcation structures. There are 48 counties in the England. Greater London is the county that London is in. The South west of England has 6 counties: • Gloucester shire (Bristol) • Wiltshire • Somerset (Portishead) • Devon • Cornwall • Dorset	• **Give children a chance to look at map of counties and see what they notice/wonder.** • **Read Counties in information booklet.** • **Tell** the children that England is split into counties. There are 48 counties in the England. Within each country there will be cities. **Ask** – Which county do we live in? (it is in information booklet too) • Remind children that England is in Europe -which is a continent. Draw comparison between continents/ counties 'Just like the continent Europe has countries within in – Counties have cities within them' • **Partner talk** **Let's learn** • **Read** the Southwest of England, • **Partner talk** • Reveal counties – have the children heard of them? Do they know anything about them? • **Labelling activity** • **Star challenge**	**Partner talk** Do you know any cities in Somerset. There are two – Bath and Wells. **Partner talk** Do we know any other counties in the south west? Children may have hear of Cornwall/ Devon **Labelling activity** Children label the 6 counties of the southwest on their work sheets. **Star challenge** Write clues to help a friend locate the counties of the Southwest. 1) E.g This county is north of Somerset.	• Google earth pro (on desktop)	

	Bristol is in the county of Gloucestershire.	**Plenary** Explore the other counties in England using Google Earth.	Answer: Gloucestershire		
How is land-used in different cities?	Urban land use models attempt to simplify the way land is used in urban areas. Zoning types Residential: • Housing and apartment buildings. No shops, offices or factories are allowed. Schools, churches and police stations are allowed. Commercial: • Shops and offices and some above ground-floor apartments. Industrial:	**Retrieval** • Retrieval practice – 5 minutes. • Mark as a class **In focus** • Introduce today's line of Enquiry 'What makes a city?' • Read land-use • **Fastest finger first.** • Introduce the city we will be studying today. • Explain about city/state/country. • Discuss that USA stands for United States of America • Look at world map and find USA (united States) • Remind that this is in the North America continent and is in the Northern Hemisphere. • Explain that the USA is also known as the US. • Compare the UK and the US. US is much larger and more populated.	**Fastest finger first** Using each of the land uses from the knowledge organiser play a game of fastest finger first. Ensure that children understand the different types of land use in cities.	• Globe • Work sheet • Information booklet	

	• Factories, warehouses, freight, junkyards and manufacturing districts. Planned development: • Tall buildings, hospital campuses and other large developments. Transportation: • Bits of land designed to protect roads, bus ways, railways etc. Parks and open space: • Protected land set aside for public parks, open space,	• Make it clear that Illinois is a similar size to England (and this is one state) • Chicago is in the top right corner (North-eastern) area of Illinois. • **Let's learn** • **Show Chicago on a globe as well (If you have one) and on google maps** • **Partner talk** • Share a few pupils ideas • Compare area and population to Bristol • **Discuss similarities to Bristol (river running through), much taller buildings than Bristol.** • Display the map of Chicago that shows different land uses. Also in their information booklet. • Explain what the key shows. • Discuss what each one means in practice, spend time explaining **commercial** and **industrial**. Link back to VIP words. • Allow children some time to look at the map. • **Partner talk**	**Partner talk** *How do you think people use the city?* Eg. They live there, work there, go shopping, buy food, use the bus. **Partner talk** Allow the children sometime to discuss and describe how the city is laid out. Pupils should use the map and key. Eg. Land is mostly used for residential properties.		

	beaches and cemeteries. **<u>Chicago:</u>** • Industrial land mainly on the edge of the city. • Commercial in the town centre (which is on the lake coast). • Most of the city is taken up with housing. • There are commercial areas along	• **Class Activity** • Discuss answers and pose questions eg. Why might the industrial properties all be on the edge of the city? Why might the commercial properties all be in the centre of the city? • **Matching activity:** Display answers and everybody marks. • **Complete final activity** (same as Chicago but using Bristol map) either as a class, in pairs or independently depending on confidence. **Plenary** • Find Chicago on google earth and explore the city.	**Class Activity** Bullet point their ideas on the worksheet. Teacher modelling. Remind children to use their knowledge organiser if they are unsure of land uses. **Matching activity:** Pupils match the key words to their definitions using their knowledge organisers. **Complete final activity** (same as Chicago but using Bristol map) either as a class, in pairs or independently depending on confidence. Star challenge: comparing features and land use.		

	most roads (shown in the blue grid pattern)				

Mountains, Volcanoes and Earthquakes	**Year 3 Spring Term**

Prior Learning	**Key Knowledge**	**Vocabulary**	**Skills/ Concepts**	**Enrichment opportunities**
Physical features (Y1/2) Seasonal/global weather patterns (Y1)	• What is the earth made of? • What are Fold Mountains? • How are volcanoes formed? • How does an earthquake occur? • What happens when a volcano erupts? • What happens when an earthquake occurs?	magma lava pressure friction basalt granite fold mountain ocean trench tsunami	• Interpreting information • Maps	

What are we learning:	What do teache need to know?	How are we learning:			
		Teaching input	**Pupil Learning Activity**	**Resources**	**Assessmer**
What is the earth made of?	The internal structure of the Earth is layered in spherical shells: an outer silicate solid crust, a highly viscous asthenosphere and mantle, a liquid outer core that is much less viscous than the mantle, and a solid inner core.	**Retrieval** • **Partner talk:** What are the 7 continents? • Pupils hold up white board after 3 min. • Teacher reveal continents one at a time. **In focus** • Introduce today's line of Enquiry 'What is the earth made of?' • **Read todays VIP words** • **Slide 5:** Display knowledge organiser**.** • **Slide 6:** Play a game of **fastest finger first** – with the section entitled 'Structure of the Earth'. Ask have they ever heard of these words? What do you know about them? **Let's learn** • **Slide 7 Read** Structure of the earth. Pause at each layer and	Partners have 3 minutes to write the 7 continents on 1 whiteboard. **Fastest finger first** **Activity 1** label layers of the earth. Reveal answer and everybody mark.	• White boards • Information booklet • Worksheet https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1	

		add information about that layer to the PPT. • **Partner talk:** What happens to the temperature of the earth as your get closer to the centre? • **Slide 8 : Activity 1** • **Slide 9 Activity 2:** • **Slide 10 Partner talk:** Display images of oceanic and continental. Ask 'what do you think these words mean?' Share answers. • **Read** Composition of the earth's crust. • **Slide 11 Activity 3.** • **Slide 12: Read tectonic plates.** Outline the pacific plate – reiterate that this plate is moving around on top of the mantle. • **Watch video** • **Slide 13: Partner talk:** Where are volcanoes and earthquakes located? Encourage children to recognise that earthquakes and volcanoes occur in similar locations. • **Slide 14: Read plate tectonics.** Highlight that earthquakes and volcanoes occur along the	**Activity 2** number layers of earth from coldest to hottest. Share answers and mark. **Activity 3** Answer questions using information from previous reading. Teacher model finding answer from the text. Share answers and mark. **Partner talk** **<u>Star challenge: answer if confident.</u>**		

		lines where tectonic plates meet.			
What are fold mountains?	Mount Everest is in the Himalayas which travel through Afghanistan, Pakistan, India, Nepal, China and Bhutan. Mount Everest is in Nepal. When two plates carrying continents collide, the continental crust buckles and rocks pile up, creating towering mountain ranges.				

What ar we learning	What do teachers nee to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessmer

		Retrieval • Answer retrieval questions and answer as class. Allow time to correct answers. **In focus** • Introduce today's line of Enquiry 'What are Fold Mountains?' • **Read todays VIP words** • **Slide 5:** Display knowledge organiser**.** **Slide 6:** Play a game of **fastest finger first** using the mountain ranges map. Ask 'What is the name of the mountain range in……?' **Let's learn** • **Partner talk**: This is the world's tallest	**Partner talk**	• https://www.bbc.uk/bitesize/topics/z849q6f/articles/zg3qp3 • Information booklet • Worksheet • Sponges 2 per class one labell Eurasian plate a one Indian plat • A ruler	

		mountain – do you know what it is called or which country it is in? • **Watch BBC bite size video.** • **Read** Mountain ranges Partner talk – which mountain is in the picture and how tall is it? • **Activity 1** Mountain range task. Pupils use knowledge organiser to name the mountain ranges on the map. • **Slide 10 Partner talk:** Ask what happens when two cars collide? • **Pose question:** what do you think will	**Activity 1** **Partner talk** **Activity 2**		

		happen when two continental plates collide? • Using the sponges – model the formation of Fold Mountains push them together to show the wrinkling effect. Allow some children to have a go themselves. • Reveal diagram. • **Read** How are Fold Mountains formed? • **Activity 2:** Pupils rearrange the words to make sentences explaining how the Himalayas were formed. Teacher model doing the first one. Reveal	**Partner talk**		

		answers and mark. • **Slide 13**: Using the sponge and a ruler model formation of an **ocean trench** by pushing a ruler into a sponge (sponge represents the pacific plate and the ruler represents the Philippine plate. The ruler should sink under the sponge causing a trench. • **Partner talk**: what has happened that is different to when mountains are formed? • I say, you say with the definition of **subduction**.	**Activity 3**		

		• **Read** Ocean Trenches. • **Repeat I say you say with the definition of subduction.** • **Activity 3:** On worksheet pupils answer the question 'What is meant by subduction?' • **Question can be answered as a class if necessary.**			
How are volcanoes formed?	Types of volcano There are two main types of volcano - **stratovolcano** and **shield volcano**. The two types of volcano form in different places and have very different characteristics.	**Retrieval** • Answer retrieval questions and answer as class. Allow time to correct answers. **In focus** • Introduce today's line of Enquiry 'How		• https://video.nat nalgeographic.co video/science/10 videos/0000016f 7d09-dc46-a77f- 7fad40050000-1 • Information booklet • Worksheet	

	Shield volcanoes are found on constructive plate margins where two plates move away from one another. **Stratovolcanoes** are found on destructive plate margins, where the oceanic crust sinks beneath the continental crust – **The subduction zone.**	are volcanoes formed?' • **Read todays VIP words** **Let's learn** • **Watch video** • Look at cross section of volcano. Can pupils name any of the parts of the volcano? Label as class. • **Activity 1:** Pupils label own cross section of volcano on worksheet. • **Slide 8: Read Volcanoes.** • **Partner talk:** What is a dormant volcano? • **Slide 9 Partner talk:** display the 2 volcanoes and ask 'what is	**Activity 1** **Partner talk** **Partner talk**		

		different about these volcanoes?' Teacher write differences around the volcanoes on slide 9. • **Side 10: Fastest finger first** using the table in information booklet. Eg. How is shield volcano formed? • **Answer questions 2 and 3.** Mark and correct**.** • **Slide 12 Watch video –** Volcanoes 101 • **Slide 13 Read where are volcanoes found?** Ask what has happened differently?	**Fastest finger first** **Answer question 2 and 3.**		

		• **Slide 14 Answer question 4 and 5.** Mark and allow time for corrections. • **Star challenge:** Draw and label a stratovolcano and a shield volcano.			
How does earthquak occur?	An earthquake (also known as a quake, tremor or temblor) is the shaking of the surface of the Earth, resulting from the sudden release of energy in the Earth's lithosphere that creates seismic waves. At the Earth's surface, earthquakes manifest themselves by	**Retrieval** • Answer retrieval questions and answer as class. Allow time to correct answers. **In focus** • Introduce today's line of Enquiry 'How does an earthquake occur?'		• Information booklet • Worksheet • Polystyrene blo – 1 per class • https://www.bbc .uk/bitesize/topi z849q6f/articles/ 9t39	

	shaking and displacing or disrupting the ground. When the epicenter of a large earthquake is located offshore, the seabed may be displaced sufficiently to cause a tsunami. Earthquakes can also trigger landslides, and occasionally volcanic activity.	• In knowledge organiser read 'Earthquakes occur when….' • **Read todays VIP words.** **Let's learn** • **Display slide 6** • **Partner talk:** What has happened in this picture? • **Read:** 'What is an earthquake?' • **Answer:** question 1 on worksheet. • **Watch:** earthquakes • **Read:** What causes an earthquake? • Break a polystyrene block in half and put the two halves together and move them in opposite directions until	**Partner talk** **Answer question 1**		

		they should get stuck (like the plates). • Keep pushing until a small piece of polystyrene breaks off and the 'plates' jolt forwards • Tell the children that this is like an earthquake. • **Partner talk:** what were the plates doing that caused the Earthquake? • **Answer questions 2 and 3.** Reveal answers and mark. • **Read** What are earthquakes usually a surprise? • **Partner talk –** How might people prepare for an earthquake? Share ideas.	**Partner talk** **Answer question 2 and 3.** **Partner talk**		

		• Tell the children that one way people who live near fault lines can prepare is by having a survival pack ready just in case. • **Class discussion:** Take time to go through some of the items and discuss why they would/ wouldn't be useful to have in your survival pack. Eg. Play station not useful as there may not be electricity and it will be heavy. Fresh food would not usual as it	**Design earthquake survival kit.** **Star challenge:**		

		may go rotten. Stress that you much only take the essentials. • **Design earthquake survival kit.** Children draw and label the items that they would put into their earthquake survival sheet.			
What happens when a volcano erupts?		**Retrieval** • Answer retrieval questions and answer as class. Allow time to correct answers. **In focus** • Introduce today's line of Enquiry 'What happens when a		Whiteboard Work sheet Information book Highlighters/ coloured pencils (to highlight important information) Globe / world map	

		volcano erupts?' • Point children in the direction of Fuego volcano on their knowledge organiser and read. • **Read todays VIP words.** **Let's learn** • **Watch the two video's (stop the first after 50 seconds)** on white boards pupils write down all of the effects of the volcano on people. Eg. Loss of homes. Lost family. **Don't rub off boards.** • **Read** the case study together. Point out and explain the immediate/secondary effects			

		and immediate/ secondary responses. • **Find Guatemala on a map or globe.** • **Teacher** model picking out important information and then **Ask** pupils to identify information they think is important to highlight. • **Check** understanding of key words 'infrastructure' and 'evacuation' • **Partner talk:** Summarise what happened in the Fuego eruption in 15 words. Partner rehearse and			

		share some summaries. • **Answer questions 1 and 2.** Pupils use information from the case study to answer the questions. Reveal answers and mark. • **Slide 10: Partner talk** What do these words mean? Define words social (factors affecting people) economic (factors affecting money) environmental (factors affecting the environment). • **Slide 11:** Pupils categorise the			

		immediate and secondary effects of the Fuego volcano into the social, economic and environmental. Teacher model using the Fuego case file to find information. **Add effects from white boards from beginning of lesson.** • **Slide 11:** Teacher collects effects from class and adds them to table on PPT. • **Slide 12: Read** Why do people live near volcanoes? • **Slide 13: Partner talk** Teacher read stem sentence 'It is dangerous to live near a			

		volcano because ..' Allow partners time to discuss the end to this stem sentence using the previous reading to support. Share ideas then pupils finish sentence on worksheet. • **Repeat for next two stem sentences.** • **Star challenge:** Pupils finish the chosen stem sentence 'I would/wouldn't like to live near a volcano because…'			
What happens when an earthqu	The 2011 earthquake off the Pacific coast of Tōhoku was a magnitude 9.0–9.1 undersea	**Retrieval** • Answer retrieval questions and answer as class.		Whiteboard Work sheet Information book	

ake occurs?	megathrust earthquake off the coast of Japan that occurred on Friday 11 March 2011 with the epicentre approximately 70 kilometres east of the Oshika Peninsula of Tōhoku. The earthquake is often referred to in Japan as the Great East Japan Earthquake It was the most powerful earthquake ever recorded in Japan, and the fourth most powerful earthquake in the world since modern record-keeping began in 1900. The earthquake triggered powerful tsunami waves	Allow time to correct answers. **In focus** • Introduce today's line of Enquiry 'What happens when an earthquake occurs?' • Point children in the direction of Tohoku earthquake on their knowledge organiser and read. • **Read todays VIP words.** **Let's learn** • **Watch the video Tsunami 101 video** on white boards pupils write down all of the effects of the earthquake on people. Eg. Loss		Highlighters/ coloured pencils (to highlight important information) Globe/ world map 1 piece of a4 paper per child Colouring pencils / pens Star challenge questions printed. https://www.nationalgeographic.org/thisday/mar11/tohoku-earthquake-and-tsunami/ https://video.nationalgeographic.com/video/news/1-videos/00000144-0a30-d3cb-a96c-7b3dc88c000	

	that reached heights of up to 40.5 metres. The earthquake moved Honshu (the main island of Japan) 2.4 m (8 ft) east, shifted the Earth on its axis by between 10 cm and 25 cm, increased earth's rotational speed by 1.8 μs per day. The latest report from the Japanese National Police Agency report confirms 15,896 deaths, 6,157 injured, and 2,537 people missing, and a report from 2015 indicated 228,863 people were still living away from their home in either temporary housing or due	of homes. Lost family. **Don't rub off boards.** • **Read** the case study together. Remind about the immediate/secondary effects and immediate/ secondary responses. • **Find Japan on a map or globe.** • **Teacher** model picking out important information and then **Ask** pupils to identify information they think is important to highlight. • **Partner talk:** Summarise what happened in the Tohoku earthquake in 15 words.			

	to permanent relocation.	Partner rehearse and share some summaries. • **Slide 9: Partner talk –** Remind your partner that social, economic and environmental effects are. Share thoughts. • **Slide 10:** Pupils categorise the immediate and secondary effects of the Tohoku earthquake into the social, economic and environmental. Teacher model using the Tohoku case file to find information. Use effects on white boards. • Teacher collect ideas and add to table on PPT.			

		Highlight that a Tsunami is an effect of an earthquake. • **Slide 11 Read** What causes a Tsunami? • **Slide 12 Watch:** Tohoku Tsunami video. • **Slide 12 Answer** Questions 2 and 3 on the work sheet. Share answers and mark. Allow time to correct any mistakes. **Activity** – Children create their own fact file on either the Tohoku earthquake or the Fuego volcano. Children need to include the key information from the fact file but can display this			

		information in anyway eg. poster / pamphlet. • Teacher show WAGOLL. **Star challenge** – In workbooks pupils answer the question 'Which natural disaster do you think had a bigger impact, the Tohoku earthquake or the Fuego volcano? Explain your answer.' (print star challenge questions out and sentence starters)			

Water, Weather, Climate	**Year 3 Summer Term**

Prior Learning	Key Knowledge	Vocabulary	Geographical Skills and Concepts	Enrichment opportunities
Seasonal/daily weather patterns (Y1)	1. Where is Earth's water? 2. What is the water cycle? 3. What makes up the weather? 4. Why does it rain?	evaporation condensation water vapour precipitation	• Interpreting and presenting	

	5. Why does the UK have wild weather? 6. Why is the world's weather changing?	accumulation surface runoff temperature wind direction wind force atmosphere climate	information from graphs, charts and diagrams	

What are we learning:	What do teachers nee to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessmer
Lesson 1: Where is Earth's water?	97% of the water on the Earth is salt water and only three percent is fresh water	**Retrieval** • Introduce the enquiry question and scan the knowledge organiser (KO) in learning partners. How is it broken up into parts? • Retrieve previous learning from KS1 on water/ weather/ climate • Introduce VIP words **In focus** • Show the children. 1 litre of water represents the worlds water. Measure out 30ml of the	Use the text/pictures with LP to answer true or false questions.	• **information booklet** • **knowledge organiser** • **1 litre of water in bottle**	

	Most of the Earth's water is ocean water. This is salty and we cannot drink it. The bottle shows this. The cup shows fresh water. Some of the Earth's water (only a tiny amount) is fresh water and can be drunk.	water into a cup and show the children. Call this fresh water. • Pour salt into the rest. Call this ocean water. • Explain that only 3% of all that water is fresh and can be drunk. 97% is found in the oceans and is salty and can't be drunk. **Let's learn** • Read Water on Earth, referring back to cup for fresh water and bottle for ocean water. • Class discussion of what the diagrams show (in relation to our last activity), then model turning this into sentences **Complete activity 1** • Read fresh water **Complete activity 2** • Read changing states and then watch the video. **Complete activity 3 on worksheet.**	**Activity 1.** Children complete their own diagrams and sentences on work sheet. Children verbally rehearse using sentence starters on the board. **Activity 2** Answer true or false questions using the text with LP. **Activity 3** First fill out the blank words in boxes underneath, then draw diagrams of water as a solid, a liquid and a gas above the correct box.	• **Clear cup** • **worksheet** Lesson 1 PPT	
Lesson 2: What is the water cycle?	The water cycle describes how water evaporates from the surface of	**Retrieval** • Complete retrieval on worksheet. • Complete discussion of evaporation/condensation as a	Tick and fix in black pen.	• **information booklet**	

	the earth, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface as precipitation. The water falling on land collects in rivers and lakes, soil, and porous layers of rock, and much of it flows back into the oceans, where it will once more evaporate.	class before moving on to ensure chn are confident. **In focus** • Introduce lesson question and VIP words. Make connections to prior learning. • Everyone read the Water Cycle • Watch BBC video. **Let's learn** • Read through the rest of the worksheet, stopping to discuss and ensure understanding of any key vocab. • **Complete independent activity**	Order the sequence as a class. Label and discuss the water cycle together with LP before feeding back as a class. **Independent activity** Children label water cycle and fill in blanks.	• **knowledge organiser** • **worksheet** Lesson 2 PPT	

Lesson 3: What makes up the weather?	**Weather** – The daily variations in temperature, precipitation, cloud, wind and sunshine. **Climate** – The long term patterns of weather in a particular place. A compass is a tool for finding direction. A simple compass is a magnetic needle mounted on a pivot, or short pin. The needle, which can spin freely, always points north. The pivot is attached to a compass card.	**Retrieval** • Complete discussion of water cycle as a class before moving on to ensure chn are confident. • Complete retrieval on worksheet **In focus** • Introduce lesson question and VIP words • Watch video about the difference between weather and climate • Pupils to discuss with their LP what they think the difference between weather and climate is. Share answers and come up with a class definition of the difference between climate and weather. It will likely involve looking back at the knowledge organiser. **Complete independent activity 1**	Tick and fix in black pen. **Independent activity 1** Write the difference between the weather and climate Be a weather forecaster tell your LP th	• **information booklet** • **knowledge organiser** • **worksheet** Lesson 3 PPT Possible visit from weather expert Mr Battista?	

	The compass card is marked with the directions. To use a compass, a person lines up the needle with the marking for north.	**Let's learn** • Discuss what a compass is and what it is used for • Read the components of weather. • Watch today's weather forecast https://www.bbc.co.uk/weather • Decide actions for each of the 6 weather components • Hot seat some presenters as wagolls **Complete independent activity 2**	weather on the map **Independent activity 2** Describe the weather using the six elements and compass points.		
Lesson 4: Why does it rain?		**Retrieval** • Retrieve previous learning about the water cycle • Complete retrieval on worksheet • Recap lesson two's VIP words	Tick and fix in black pen.	• **information booklet** • **knowledge**	

	The sun heats up the air. Warm air rises. As the air rises, it cools. The water vapour held in the air condenses back into water. If enough condensation occurs, a cloud will form, which is made up of billions and billions of little drops of water.	**In focus** • Retrieve previous learning about the water cycle to build on with today's learning **Complete independent activity 1** **Let's learn** • Read text about warm air rising and cold air sinking. • Pupils to repeat those statements several times to aid recall. • Watch the experiment to show how hot air rises and cold air sinks • Read text about why does it rain and how rain forms stopping to discuss and ensure understanding. **Complete independent activity 2**	**Independent activity 1** Answer questions on the water cycle **Independent activity 2** Write an explanation 'Why does it rain' in own words underneath.	**organiser** • **worksheet** Lesson 4 PPT	

Lesson 5: Why does the UK have wild weather?	The UK has this changeable weather because of where it is located and how it is affected by the different air masses.	**Retrieval** Complete retrieval on worksheet **In focus** • Look at 5 divisions of the planet, equator, northern hemisphere, southern hemisphere, North Pole, South Pole. Explain and locate each • Play fastest finger first to find on a map or globe. **Complete independent activity 1** **Let's learn** • Read text about why the UK has wild weather. • Pupils to come up with action to remember the key vocabulary: air masses • Teacher to describe the map, including explaining the meaning of Maritime and Continental. (whether the air has passed over land or sea.)	Tick and fix in black pen. **Independent activity 1** Looking at map or globe find the answers to the quiz. **Independent activity 2** Pupils to use the map to label each arrow. Teacher to check and mark with pupils	• **information booklet** • **knowledge organiser** • **worksheet** Lesson 5 PPT	

	An air mass is an area of air with particular characteristics.	• Discuss the reason why these different air masses are coming from these different places (note the North Pole, the Sahara and the Atlantic on the weather that comes).			
Lesson 6: Why is the world's weather changing?	Climate change i	**Retrieval** Complete retrieval on worksheet **In focus** • Read text on the atmosphere • Discuss as a class – the temperatu will rise if the atmosphere becomes thicker because it traps the gases heats up like a greenhouse.	Tick and fix in black pen. **Independent activity 1** Answer the questions	• **inform ation bookle t** • **knowle dge organis er**	

	due to increased gases that are trapping the hea and warming up our planet.	**Complete independent activity 1** **Let's learn** • read the text on climate changing, Discuss • any key vocabulary and key conce • discuss how the things represente by each picture are contributing to climate change • by adding extra gases. Class to have a discussion about what each one represents. Do they have any suggestions about how these could be decreased? • Look at the map what changes will take place/are taking place because of climate change? **Complete independent activity 2**	**Independent activity 2** Pupils to then complete a concept map of the issues being caused by climate change. Feedback to class and pupils to edit and add to their concept map.	• **worksh eet** Lesson 6 PPT	

Year 3 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Towns, villages and cities		

• Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • Describe and understand key aspects of human geography including types of settlement and land use.		
Spring 1 and 2: Mountains, volcanoes and earthquakes • Describe and understand key aspects of earthquakes. • Describe and understand key aspects of volcanoes and mountains.		
Summer 1 and 2: Water, weather and climate • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Describe and understand key aspects of physical geography, including: climate zones, and the water cycle and human geography, including the distribution of natural resources including energy, food, minerals and water.		

Year 3 Geographical Progression in Skills and Knowledge

Year 3 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
Use 4 compass points to follow and give directions.		
Use 2 figure grid references to find features on a map.		
Draw a map of a route they've been on with features in the correct order.		
Know why a Key is needed and use standard symbols.		
Locate places on larger scale maps. EG: map of South America.		
Begin to match boundaries. EG: same boundary of a country on different scale maps.		
Style of map		
Use large scale OS maps Begin to use electronic mapping such as Google Earth. Atlases and globes Identify features on aerial photographs		

Rivers	Year 4 Autumn Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Physical features (Y1/2/3) Map work (Y1/2/3) Photographs and images (aerial work Y2) Science – Rocks (Y3)	1. Where are the world's rivers? 2. How do rivers help shape the land? 3. What landforms can rivers create? 4. Why are rivers important to people? 5. Why is the river Severn important? 6. What happens when a river floods?	river source mouth erode/erosion sediment transportation deposit/deposition landscape landform river bed agriculture tributaries river bank	• Map work including scale • Using evidence such as photographs and images	Walk to Battery Point to observe the Severn when it becomes the Bristol Channel; also identify the rhyne used for drainage (ideally after lesson 5 or 6)

What are we learning:	What do teachers need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment
Where are the world's rivers?	See info sheet NB – if chn ask why the	**In focus** What is a river? Which rivers have you visited or seen? What do you know about rivers?		Flipchart paper for drafting 'A river is….'	

	continents are slightly different shapes on diff maps (e.g. between atlas and river map on ppt), it's because they have used different projections Black areas have no rivers wider than 30m (use metre stick to help chn visualise that 30m is quite wide!)	Collect chn's ideas to write an initial class definition 'A river is….' (to be refined over the lesson) **Let's learn** Paired read introduction to rivers from their information booklet. Show ppt slide with VIP words. Stick up key vocab cards: river, source, mouth Use to answer retrieval questions on ppt- write answers on pair w/b. (star challenge – write other questions that could be answered from the text) Refine definition by adding source/mouth and also varied length. Watch first video on https://www.bbc.co.uk/bitesize/topics/z849q6f/ articles/z7w8pg8 Show slide with world map showing rivers (chn also to have copies in the information booklets). Draw out what the different colour lines represent (width of rivers). If an area is coloured black, what does that mean? Model **task 1** using atlases e.g. "I'm looking for this river. I can see it starts underneath Scandinavia and flows down to a large lake." (Volga). CT will need to tell children where	What do you notice? What do you wonder? **TASK 1** Use atlas (relief map pp116-117) to locate and label important world rivers on a printed map Star challenge – chose other large rivers and	Vocab cards Atlases Map (with LO on) to stick in and label Knowledge booklets 1 w/b per pair	

		Mackenzie is (Canada) as it isn't labelled in their atlas. (set expectations for standard of presentation) https://world-geography-games.com/rivers.html Share photos of different rivers on ppt Chn to do Task 2. Collect ideas – draw out that rivers are wide and not straight. Some have vegetation on the banks. Identify **tributary** (a river/stream flowing into a larger river or lake) and **delta** (where a river joins sea and sediment is deposited) Refine definition if necessary Plenary – why do you think rivers are important? (to humans but also to the planet) Share ideas – we'll be thinking about this later more later on in the unit.	draw accurately onto your map. **TASK 2** Discuss photographs of rivers with partner. What do all these rivers have? What do only some have? Use expert vocabulary When the class definition is finalised, chn copy into their books (or CT could print out and stick in next lesson)		
How do rivers help shape the land?	**MUST** watch video clip before lesson and try out erosion model for yourself!	**Retrieval practice** Orally complete the sentences using knowledge from last lesson **In focus** Link to Y3 work on Rocks – we know our land changes over time. Rivers play a big role in this. Show photos of different land formations What do you notice? What do you wonder? **Let's learn**	1. Draw a diagram of the river model afterwards 2. Explain what you noticed using the expert vocab (erode/erosion, transport/transportation, deposit/ deposition, sediment)	River erosion video Knowledge booklet Vocab cards Per group (5 groups per class?) Gratnells tray	

	Example writing I noticed that the river picked up the sand (sediment) and transported it downstream. When it got to the mouth of the river, most of the sediment was deposited. I also noticed that the river eroded the banks as it flowed downstream, making the shape of the river change.	Introduce key vocabulary: **sediment, erode, transport, deposit** Chn read 'River erosion' text from information booklet Show slide of Nile delta – over thousands of years, deposition of sediment has built up new (very fertile) land at the mouth of the river Watch video in stages as groups carry out activity - 3:44 to 'pause' at 4:20 (ask children to predict what will happen) - Groups set up the trays - Chn pour water very slowly down the funnel - Watch rest of video (from 4:20 to 5:20) Did the same happen in your model? Plenary – show photo of river bend. Where can you see erosion? Where can you see deposition?	Scaffold sheet for WTS writers? Star challenge – We know that rivers deposit sediment when they lose energy and slow down. What do you think could cause rivers to slow down?	Sand (needs to be coarse, not play sand) Jug/bottle of water Funnel Small stones Lolly stick or similar to make river bed	
What landforms can rivers create?		**Retrieval practice** Chn complete on sheet and stick in **In focus** Show slides from Himalayas to Arches National Park. Chn to silently notice. Chn read Landforms text from information booklet. In pairs, match up the photographs to	Choose two or three of the 5 formations. For each, write a brief persuasive description for a tourist website. Must include expert vocabulary	A4 photos of river landforms (3 copies of 5 diff pictures) Knowledge booklets	

		the description. Share (on ppt, click the photo to show the description) Explain that rivers can also create landforms. Each pair has a photo of a landform created by a river. 2 mins to discuss how this landform might have been created using expert vocabulary. Rotate 5 times so that each pair has seen each photo. **Let's learn** Show each landform in turn from ppt. Pairs share their thinking using expert vocab. CT clarify explanations where necessary. Emphasise the extremely long time scale for all but the meanders (due to softer ground) <u>Horseshoe Bend</u> – Colorado river used to be at the level of the clifftops! Over millions of years, it has gradually eroded its way down. <u>Chulyshman river, Russia</u> – V-shaped valley formed as river gradually erodes softer rock. <u>Murchison Falls</u> – created when the 50m wide river is forced through a 7m wide gap because of the hard rock surrounding it. BBC video. <u>Pacuare river rapids</u> – fast-flowing river quickly cuts downwards through river bed of hard and soft rocks. Soft rocks are eroded leaving the hard rocks above the surface <u>Amazon</u> – we know water travels more rapidly on the outside of a bend and so it erodes more here. It travels more slowly on the inside and	E.g. Come and visit the amazing Pacuare rapids in Chile! They have been formed over thousands of years by the Pacuare river. The fast-flowing river has eroded all of the soft rock, leaving behind the immense boulders of hard rock. You'll have the time of your life as you race down these breathtaking rapids! Do you want to look into the past? Come and fly over the river Amazon with us and you can see how it has changed shape over time. Each meander (bend) gets larger as the river erodes the outside of the bend and deposits sediment on the inside of the bend. Sometimes, the bend actually gets cut off and forms an	Retrieval practice sheets	

		deposits sediment. This means that the bends gradually get larger – meanders. Sometimes a bend actually gets cut off and makes a lake – how many can you spot? Show timelapse video of Ucayali river changing shape over time	oxbow lake. Come and see how many you can spot! **CT GG with lowest writers**		
Why are rivers important to people?	There are clearly exceptions for some e.g. the Avon Gorge is only a few miles from the mouth of the River Avon. Children may also discuss rivers as part of water cycle – clearly very important but not a key feature of this lesson For <u>star challenge</u>, remind chn	**Retrieval practice** Show cards on ppt. Pairs put in order that they would be likely to take place in the journey of a river (some may occur more than once!). Answers – use lolly sticks for each one. **In focus** Why are rivers important to people? Group discussion **Let's learn** Show slides of rivers running through cities/ satellite photos. What do you notice? What do you wonder? Pair discussion. Why are so many cities built upon rivers? Role play someone who lives in one of these cities. <u>Star challenge</u> – imagine you are someone from history in a river city	**TASK ONE** Tables to discuss and write one idea on each post-it. After a few minutes, ask tables to begin to group their ideas together (e.g. ideas connected with health + well-being; food; transport etc) **TASK TWO** Complete the questions about the text and stick in	Post-it notes per table/group Knowledge booklets Task sheet	

	about their prior knowledge e.g. Egyptians, Vikings	Use images to discuss transportation and power (historically and now) If time, watch clip of water mill linked to photo on slide We are going to focus in on two rivers – Volga and Amazon. Can you remember where they are from lesson 1? Read texts about Volga and Amazon rivers	Star Challenge – If there were no rivers, I think life would be different because…		
Why is the river Severn important?	North, south, east and west are called 'cardinal' points. Don't need to capitalise unless part of a name e.g. North Somerset	**Retrieval practice** Where is the Amazon? The Volga? What different landforms can rivers create? – use lolly sticks to list as many as possible (and how they are formed) as a class before showing answers **In focus** Revise compass directions using ppt (Cardinal points animate when they are clicked on so that children can come up to identify their position first) Introduce NE etc Pairs look at atlas p22 (relief map of British Isles) Revisit use of key – How can we identify rivers? What's the difference between a river and canal on the map? Guide pairs to notice mountain/hill ranges and to spot that many rivers have their source here (Pennines is especially clear as rivers run to both east and west).		Collins atlases (1 between 2)	

	Source to Mouth it names source as 'Plynlimon Hills which are part of the Cambrian Mts	Find the sources of: Thames, Tamar (Cornwall), Dee (North Wales), Lagan (N Ireland) Find rivers that run into: Irish Sea, Atlantic Ocean, North Sea, English Channel **Let's learn** Locate Severn. Chn to trace its course from the Cambrian Mountains in Wales through England and down to the Bristol Channel. Identify it has a major tributary, the Avon (confusingly, there are lots of River Avons!) Go to pp12-13. This map can be harder to read because it also shows road, rail and urban centres. Guide chn to locate the source of the Severn again (middle of D4) - and again trace its course. What towns and cities does it run through? Chn do **Task One** Watch 'Source to Mouth' video, video about tides and also tidal range (from 1:44 to end) What do you notice? What do you wonder? Keep pausing videos to discuss –have any children been to this part of the river? Sort images on ppt into the correct order to show the course of the Severn. **Task two**	**TASK ONE** Use map to complete locational sentences about the Severn. (Print to stick in for SEND writers?) **TASK TWO** Why do you think the Severn is important at different points in its course? Pairs discuss then record at least one idea in Humanities book		

		End lesson by learning about the Severn Bore + watching video clips.			
What happens when a river floods?	Positive impact: flooding deposits sediment leading to fertile land Negative impacta: people lose lives, homes destroyed, cost of clean-up	**Retrieval practice** Children complete retrieval practice on their sheet **In focus** Show images of recent floods of Severn. What do you notice? What do you wonder? **Let's learn** Chn read information text in knowledge booklet. To check understanding, ask 'What can cause a river to flood?' – lolly sticks to collect answers. Show slide information presented pictorially. Pairs to discuss 'When can flooding have a positive impact?' and 'When can flooding have a negative impact?' Show slide of floods in Kerala and stick up A3 version on flipchart How might the community be affected by this? Collect children's ideas and model presentation (use of a ruler and pencil to draw lines) on A3 version Show photo of floods on Severn in February 2020. Chn do **Task Two.** What caused the floods across England in Feb 2020? Share slide	**TASK ONE –** children complete retrieval practice on their sheet **TASK TWO** Children annotate photos of floods on Severn to show how community might be affected	A3 version of floods in Kerla to stick on flipchart Google maps set up focussed in on Portishead to show rhyne	

	Drainage ditches are used across the UK, but the name 'rhyne' (pronounced 'reen') is special to Somerset and neighbouring areas	How can we reduce floods/ the impact of floods? Aswan High Dam – chn read text in information booklet Photos of rhyne in Portishead (will have seen on walk)			

Europe and Migration	**Year 4 Spring Term**

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Y2 Countries and Capitals Y3 Water, Weather and Climate Human geography (Y1/2/3)	• How many countries are there in Europe and where are they located? • How can we compare the countries of Europe? • Where are the capital cities of Europe and what are they like? • What is migration?	border relief map political map population migration migrant immigrant emigrant	• Map work • Analysing sources of informa	• Ask for parents/ other family adults to come in and share their experiences of migration with the children (also

Y3/4 History – Ancient Greeks, Romans, Anglo-Saxons	• What is a refugee? • How will climate change affect migration?	source country host country push factor pull factor refugee asylum seeker persecution	tion includin g graphs and charts	possibly ask older children within school?)

What are we learning:	What do teachers need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment
How many countries are there in Europe and where are they located?	River Severn isn't labelled but chn should remember from Rivers unit. Its source is in Wales and it travels east then	**Retrieval** Continents of the world (click labels for answers) Difference between a continent and country **In Focus** Collins atlas pp34-35. Give chn time to explore. Can chn identify easily recognisable countries such as Italy, Spain, Greece, Iceland, Ireland? Chn explain how they knew from the shape or position Use key to identify rivers and mountains		Collins atlas per pair Other atlas with clear of political map of Europe OR print-out in knowledge booklet Task sheet Humanities books *If there are children in the year group from European countries that are not identified on the key, please*	

	south to end in the Bristol Channel There is no precise number of countries in Europe as it depends upon whether you include countries that are partially in Europe e.g. Russia, Turkey, Armenia etc. On their map, chn are likely to have found around 45 Iceland, Malta and Cyprus have no borders UK, Ireland, Portugal, Denmark, San Marino, Monaco and Vatican City all have one border Germany has the highest number (9)	Can you locate the River Severn? What is the river we can see that starts in the Caspian Sea (Volga) **Let's learn** Political map of Europe – what's the same and what is different? Link to learning in history about Romans and Ancient Greeks. Challenge chn to find how many countries there are in Europe **in 2 mins.** **Task one** Mark – tick and fix Discuss borders – which countries have no borders? e.g. Iceland has no borders. Denmark borders only Germany. Spain borders Portugal, France and Andorra etc Revise compass directions and model solving clues **Task Two**	 **TASK ONE** Children use atlas to label given key European countries Star challenges **TASK TWO** Children write clues to identify countries that they have labelled	*consider adding these in. An editable version of the map is saved as a smartboard to enable this.*	

		Plenary – use lolly sticks. Chn to read their clues to the class to see if they can find the correct answer			
How can we compare the countries of Europe?	The areas given on ppt don't include overseas territories (eg Falklands or French Guiana) as this might be confusing!	**Retrieval practice** Chn to use map from lesson 1 if necessary. Mark and stick in **In focus** Pair discussion – what have they noticed so far that is the same and different about European countries? We could compare by the size of the land – both the smallest and largest countries in the world are in Europe: Vatican City (1/2 sq km) and Russia (17,000,000 sq km) Use Portishead on OS map to imagine the size of the Vatican Pairs use political map to place France, Portugal, Germany + UK in order of size. **Let's learn** We could also compare by the number of people who live there – recap meaning of population	**TASK** Children use information booklet plus political map to fill in	Retrieval practice Atlases with political map of Europe Knowledge booklets Blank top trumps car	

	Remind that in Y3, they learned that some places have a high population density and some have a much lower density	Pairs estimate population order of France, Portugal, Germany + UK Share answers Model task – using information from the slide to fill in info for 4 countries looked at so far	information about given countries on 'Top Trumps' style cards (capital cities left blank for next lesson) STAR CHALLENGE – select own European countries to complete on blank cards		
Where are the capital cities of Europe and what are they like?	The UK is unusual in that it is composed of four nations, each with their own capital city. London also is the capital of the United Kingdom. Berlin Wall – cut off West Berlin from surrounding communist East Germany between 1961 and 1989.	**Retrieval** Select bordering countries for UK, France, Italy, Spain, Netherlands from box. **In focus** Pair discussion recalling Y3 + Y2 learning about cities and the capital cities of the UK Identify locations of London, Cardiff, Edinburgh, Belfast Read text about capital cities. **Let's learn** Show images of famous landmarks from European cities. Can children name them? After identifying each city, locate on map and label on task sheet.	**TASK ONE** On whiteboards, chn answer questions about text. **TASK TWO**	Atlases with political map of Europe Knowledge booklets Task sheets Whiteboards and pens Top Trump cards from last lesson Print out of city landmarks slides plus additional city landmark document – 1 of each per table (can be black and white)	

		Plenary Children put capital cities onto their Top Trump cards, cut out and play! (could either stick in afterwards or keep for wet play etc)	Use map to identify remaining capital cities and label on task sheet. Can either write or draw landmarks for each one using the printed sheets		
What is migration?	'Net immigration' (on map) refers to the difference between the number of immigrants arriving and the number of emigrants leaving. E.g. if there were 10	**Retrieval practice** Matching European countries and their capitals **In focus** What do you already know about migration? Chn think individually and then share with learning partner. Read text Match up definitions for forced/ voluntary/permanent/temporary migrants	Chn complete retrieval on whiteboards Pairs answer qus on whiteboards	Knowledge booklets Whiteboards and per Task sheet	

	immigrants and 1 emigrant, there would be net immigration of 9. Relate to Jigsaw lessons in Celebrating Difference unit – not making assumptions about someone	Analyse world map (notice that some labels are not strictly continents) Ask pairs qus to check understanding - Name two continents which send more migrants than they receive (*Africa/Asia/Latin America + Caribbean*) - Which continent is the highest net receiver of migrants? (*North America*) **Let's learn** Introduce two people who have migrated to the UK: Antoni and Maria Use map to consider which countries/ bodies of water they may have crossed to reach UK Chn read the profiles (on task sheets) **Task one** Introduce 'push' and 'pull' factors. Pairs discuss and sort the different factors Share answers. **Task two** **Plenary**	**TASK ONE** Underline the information in the profile that tells you which word in each sentence is true about Antoni and Maria. **TASK TWO** If you lived in a country where there was no health care, not enough schools for everyone, very little chance of going to college and very few jobs, what do you think you would do?		

	Lots of the answers are very simplified for ease	Pairs discuss where the different foods originated. How has migration impacted upon the foods that we eat in the UK? Share the impact on language too	Chn answer in Humanities books		
What is a refugee?	Mo Farah – didn't need to seek asylum in UK as his father was British citizen Remind children that while some refugees settle permanently, many want to get back to their home country eventually (Maria from lesson 4) Important to emphasise that majority of Syrian	**Retrieval practice** **In focus** What do you already know about refugees? Chn think individually and then share with learning partner. Read text and use to orally complete sentences Watch BBC video. Share images and details of other refugees who have settled in the UK. Are you surprised? Did these people fit with your previous idea of what refugees might be like? **Let's learn** Focus on Syria – establish where it is using classroom globe/atlas or Google maps Share info from slide	Chn answer retrieval questions on whiteboards **Task**	Knowledge booklets Whiteboards and pens Globe/atlas/ Google maps ready to show location of Syria Pictures of Syrian family to stick in (ideally in colour)	

	refugees have remained in the region; also, refugees come to Europe from many other countries – we are just focusing in on Syria as an example	Pairs analyse map in knowledge booklet Share questions – pairs to discuss Photo of destroyed Syrian town – what do you notice/ wonder? Images of Syrian family – model creating a thought bubble for one of them (show children how to write on the lines in their book and draw the bubble afterwards) Plenary – could read short book 'Lubna and Pebble' saved as PDF T:\School Closure Planning\E-books	Stick in images of Syrian family. Write thought bubbles for mother, father and child 1. On leaving Syria (focus on push factors) 2. As they travel to try and find refuge in another country (focus on pull factors)		
How will climate change affect migration?	Video is from Cafod – at the end it says our planet is a 'gift from	**Retrieval practice** **In focus** Climate change – what do you already know? Chn think then discuss in pairs. Use lolly sticks to share ideas with class Read text in knowledge booklet Use to orally answer questions on slide	Children answer questions on whiteboards	Knowledge booklets Task sheet Whiteboards + pens Collins atlases (1 per pair) A3 version of task sheet for modelling 3 coloured pencils per child (light/dark blue;	

	God' – remind chn that, regardless of our religious beliefs, it is our moral duty to care for the planet When modelling, verbalise how you position e.g. 'I can see that this circle is just to the right (east) of India, before the coast starts to head south again.'	Watch video – chn to note down on w/bs the effects of climate change (towards end of video) Based upon what you know about climate change and about migration, what do you think a climate refugee is? **Let's learn** Children read text about rising sea levels and drought in knowledge booklets Show climate change risk map - What do you notice? What do you wonder? Model drawing position of the key deltas onto a blank map - Guide children to place the key deltas subject to extreme weather/ greater surf	**TASK** **1.** Chn copy shading showing some areas at risk of hurricanes and desertification/ drought 2. Use atlas to identify some countries that will be affected by each aspect of climate change	yellow/orange; red/pink)	

Lesson 1 map from http://ontheworldmap.com/europe/

Lesson 4 migration map from https://www.aljazeera.com/indepth/interactive/2017/07/international-migration-mapped-170712143840109.html

Lesson 5 Syrian refugee journey map from https://www.nytimes.com/2013/11/30/world/middleeast/out-of-syria-into-a-european-maze.html?adxnnl=1&adxnnlx=1431709401-v4M8m3TeQ4fWTAkVrFxUtQ

Lesson 6 Map with areas at risk of extreme weather due to climate change from https://en.wikipedia.org/wiki/Environmental_migrant#/media/File:Natural_disasters_caused_by_climate_change.png

Natural Resources	Year 4 Summer Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Comparison of different geographical locations (Kenya Y2) Graphs and charts (migration Y4)	• Where are the world's natural resources? • How has the use of natural resources changed? • What resources does Chile have? • What resources does the UK have? • How does resource exploitation cause problems? • What is the circular economy?	natural resources exhaustible non-renewable export lucrative agricultural geological deposit exploitation biomass landfill biodegrade	• Interpreting information on a map or graph • Interpreting images and diagrams	• Ask representative from local recycling group to speak to children before/ after lesson 6

What are we learning:	What do teachers need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment

Where are the world's natural resources?	Plastic is manufactured from natural materials (mainly crude oil but also cellulose, coal, natural gas and salt) 'Lucrative' means it makes them the most money. It doesn't really matter that the top exports of most European countries are hard to read as vast majority	**Retrieval practice** • Recap continents and oceans **In focus** • What do you think a natural resource is? Think then discuss. • Share definition. Chn use VIP words in knowledge booklet to explain what 'unevenly distributed' and 'exhaustible' mean • What natural resources do you use in a day? Explain why plastic isn't a natural resource • Chn do task 1 **Let's learn** • Pairs try to name natural resources on slide. Use knowledge booklet to define 'unevenly distributed' and 'exhaustible'.	**TASK ONE** Chn record the natural resources that they use in a day	Knowledge booklets Task sheet Humanities books Atlases with political world map (1 per pair)	

	are not natural resources.	• Use map of gold production to exemplify uneven distribution. • Read 'Natural resources around the world' text and watch BBC video. • Share map of most lucrative exports. • Can you spot the ones that are <u>not</u> natural resources? (transport equipment, electronics etc) • Challenge pairs to find countries that produce agricultural natural resources (e.g. soya beans, coffee) or geological natural resources (e.g. oil, coal, precious stones) • Use animations to locate the countries with the largest reserves/ deposits of specific commodities • Model using an atlas to name a country producing one of these resources – suggest choosing easily	**TASK TWO** Use the natural resources map alongside a political map in an atlas. Identify a country that produces a natural resource and record it in the table on the task sheet. Star challenge – specify whether the resource is agricultural or geological		

		identifiable countries. Chn do task two. **Plenary** • Use Bitesize sorting activity (link on slide; at bottom of page). • As children sort into agricultural and geological, ask if they found any countries from the map that produced these?			
How has the use of natural resources changed?	There are other possible answers for qu 4 + 5 but the options on flipchart come from lesson 1 Draw out the change in gradual to steep growth in the first part of the C20th and the acceleration from the 1960s.	**Retrieval practice** **In focus** • Recap meaning of population. What do chn think is happening to the world's population? • Introduce population graph • Focus on rise in actual population first (blue). Chn to trace the curve with their finger. • Write 7.4 billion in digits (7,400,000,000)	Chn complete on task sheet **TASK ONE** Answer questions about population graph on task sheet	Task sheet Knowledge booklet Humanities books If you are unable to annotate the bar chart on the ppt, print an A3 version so that you can model Task Two.	

	Metal ores – e.g. copper, gold, iron Fossil fuels - coal, oil, natural gas Non-metallic minerals – e.g. stone, clay, diamond Biomass – e.g. wood, plants Examples: 2017 – the largest material group is non-metallic minerals; the growth got much quicker from 2005; in 1970, about 10 billion tonnes of biomass were extracted – in 2017, it was about 17 billion Make links to chn's historical knowledge in terms of how use of materials has changed over time	• Emphasise that the paler blue shows <u>predictions</u>. • Chn do task one **Let's learn** • What do you think has happened to the amount of natural resources being used? • Share bar chart (guide chn to notice that time scale is different) • Focus on general trend – amount of resources used is going up – most rapidly since 2005. • Model annotating the graph • Chn do task two • Why has the use of natural resources changed over time? Pairs use the two photos to discuss. • Draw out that many of the items we use are now disposed of, people	**TASK TWO** Annotate the bar chart with at least 3 comments detailing the change		

		travel much more widely and frequently. • Share map of oil consumption – what do you notice? What do you wonder? • Remind chn that we know that populations are increasing			
What resources does Chile have?		**Retrieval practice** • Pairs complete orally **In focus** • Ask chn if they know anything about Chile. • Discuss which continent/ hemisphere it is in • Discuss seas surrounding and countries bordering. • Fly there on Google Earth. • What do you notice about Chile? What do you wonder? • Chn use the map from lesson one in knowledge booklet to	**TASK ONE** Use map from knowledge booklet to label on task sheet: Atacama Desert, Andes, Santiago	Knowledge booklets Task sheet Humanities books Google Earth open ready to fly to Chile Some (real) 1p/2p coins	

	Link to science – metals make good conductors of electricity 1p and 2p coins are made of steel and plated (covered) with copper e.g. Chile produced nearly 5.5 million tonnes in 2013.	find out that Chile's most lucrative natural resource is copper. • Chn explore labelled map. • Task one • Watch short video and read text from knowledge booklet • Task two **Let's learn** • Show image of huge copper mine – can chn spot the building and vehicles? • Image of copper sheets – why do you think Chile mines copper? • Discuss uses for copper • Share graphs (also in knowledge booklets). What do you notice? • Draw out that, from 1990, Chile has rapidly increased the amount it mines and has overtaken the USA.	**TASK TWO** Use information from text to list Chile's main natural resources **TASK THREE** **Use information from the graphs to answer the question 'How does mining copper help Chile?'** Shared write answer to support lowest 20% writers.		

		• Second graph – identify that Chile has become much richer – see if chn can spot that this also began in 1990s • Write key numbers from the graphs on flipchart for children to refer to.			
What resources does the UK have?	e.g. Chile is much larger but has a smaller population. Both have coastlines, rivers and lakes. UK's mountains are much smaller than Chile's. For the task one star challenge, energy sources such as wind power aren't agricultural or geological because they are renewable.	**Retrieval practice** **In focus** • Pairs compare Chile and the UK in terms of size, population and physical geography (use Collins atlas p22 for UK relief map + p72-73 for S America) • What natural resources does the UK have? We'll use the video and text to help us to find out • Re-watch Bitesize from lesson 1 – chn note down natural resources on whiteboards. • Read text in knowledge booklet. • Use lolly sticks to collect answers.	Chn complete retrieval practice on sheet **TASK ONE** Underneath retrieval practice, chn list the natural resources of the UK using the text and	Collins atlases Whiteboards and pens Retrieval practice sheet Knowledge booklets Humanities books	

	In the graph, bioenergy refers to electricity and gas that are generated from organic matter such as plants, timber and food/ agricultural waste	• Model starting to write a bullet pointed list. Chn do task 1 **Let's learn** • Today we're going to focus on the fossil fuels as these were very important to the UK's development in the past. • Watch video – pause as you go to explain (use subject knowledge guide) and check chn's understanding (don't need to focus on geopolitical issues section as this is covered in next lesson) • Chn examine diagrams in knowledge booklets and use to explain the process in their own words to their partners. • Chn do task 2 • How do people access coal, oil and natural gas in the UK?	their notes from the video Star challenge – create key to show whether a resource is agricultural or geological. Can you explain in a sentence why some of them are neither? **TASK TWO** Copy and complete the sentences. 'The formation of coal and of oil and natural gas is different/ the same because….' **TASK THREE** Copy and complete the sentence 'I think that the UK's production of fossil fuels has gone down because…'		

		• Analyse photos on slide/ in knowledge booklets • Show graph of fossil fuel production. What do you notice/ wonder?			
How does resource exploitation cause problems?	Releasing harmful gases which causes climate change Loss of jobs/ need to find alternative means of generating electricity For: need electricity in most of our daily lives;	**Retrieval practice** **In focus** • How might exploiting natural resources cause problems? Pairs discuss what they already know. • Read text. • What problems do coal-fired power stations cause? • What problems could closing the coal-fired power stations cause? **Let's learn** • The act of mining can be exceedingly dangerous (chn could look back at the 1930s photos from last lesson) • Share information about Chilean mining accident + watch video.	Children complete retrieval practice on sheet and stick in	Retrieval practice sheet Knowledge booklets Humanities books	

	people need jobs; the resources are there – why not? Against: damage to environment; climate change; people get hurt/die	• Read text about the dangers of mining and discuss in pairs. • What are the arguments for and against the exploitation of natural resources? • Pairs role play. • Use lolly sticks to collect reasons for and against – could record some on flipchart to support chn in the independent task.	**TASKS** 1. Create protest banners giving reasons for and against the exploitation of natural resources 2. Complete the sentence 'I think that …..'		
What is the circular economy?	Linear economy example: Mining for iron/ drill for oil to make plastic.	**Retrieval practice** Chn complete orally/ on whiteboards **In focus** • Show image of rubbish dump/ landfill • Challenge chn to write down as many things they can think of that get put in a rubbish bin **Let's learn**	**TASK ONE** 1. Pairs/ small groups act out the linear economy. Can use the	Knowledge booklets Whiteboards and pens Scrap paper Humanities books	

	Produce a washing machine (draw onto scrap paper). Use the washing machine. It breaks. Throw it away (scrumple up and throw paper) Circular economy example: Mine for iron/ drill for oil to make plastic/ farm cotton/sheep for wool to make fabric. Produce an office chair (draw onto scrap paper). Use the chair. It breaks. Separate out the components (tear paper into sections). Metal pieces re-used on new chairs. Plastic recycled. Cotton/wool can biodegrade if not re-usable.	• Read 'linear economy' text and study diagram. • Also watch video up to 0:51 • Task one • Read 'circular economy' text and study diagram • Watch video until end (essential section is up to 2:42 but the rest is also interesting) • Repeat task one for circular economy • Collect chn's ideas for a product that could be part of the circular economy. • What will it be made from? • Where will these resources come from?	scrap paper to represent the items in the chain. 2. Explain in your own words what the linear economy is. Repeat for circular economy **TASK TWO** Redesign an everyday product so that it can become part of the circular economy. Think about the natural resources that will be used to make it in the first place and then what happens when it reaches the end of its life.		

		• What will happen when it reaches the end of its life? Example of objects that chn can use are on the ppt slide	You can record using a blend of pictures and text.		

Lesson 1 map of gold from https://en.wikipedia.org/wiki/List_of_countries_by_gold_production#/media/File:Map_of_gold_production.svg

Lesson 2 materials bar chart from http://www.materialflows.net/visualisation-centre/data-visualisations/?_inputs_&sidebar=%22bar_chart_1%22

Lesson 2 oil consumption map from http://pictorial-guide-to-energy.blogspot.com/2008/10/oil-consumption-per-capita-world-map.html

Lesson 3 copper production infographics from https://www.visualcapitalist.com/copper-shape-chile-economic-story/

Lesson 4 graph of declining UK production from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728374/UK_Energy_in_Brief_2018.pdf

Year 4 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Rivers		
• Describe and understand key aspects of rivers.		

• Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Spring 1 and 2: Migration		
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 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.		
Summer 1 and 2: Natural Resources		
• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • 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		

Year 4 Geographical Progression in Skills and Knowledge

Year 4 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
Ask and respond to questions and offer their own ideas.		
Investigate places and themes at more than one scale. EG: Fair Trade		
Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps.		
Confidently use the 4 compass points and begin to use 8 compass points.		
Begin to use a 4-digit grid references to locate features on a map.		
Begin to recognise symbols on an OS map.		
Style of map		
Large and medium scale OS maps Use electronic mapping such as Google Earth Atlases and globes Identify features on aerial photographs and satellite images.		

SLUMS		Year 5 Autumn Term		
Prior Learning	**Key Knowledge**	**Vocabulary**	**Skills/ Concepts**	**Enrichment opportunities**
Migration – graphs and charts (Y4) Comparison of different geographical locations (Y2 – Kenya, Y4 – Chile)	1. What is a slum? 2. Why do slums develop? 3. What is life like in a slum? 4. How can we use 4-figure grid references to locate features of slums? 5. What challenges do people face living in a slum? 6. How can life in slums be improved?	slum settlement densely populated inhabitant/resident urbanisation urban rural migration push factors pull factors services quality of life standard of living self-help schemes	• Map work – reading and interpreting • Interpreting evidence from graphs	-Use of ICT -Use of OS maps

What are w learning:	**What do teacher need to know?**	**How are we learning:**			
		Teaching input	**Pupil Learning Activity**	**Resources**	**Assessment**
Lesson 1 **What is a slum**	A slum is a highly populated urban residential area consisting mostly of	Introduce topic and why it is exciting – worldwide, widen knowledge, current and relevant.		-Ipads/computers -Pupil information pack -Lesson 1 PPT	

	closely packed, decrepit housing units in a situation of deteriorated or incomplete infrastructure. **Plenary** Some of the main indicators are poverty (as evidenced by the building materials) and being densely packed. 1. Slum. 2. Favela slum in Rio de Janeiro 3. Dubai- not a slum but the buildings are densely packed. 4. Paris. There are poorer parts of the city but these are not equitable to slums. Further lessons will cover the main reasons why. 5. Mumbai slum showing the vast difference between the	Hand out booklets and show pupils knowledge organiser – what do you notice? What do you wonder? **In Focus** • Introduce lesson question and VIP words. Create actions. • Read what is a slum? Children talk in partners and feed back to the teacher to share their understanding. • Read the 5 bullet points and Discuss what the pictures show. • **Task 1.** **Let's learn** • Read the world's 5 largest slums • Look at each slum and compare/contrast. • Compare and contrast the various populations- ask if children know what continent some of the countries are in. • **Task 2.** • **Task 3.** Model to children how to use Google Earth on Ipad/computers to find these slums **Plenary** • Look at the pictures of the various slums/cities and debate whether it is a slum. See column to left for teacher info. • Teacher models searching for Khayelitsha on Google Earth.	**Task 1.** Read through the definitions and ensure children are familiar with what each section means. In the boxes, simplify into child speak and draw a picture to help them to understand. **Task 2.** Fill out the table in worksheet together **Task 3.** Children take turns (ipad/laptop for 3 children) or using maps on tables to search and mark the name of the country and the slum situated in it on the blank map on worksheet. Children to answer the lesson's question orally	-Lesson 1 worksheet. -maps	

	living conditions of the rich and poor.	Children search for the following places on Google Earth and discuss whether they are slums on not from what they have learned.			
Lesson 2 Where and why do slums develop?	The cities existed first and slums built up. I don't think cities would choose to be next to a slum area. More jobs, more services, better quality of life. Migration is the movement of population from one area to another. Different types of migration are- • Forced • Voluntary • Permanent • Temporary • International	**Retrieval** • Complete retrieval. **In Focus** • Introduce lesson question. • Introduce VIP words. Children suggest actions to go with the words in the same style as Mrs Wordsmith. • Look at images. Notice that they are on the edge of urban areas. • Discuss which came first. **Let's learn** • Show maps and explain where slums are around the cities. • **Partner talk** • Why would people move to near a city? • Look at graph and link to VIP word urbanisation. • Discuss what the graph shows (amount of people in urban areas in 1990, 2014 and a projected amount for 2050. • As a class, complete 3 questions based on graphs. • Read why are slums often found around urban areas. Discuss push and pull factors. • Use the text to answer the questions on the board.	Tick and fix in black pen. Talk to learning partners and feedback to the class. **Partner talk:** Think about why slums develop around big cities and feedback to the class. Some examples are- overpopulated, nowhere to live, travel from rural into cities, big families, less support from councils and government. **Task 1.** Model using the VIP words to form an explanation, get the children to do it with their learning partners, then write onto sheets. **Task 2.** Children to write the answer to lesson question –where and	-Pupil information pack -Lesson 2 PPT -Lesson 2 Worksheet	

	• Regional Image shows a slum that has developed up the steep slopes, into mountain land and grown over time. It has also expanded towards cliffs.	• Read how and why are slums formed. Use arrows to break down the text into a clear journey. Children retell to partner. • Use the text to answer the 3 questions on the board. • Look at image. Explain that the slum has grown even more since 2004 and it has moved up steep forested hills as this is the only land left. **Task 1** • **Task 2.**	why do slums develop – using information from board and prompts on their sheets. Write into book.		
Lesson 3- What is life like in the slums?	QOL = quality of life SOL = standard of living	**Retrieval** • Complete retrieval. **In Focus** • Introduce lesson question. • Look at image, what is the same/different to their lives? Does anything about this picture surprise them? • Introduce VIP words and make up actions for standard of living (money) and quality of life (happiness) • Read standard of living. Ensure children are confident that this is purely to do with money and wealth. • Read quality of life. Explain that this includes money and material goods but also measures many other factors – including happiness. • **Task 1**	Tick and fix in black pen. Class discussion of money vs happiness. **Task 1** Children to write two sentences in their book to check understanding.	- Lesson 3 PPT - Pupil information pack - Worksheet lesson 3	

	Concrete buildings, electricity and running water, colourful life, freedom to play, safer than in previous years, goes to school, has ambition, has fun, Task 2: SOL: permanent/well maintained building, uniforms, shoes, QOL: Smiling, engaged, eating, playing games, skipping rope.	**Let's learn** • Watch the video. Discuss similarities and differences to their life • Rewatch and pick out features of good QOL , teacher scribe on board: • Explain focus points for next slides. • Look at picture of school. Do all children get to go to school? Why not? (Cost, working to support family) • Model filling in comparisons/differences with the first picture. • Model filling in evidence from the first picture. • **Task 2** • NOT ALL BOXES NEED TO BE FILLED IN – e.g. if no evidence of low standard of living, don't fill in for that picture. **Plenary** Read the information and ask the children if they find any of the information surprising. What are the differences and similarities between life in the Rocinha Favela and life in Portishead? How is the 'quality of life' in Portishead better than life in a slum? (bring up UN definition of Slums once more)	**Task 2** As looking at pictures of a class, discuss similar/different, QOL and SOL and children fill in tables. Things to discuss: • maintenance of water works be similar / different to what happens in your town/city? Lack of Health and safety • What similarities / differences do you notice between this community health clinic and your local GP surgery? • How similar is this to your local high street?		
Lesson 4: How can we use 4-figure grid		**Retrieval** • Complete retrieval. **In Focus**		- Lesson 4 PPT - Lesson 4 Worksheet	

references to locate features of slums?	Link to co-ordinates learning. Notice that the numbers don't start at 0 as this is a part of a larger map. To find a 4 point grid reference on an OS map, follow the x axis note the position followed by the position of the y axis.	• Introduce lesson question. • Introduce VIP words • Look at examples of IOS maps on tables. What do they notice? **Let's learn** • Read OS maps, link back to previous learning (Y2/Y3) • Read next two sections and refer to example on board. • Model finding location of circle using success steps Partner talk: • Discuss misconceptions children might make and scribe on board if needed. • Have a go at finding 3 symbols with partner. • Explain that we are going to look at an ordnance survey map of the Kibera slum to locate certain locations within it. **TASK**	Learning partner attempt to find smiley face and then 3 symbols. **TASK Answer questions on sheet using map of Kibera.**	- Pupil Info pack - OS MAPS for tables	
Lesson 5- What are the challenges faced by slums?		**Retrieval** • Complete retrieval (they must use the map of Portishead on the pupil information pack to do this). **In Focus** • Introduce lesson question • Introduce VIP words and make up actions • Recall what a slum is from previous learning, use pictures to help.		- Lesson 5 PPT - Pupil information pack - Worksheet lesson 5	

	Examples of other challenges could be 'not a sufficient amount of living space' This could be linked to the fact that slums are 'densely populated'.	• Watch video (in folder) and discuss the challenges inhabitants face. **Let's learn** • Read the passage challenges of living in a slum. • Watch the video entitled 'different slums, similar problems.' **TASK 1** • Introduce Rio de Janeiro favela. Find on a map, discuss continent (South America) and Hemisphere (Southern) • Read crime in the favelas. • Watch video and link this to why there is more crime – windy streets, very steep, easy to run and hide • Discuss possible ways to change/tackle/stop the crime. • Plenary: debate, which challenge is the most serious?	Answer questions verbally with a partner. **TASK 1** As we are watching, pause and children fill in table with bullet points of challenges they face	- Videos in folders	
Lesson 6: How can life in the slums be improved?	Drugs gangs, lack of police, winding narrow overcrowded	**Retrieval** • Complete retrieval and self-mark. **In Focus** • Discuss focus for this lesson and how it builds on last • Introduce VIP words and ask children to think back- what does quality of life mean?		- Lesson 6 PPT - Pupil information pack - Worksheet lesson 5 - Video in folder	

	place where they could hide. Gangs came back, government didn't invest enough money, couldn't hire people, didn't collect rubbish.	• Remind back to last lesson, why was crime happening? • Read the passage the UPP • Discuss what the picture shows - how might the residents feel? Worried or relieved? • Read what happened next. **Let's learn** • Read self-help schemes • Watch video once, pausing to explain and read. **TASK**	With partners, find two reasons the programme failed: **TASK** Watch video again and pause to complete table. Ensure children think about the impact on the community.		

Biomes	**Year 5 Spring Term**

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Weather/seasons (Y1, Y3) Equator (Y2 - Kenya) Rivers (Y3)	1. What are the Earth's biomes? 2. What affects biomes and ecosystems? 3. What biomes are located between the Tropics of Cancer and Capricorn? 4. Tundra, Taiga and Savannah: what's the same and what's different?	climate biome vegetation latitude ecosystem Equator Tropic of Cancer	• Reading maps • Interpreting and analysing information	

Reading maps and interpreting information	5. How will climate change impact biomes? 6. How can we use 4 figure grid reference to locate biomes?	Tropic of Capricorn flora fauna diversity climate change	from charts and graphs.	

What are w learning:	What do teache need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment
LESSON 1- What are the Earth's biomes?	Weather reflects short-term conditions of the atmosphere while climate is the average daily weather for an extended period of time at a certain location.	Introduce knowledge organiser and explain how it will be used Introduce VIP words and lesson question. **Retrieval** • Think back to previous learning (Y3) – what is the same/different for weather/climate? • Read section in info book. **In Focus** • Describe the climates (can they use Mrs W words?)	Discuss with LPs	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet	

	Discuss flora (plants), fauna (animals) and climate.	• Introduce key vocab and use these words to describe each one. Draw out from children what each one feels like? • Read what is a climate zone? • Discuss generalisations they might make (link to equator) – red, closest to equator is warm, blue, furthest away is cold. Green is middle (can be hot or cold). **Let's Learn** • Read what are biomes? • Those are the 3 parts of what makes a biome. **Answer 1a.** • Look at map of biomes. **Activity 2.** • Use the map to discuss 1c with LP. • Use knowledge organiser to name biomes (as a class create actions for each one)	**Answer question 1a on worksheet** using knowledge organiser or info book. **Activity 2.** Use map to find the places – spend time ensuring children are confident on this. Model labelling to an appropriate side (ruler etc for expectations of presentation) **Activity 3** Children read the definition and write which biome it is describing. Tick and fix in black pen.		

		• **Activity 3**			
LESSON 2 – What affects biomes and ecosystems?	biome is the home and ecosystems exist there make links to previous learning in Y3 (water cycle. link to elevator, elevate – to rise/lift	**Retrieval** Retrieval from the last lesson **In Focus** • Introduce lesson question • Partner talk • Introduce VIP words, does this help us to answer what an ecosystem is? • Explain difference between biome and ecosystem • Partner talk. Look at knowledge organiser to remind. **Let's Learn** • Discuss temperature and precipitation. Why would these factors impact biomes? • Read section in info book. • Read elevation and discuss the word	Tick and fix in black pen PT: using the images on the board can they discuss what they think a biome and an ecosystem are. PT: what are the names of these biomes?	- Knowledge organiser - Teacher subject knowledge sheet - Retrieval sheet.	

		• The temperature reduces (gets lower) as you go higher- link to mountains with snow on the top. • Read latitude and discuss the images on the board. • Biomes at the equator are hotter and have increased rainfall, causing humidity. • Partner talk • Read section in info book. Discuss importance of ecosystems to us and how we are damaging them. • Explain activity. Stress that some are natural and others are human.	PT: how can humans impact ecosystems both negatively and positively. **Activity** Create a poster/information leaflet about the factors we have learnt today. Star challenge: include more factors.		
Lesson 3: Which biomes are located between the		**Retrieval** Retrieval from the last lesson **In Focus**	Tick and fix in black pen	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet	

Tropics of Cancer and Capricorn?	**Key questions** Where is the equator? Where is the Northern hemisphere? (above equator) Where is the southern hemisphere? (below equator) Use arm movements for horizontal and make links to the horizon. False, they are located at around 23 degrees). The tropics contains some desert, savannah and high	• Introduce lesson question • Partner talk, • Ask **key questions.** • What else do they notice? • Introduce VIP words, retrieve the meaning of words we have learnt before. **Let's learn** • Read the section in book and use example on the board to point out the lines. • On next slide, look at map from booklet. • Verbally answer the true or false question • Ensure children know that the dotted lines are the tropic lines. • Discuss which of the 6 main biomes are in the tropics. Look at maps of biomes to remind.	PT: talk through what they can see on the map. Encourage chn to find the lines on the biome map at the front of their information pack. **Learning activity** On blank map label oceans, continents (all retrieval and using atlas). Trace and label the equator, the Tropic of Cancer and the Tropic of Capricorn. Shade in the biomes that appear in the	- Blank maps Ideas for differentiation: • Maps on T drive (more scaffolded) for less confident learners. • Blank maps for more confident learners who need to locate equator and lines of tropics carefully using Atlas for support.	

	mountains but are mostly tropical rainforest. Link back to Y2 learning on Kenya only having a wet season and a dry season.	• Discuss what the children think the weather is like in the tropics. • Read rainfall in the tropics, link this back to the 3 biomes we were discussing before. • Discuss graph – what does annual mean? Analyse the source to find out how much annual rainfall is in the rainforest, grassland and desert. • Explain **activity.** • Wagoll on slide to refer to.	Tropics and create a key to label these: Tropical Rainforest, Savannah/Grassland and Desert. Star challenge: Write an explanation of what each biome is like (weather and rain wise)		
Lesson 4: Tundra, Taiga and Savannah: what's the same and what's different?		**Retrieval** Retrieval from the last lesson **In Focus** • Introduce lesson question • Talk thorough VIP words	Tick and fix in black pen	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet	

	<u>Examples:</u> • but it still has flora and fauna living there. • because it is furthest away from the equator. • so it is very difficult for people to live up there. Come to the conclusion Taiga is similar to Tundra but not as cold in winter or summer. More and different flora and fauna given the different climate.	• Discuss any misconceptions. • Find tundra on map • **<u>Partner talk</u>** • Read the tundra. • Read flora and fauna • Highlight the word in bold. What does diversity mean? • **<u>Learning partner task</u>** **<u>Let's learn</u>** • Find Taiga on map • Ask pupils what they think the conditions will be like here. Stretch: what's the same/different? • Read Characteristics of the Taiga • Address key words and misconceptions • Read flora and fauna • Find Savanna on map • Use images to guide a discussion	**<u>PT:</u>** Ask pupils what they think the conditions will be like here. Stretch: Are tundras always snowy? (no – depends if arctic or alpine) **<u>LP Task:</u>** Finish the sentences with LP. <u>(see examples in teacher must know column)</u> Get pupils to feedback their answer and see the different answers that pupils come up with. **<u>PT:</u>** What can you see? **<u>activity 1: Mind map of the different information, colour coded for same/different.</u>**		

		about what it is like there. • Read the characteristics of the savanna • **Partner talk** • Read flora and fauna • **Explain activity 1**			
Lesson 5 How will climate change impact biomes?	Photos show: wearing layers rather than using heating, smart meters, electric cars, increasing tax on energy and saving electricity. Will climate change only impact animals?	**Retrieval** • Retrieval from the last lesson **In focus** • Introduce lesson question. • What do the words mean? • Do they mean the same? • When have they heard them before? • Reveal VIP words/definitions. • Read how are biomes threatened? **Partner talk.** • Discuss reducing climate change • Read rising sea levels.	Tick and fix in black pen **Partner talk:** discuss which biome they think is at greater risk. **Partner talk:** will climate change only impact animals?	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet - Teacher experiment sheet.	

	No – housing near coasts, flooding. **Experiments:** see separate teacher instruction document. • **<u>Complete experiment 1.</u>**	**<u>Let's learn</u>** • Use google earth to explore North and South Pole. • **Partner talk** • Read about arctic and Antarctic differences. Ensure children are confident that one is land covered by ice and one is floating ice. Make clear the difference in size too. • Read how does the arctic impact sea levels? • **<u>Complete experiment 1.</u>** • Read how does the Antarctic impact sea levels? • **<u>Complete experiment 2.</u>** • **<u>Independent activity</u>** • Read what does the future hold?	**<u>Independent activity</u>** Reflect on both experiments. Children to draw a diagram of each experiment and write what it represents and answer reflections in their books.		

Lesson 6 How can we use 4 figure grid reference to locate biomes?	Link to co-ordinates learning. Notice that the numbers don't start at 0 as this is a part of a larger map.	**Retrieval** • Retrieval from the last lesson **In Focus** • Introduce lesson question • Think back to slums and remind themselves what the words mean. • Re-introduce VIP words (all seen before in slums unit) **Let's learn** • Read two sections and refer to example on board. • Model finding location of circle using success steps. • **Activity 1:** • Introduce map of biomes across the	Tick and fix in black pen **Activity 1:** With partners, use sheets given out to answer the questions on the board. **Activity 2:** Answer questions on their worksheet and star challenge. Mark as a class.	-	

		world and discuss what it is showing. • **Activity 2:**			

Energy and Sustainability	**Year 5 Summer Term**

Prior Learning	**Key Knowledge**	**Vocabulary**	**Skills/ Concepts**	**Enrichment opportunities**
Comparison of different geographical locations (Kenya Y2) Graphs and charts (migration Y4) Natural resources (Y4) – Waste to fuel, fossil fuels, comparison of Chile to UK	1. What is sustainability? 2. How do we produce energy? (1) 3. How do we produce energy? (2) 4. How does Curitiba compare to Bristol? 5. How does Freiburg compare to Curitiba and Bristol? 6. What is the time in Curitiba, Freiburg and Bristol? 7. What does the future hold?	pivotal development abode unprecedented sustainable unsustainable renewable non-renewable fossil fuels technology convert generates economic social energy to waste	• Interpreting information on a map or graph • Interpreting images and diagrams	

What are w learning:	What do teache need to know?	How are we learning: Teaching input	Pupil Learning Activity	Resources	Assessment

LESSON 1- What is sustainability ?	Sustainability is maintaining things at a certain level for as long as is wanted. Environmental sustainability is when demands on the environment can be met without reducing capacity to allow people to live well.
	
	Single-use plastics (disposable plastics) are used only once before they are thrown away or recycled.
		• Introduce VIP words and lesson question.
		
		In Focus
		• Discuss the Venn diagram for sustainability
		• **Task 1:**
		• Read 'our common future'.
		• **Task 2:**
		• Look at the use of single use plastic bags throughout the world and the impact it is having on the environment.
		  ○ Niger – plastic bag pollution
		  ○ Single use plastics
		• **Partner talk questions:**
		• Discussion about the negative impact of single use plastic, and how the EU has
			Task 1: Write definition of sustainable and unsustainable in book after class discussion.
			
			Task 2: Answer the questions on worksheet
			
			Partner talk questions:
			
			Task 3: Answer how technology is promoting sustainability.
				- Knowledge organiser
				- Teacher subject knowledge sheet
				- Worksheet	

		planned to ban single use plastic. **Let's Learn** • Look at Tesla slide. Tesla is attempting to make a battery which will store power from wind farms. • **Task 3:** • **Discuss what sustainability is** • **Task 4:**	**Task 4:** Children to write their own definition of sustainability in books.		
LESSON 2 - How do we produce electricity? (1)	Children learnt about fossil fuels in Y4 Natural resources unit. Non-renewable energy: Coal, Oil and Gas are called "fossil fuels"	**Retrieval** • Retrieval from the last lesson **In Focus** • Introduce lesson question • Introduce VIP words • Read the extract • **Task 1:** • Observe the renewable/non-renewable diagram then discuss the statements- discuss with the children which statement most closely	Tick and fix in black pen **Task 1:** List the ways humans generate electricity in their humanities books using the sentence stems. **Task 2:** Fill out table in books with definitions.	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet	

	because they have been formed from the fossilized remains of prehistoric plants and animals.	matches the category of renewable/non-renewable or fossil fuels • **Task 2:** **Let's Learn** • Read the section on different uses of fossil fuels • **Task 3:** Class discussion: Give children a chance to discuss with a learning partner how they would answer the question on the board- then have two or three children to answer verbally.	**Task 3:** Categorise the statements about fossil fuels into advantages and disadvantages.		
Lesson 3 How do we produce energy? (2)	**Different types of renewable energy:** -Solar cells can be used to generate electricity from sunlight. It is a device that converts light energy into electrical energy.	**Retrieval** • Retrieval from the last lesson • Discuss the last lesson's question and how this lesson will be the second	Tick and fix in black pen	- Knowledge organiser - Teacher subject knowledge sheet - Worksheet - Graph paper	

	-Wind energy (or wind power) describes the process by which wind is used to generate electricity. -Hydropower, or hydroenergy, is a form of renewable energy that uses the water stored in dams, as well as flowing in rivers to create electricity in hydropower plants. All are renewable and sustainable. All involve using natural elements but need to be converted into electricity. All need humans to set up/keep functioning (human features).	part of answering this question **In Focus** • Match the definition to the VIP word. Can they use any previous knowledge? • Read the titles then match them to the picture of energy shown. • Discuss the similarities and differences. • Read the different power sources. • **Task 1:** **Let's learn** • Explain that children are going to observe the differences in how countries use fossil fuels to produce energy. • They are going to plot a graph using this data. • The next slide can be used as an	**Task 1:** Rank the power sources and write an explanation in book using stem sentences. **Task 2:** Children plot data on the graph making sure to use a ruler carefully and label countries clearly.		

		example- ask why they might need to adapt the y axis based on the graph paper they have been given (percentages to go up in integers of 20%). • **Task 2:** • Give an example of how to find the difference between the fossil fuel consumption of two countries e.g. Switzerland and Norway. • Discuss questions 3 and 4 as a class.			
Lesson 4 How does Curitiba compare to Bristol?		**Retrieval** • Retrieval from the last lesson • Introduce VIP words • Introduce lesson question • Ask children if they remember any other learning linked to Brazil? (Slums) What cities to do they remember studying?	Tick and fix in black pen	- Knowledge organiser - Teacher subject knowledge sheet - Video of Curitiba - Worksheet	

	<u>Bristol:</u> • Local bus passenger amounts are falling • Bus travel in Bristol is booming. But only 5% of people on bus, 2% rail, 74% go by car. •	• Look at world map, which continent is this in? Where is it located? • Discuss bordering countries, oceans and size of Brazil in comparison. **<u>In Focus</u>** • Read the text about the Brazilian city Curitiba, one of the greenest cities in the world. • **<u>Task 1:</u>** **<u>Let's learn</u>** • Read green space per inhabitant and discuss diagram/why important. • Watch the video (in T drive) and read section on the busses. • Discuss comparing this to UK and emphasise the high numbers of people using it.	**<u>Task 1:</u>** Find the answers in the text and answer verbally. Ask the children why they believe green space is important? **<u>Task 2:</u>** Create a Curitiba fact file (using Bristol one as WAGOLL) All information they need is in information pack.		

		• Compare to the UK/Bristol using the slides. • Compare the impact on environment to Curitiba • Highlight Bristol as a green capital. • Energy company – clean energy, make links to previous lessons. • **Task 2:**			
Lesson 5 How does Freiburg compare to Curitiba and Bristol?		**Retrieval** • Retrieval from the last lesson • Introduce lesson question. • Ask children if they remember any other learning linked to Germany. **In focus** • Look at world map, which continent is this in? Where is it located? • Discuss bordering countries, oceans	Tick and fix in black pen	- Knowledge organiser - Teacher subject knowledge sheet - Video of Bristol - Worksheet	

	• Capital city is Berlin. **Bristol** From cycling to the newly announced congestion charge on diesel vehicles in the city centre from 2021, Bristol won the European Green capital status in 2015. Bristol still has large issues in terms of traffic and air pollution. It has significantly less green space than inhabitants in Freiburg and Curitiba and it's traffic is far worse even though its population is much lower. There is no tram service like Freiburg although Bristol was the first city to be part of the national cycle network and is big advocate for green energy.	and size of Germany in comparison. • Children observe the map of Europe. • Explain that Freiburg is located at the red marker, what a border is and how they are represented on maps and how to find a 'diagonal' direction e.g. south west. • **Task 1:** **Let's learn** • Children read the text about Freiburg and how it is known as being a sustainable city. • Class discussion about 3 ways it is sustainable. • Watch the video and discuss the numerous things that Bristol is doing to become a greener city. • **Task 2:**	**Task 1:** Children answer the 3 questions using the map they have on their worksheet. Children discuss the merits and drawbacks of Bristol as a sustainable city. **Task 2:** Create a Freiburg fact file (using Bristol one as WAGOLL). All information they need is in information pack.		

Lesson 6 What time is it in Curitiba, Freiburg and Bristol?	The map shows how these zones are not all completely uniform, allowing for some whole or nearby countries to operate at the same time.	**Retrieval** • Complete retrieval sheet • Think back to previous learning, what do these words mean? • Introduce lesson question/VIP words and make up actions **In Focus** • Read latitude and the equator. • Read longitude and the prime meridian. Show on an inflatable globe. • **Activity 1.** • Discuss questions on board before reading next section. **Let's learn** • Read the sun and the clock. Link back to previous science learning. • What do you notice/wonder?	Tick and fix in black pen **Activity 1** In 2 different colours, using a ruler – draw over equator and prime meridian. Draw arrows vertically to show latitude Draw arrows horizontally to show longitude. **Activity 2** Draw an arrow to label these on both the original map and the time zone map. **Activity 3**	-	

		• Read time zones, identify roughly where Curitiba, Freiburg and Bristol are. • Read international time. • Use Google maps to find Curitiba, Freiburg and Bristol (start with pupils pointing to continent, then find specific cities on google maps. **Activity 2** • Verbally practice the sentences with a partner. **Activity 3**	Write down their explanations and sentences in humanities book.		
Lesson 7		**Retrieval** • Retrieval from the last lesson	Tick and fix in black pen	- Knowledge organiser	

What does the future hold?	Energy security is when a country is able to provide reliable, sufficient and affordable energy to inhabitants. There are different ways that countries try to achieve energy security Children learnt about waste to energy in Y4 Natural resources unit.	• Introduce lesson question • Match the picture to the VIP word. Can they work out what the definitions are? **In Focus** • Children read the section on energy security. • **Task 1:** • Read the pie chart on electricity supplied by generation source (2018). • Discuss why during certain months of the year more energy is required by household. • Children answer a, b, and c verbally **Let's Learn** • Read the text about energy security. • **Partner talk:** • Children read the text on waste to energy and describe the process to a	**Task 1: a**nswer the question on worksheet . **Partner talk:** discuss advantages and disadvantages e.g. developing new technologies will lead to cleaner power but the disadvantage might be that it is very expensive to produce these technologies **Task 2:** Design a poster listing the 5 strategies and how the government can implement this.	- Teacher subject knowledge sheet - Worksheet	

		partner using the diagram. • **Task 2:**	Star challenge: can you also include waste to energy information?		

Year 5 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Slums • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Spring 1 and 2: Energy and Sustainability • Describe and understand key aspects of: 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.		
Summer 1 and 2: Biomes • Describe and Understand key aspects of biomes, vegetation belts and climate zones. • 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 latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.		

Year 5 Geographical Progression in Skills and Knowledge

Year 5 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
Begin to suggest questions for investigating.		
Begin to use Primary and Secondary sources in their investigations.		
Collect and record evidence unaided.		
Analyse evidence and draw conclusions. EG: changes in geographical features such as erosion, rivers, coasts and mountains and explain how they've changed.		

Use 8 compass points.		
Use 4 figure grid references to locate symbols and Key.		
Use and recognise OS map symbols.		
Compare maps with aerial photographs.		
Select an appropriate map for a specific purpose. EG: Atlas to find China and an OS map to find a village.		
Begin to use Atlases to find out about other features of places. EG: rainfall, population.		
Identify significant places and environments. EG: longest rivers, highest mountains.		
Style of map		

Atlas using contents and index within them Use medium scale OS maps Confidently use online maps		

Local Fieldwork	Year 6 Autumn Term

Prior Learning	Key Knowledge	Vocabulary	Skills/ Concepts	Enrichment opportunities
Comparison of Portishead to Kenya/Chile (Y2/Y4) Fieldwork skills (Y2) Map reading/ compass skills (Y4/5)	1. Why do fieldwork? 2. What tools do geographers use? (I) 3. What tools do geographers use? (II) 4. How do geographers collect data? 5. How do geographers present their data? 6. What do geographers do with their data?	cartographer scale grid reference primary data secondary data quantitative data qualitative data discrete proportion correlation analysis evaluation	• Geographical fieldwork skills	

What are w learning:	What do teache need to know?	How are we learning:			
		Teaching input	Pupil Learning Activity	Resources	Assessment

Why do fieldwork?	Fieldwork is the gathering of information in a real environment, outside of the classroom. enquiry question outside the classroom observations, questions, collecting, recording, analysing	**In Focus** Introduce the enquiry question: Why do fieldwork? Show chn slide 3. Give chn time, in pairs, to discuss what they think the term 'fieldwork' means. Share ideas as a class before giving a clear definition. As a class, read the extract on slide 4 (also in chn's information booklets). Ask the following questions as AfL for children's understanding: *What does fieldwork start with?* *Where does fieldwork happen?* *What 5 things does fieldwork involve?* **Let's Learn** Show chn slide 5 – information about six different geographers (also in chn's information booklets). Give chn time to read about the geographers with their learning partner. Ensure chn have a clear understanding of what each geographer does and where they carry out their fieldwork.	**Learning Activity** Chn colour countries on the map where fieldwork takes place. Label each coloured country with the geographer name and a word or phrase to summarise their work.	- **information booklet** - **knowledge organiser** - **blank world map** - Lesson 1 PPT	

		Use the definitions on slide 6 to support this whole class discussion. **Complete Learning Activity.** **Plenary** End with a discussion about fieldwork the chn would like to complete. Use slide 9 to facilitate ideas.	**Direct chn to the world map in their information booklets.** Example: Colour in India. Label with 'Dr Vira' and 'political views affect environment'.		
What tools do geographers use? (I)	It is important to ensure that chn	**Retrieval** Introduce the enquiry question: What tools do geographers use? (I) **Complete Learning Activity 1.** **In Focus** As a class, read the extract about different types of maps (in chn's information booklets and on slide 5). Use the link to show chn the short video clip about maps. Display slides 6 and 7 to discuss the similarities and differences between the maps. As a class, read the extract about OS maps. Allow chn to ask questions to ensure they understand the content.	**Learning Activity 1** Retrieval practice workshee	- **Lesson 2 worksheet** - information booklet - knowledge organiser - Lesson 2 PPT	

	are always focusing on the **bottom left-hand corner** of the location or point of interest. Accept grid references where the 3rd and 6th digits are one more or less. **Example:** 23**7**09**2** Digit '7' can be 6 or 8. Digit '2' can be 1 or 3.	**Let's Learn** Use slide 9 to show the chn how 4 figure grid references work. Allow chn time in pairs to work out the 4 figure grid references for B and C (answers on flipchart). Use slide 10 to show the chn how 6 figure grid references work. Allow chn time in pairs to work out the 6 figure grid references for B and C (answers on flipchart). Progress to looking at 6 figure grid references using maps – use slides 11 and 12, allowing chn time to discuss their answers (also on flipchart). Direct chn to the topographic map in their information booklet. **Complete Learning Activity 2.**	**Learning Activity 2** Using the map, chn find and record the 4 and 6 figure grid references for the places and points of interest on the board.		
What tools do geographers use? (II)	Remember to accept 6-figure grid references where the 3rd and	**Retrieval** Introduce the enquiry question: What tools do geographers use? (II)	**Learning Activity 1**	- **Lesson 3 worksheet** - information booklet	

	6th digits are one more or one less. A field sketch is an annotated drawing used to collect visual information. When you look at the front of the school (photographed on slide 8), you are roughly facing west.	**Complete Learning Activity 1.** **In Focus** Show chn slide 6. Allow chn time to think about what a 'field sketch' might be. As a class, share ideas. Provide a shared definition with the class. As a class, read the extract about field sketches (in chn's information booklets and on slide 7). Ensure that chn have a clear understanding of the five elements of OASIS. Orientation and Scale are likely to be the most difficult. For scale, make links to ratio from the maths curriculum. For example, if the height of a tree is double the height of the school, the ratio would be 2:1. **Let's Learn** Show chn slide 8. Explain that they will be completing their own field sketch of an area of our school. Discuss possible areas where field sketches may	Retrieval practice worksheet **Learning Activity 2** Chn complete a field sketch of an area of the school grounds, using OASIS as their success criteria.	- knowledge organiser - Lesson 3 PPT	

		be useful (e.g. conservation area, school entrance). **Complete Learning Activity 2.**			
How do geographers collect data?	A questionnaire is likely the best method if asked to people who have lived in the area for at least 5 years as they have first-hand experience. A field sketch is only useful if you can source one from 5 years ago for comparison.	**Retrieval** Introduce the enquiry question: How do geographers collect data? **Complete Learning Activity 1.** **In Focus** As a class, read the extract about surveys and questionnaires (in chn's information booklets and on slide 5). Show the chn the enquiry question on slide 6. Discuss which methods would be useful and reasons why. **Let's Learn** Show chn slide 7 and share with them our enquiry question: How is Mill on the Brue made sustainable? As a class, discuss the focus of the survey. Explain that we will	**Learning Activity 1** Retrieval practice workshee **Learning Activity 2**	- **Lesson 4 workshee t** - informatio n booklet - knowledg e organiser - Lesson 4 PPT	

		create two surveys – one will focus on food miles and the other will require statements to rate on a scale of 1-5. **Complete Learning Activity 2.** Show chn slide 8. As a class, discuss the focus of the questionnaire. Explain that questions need to be open-ended but gain information that supports us in answering the enquiry question. **Complete Learning Activity 3.** Share chn's ideas as a class and create the survey and questionnaire together.	Chn work in pairs to come up with suggestions for survey topics. **Learning Activity 3** Chn work in pairs to come up with questions for the Mill on the Brue questionnaire.		
How do geographers present their data?		**Retrieval** Introduce the enquiry question: How do geographers collect data? **Complete Learning Activity 1.** **In Focus** As a class, read about the three different types of graphs (found	**Learning Activity 1** Retrieval practice worksheet	- **Lesson 5 worksheet** - **Graph Paper** - **Pie Chart Template** - information booklet - knowledge organiser	

	If the data goes beyond 100, it would be useful to have intervals of 5 to ensure the graph fits on the page. Intervals are often in 1s, 2s, 5s or 10s.	in chn's information booklets and also on slides 5, 6 and 7). Give chn time to discuss each type of graph and share what they notice about them. Show chn slide 8. Give them time to discuss, in pairs, which types of graph would be best to present our data sets. As a class, share ideas and decide on two graphs to produce. **Let's Learn** Provide chn with graph paper. Model using the data to begin completing the pie chart (on slide 9) and to begin completing a bar or line graph (on slide 10). Ensure full understanding of intervals and how best to choose them. **Complete Learning Activity 2.**	**Learning Activity 2** Chn produce two graphs to present their data.	- Lesson 5 PPT	
What do geographers do with their data?		**Retrieval** Introduce the enquiry question: How do geographers collect data? **Complete Learning Activity 1.**	**Learning Activity 1** Retrieval practice workshee	- **Lesson 6 workshee t** - informatio n booklet	

	Model: The data shows that the number of visitors has greatly increased since 1981. The number of visitors to historic sites has remained the same while visitors to all other tourist attractions have increased. **Model:** Since 1981, tourism levels have increased. This has affected	**In Focus** Show chn slide 4 and reveal the three key words for the lesson. Allow chn time to discuss the words in pairs and come up with definitions. Share chn's ideas and then reveal the three definitions to ensure understanding and consistency. **Let's Learn** Show chn slide 7. Explain that we will be using someone else's fieldwork data to practice our **analysis** and **conclusion** skills. Give chn time to think about and discuss what the data shows. Model analysis sentences if needed. Show chn slide 8. Share the enquiry question with the chn: *How is Stanwell Town affected by tourism?* Give chn time to think about and discuss the answer to the enquiry question before modelling a conclusion. Show chn slide 9. Discuss the sentence starters and, as a	**Learning Activity 2**	- knowledge organiser - Lesson 6 PPT	

	Stanwell Town by increasing the number of people in the town.	class, discuss how they could be completed for our own fieldwork. **Complete Learning Activity 2.**	Chn write their own analysis, conclusion and evaluation using the sentence starters on slide 8.		

Population	**Year 6 Spring Term**

Prior Learning	**Key Knowledge**	**Vocabulary**	**Skills/ Concepts**	**Enrichment opportunities**
Slums (Y5), Energy and resources (Y5) Map reading/charts (Y4, Y5)	1. Where are all the people? 2. Why does population change? 3. What is a population pyramid? 4. What challenges can a growing population present? 5. What challenges can an ageing population present? 6. How do we feed the planet?	population region distribution density sparse dense birth rate death rate life expectancy generation food security	- Interpreting and analysing complex graphs and charts - Map work – reading and interpreting	

		How are we learning:	

What are w learning:	What do teache need to know?	Teaching input	Pupil Learning Activity	Resources	Assessment
Where are all the people?	World population refers to the amount of people living globally. World population has increased, but the percentage increase has dropped. China is the country with the highest population. Some continents run through both hemispheres.	**In Focus** Introduce the enquiry question: Where are all the people? Talk through key vocabulary. Definitions can be found on the teacher subject knowledge document. Chn look at the image on slide 5. Using the image, discuss how world population has changed over time. Chn look at the image on slide 6 (refer to slide 7 as necessary). Using the image, discuss how the global population is distributed. Key Questions *Which countries/continents are more densely populated?* *Which countries/continents are sparsely populated?* *What reasons might there be for this?* Show chn slide 8. Explain what the equator and	Write lesson question in bo	- **information booklet** - **knowledge organiser** - Lesson 1 PPT	

	The Southern Hemisphere has a smaller population: - it contains the smaller continents - it's mainly water - cooler climate **equator:** the horizontal line across the centre of the earth which divides it into northern and southern hemispheres **hemisphere:** a half of a sphere (in geography, half of the earth)	northern/southern hemispheres are. Discuss the difference in percentage population. *Why might this be?* **Let's Learn** Use slide 9 to show the chn three flags: can they identify the countries we will be looking at? (UK, Germany, Mexico) One slide at a time, show the chn slides 10, 11 and 12 (using slide 13 for reference where necessary). For each slide, discuss what the chn notice about the population. ***Key Question*** *Is the capital city densely or sparsely populated?* As a class, analyse the chart with numerical data about the three countries. Ask the chn to identify similarities and differences. See notes on the PPT for ideas. **Complete Learning Activity.**	**Learning Activity** Chn complete a similarities and differences grid in their books about the populations in the UK, Germany and Mexico, paying attention to capital cities. **(see WAGOLL)**		

Why does population change?	Some cards might be dependent on circumstances – e.g. food availability could be high or low.	**Retrieval** Introduce the enquiry question: Why does population change? **Complete Learning Activity 1.** **In Focus** Show chn slide 4. Explain that there are six words and six definitions to match up – these form our key vocabulary for the lesson. Make links between this question and the types of questions we experience in guided reading. Display slide 5 and present the chn with the nine cards. Check chn's understanding of the words on the cards. **Complete Learning Activity 2.** Display slide 6. Explain that the task is the same, except this time we are considering death rate. **Complete Learning Activity 3.** As a class, discuss similarities and differences between how the chn arranged the cards each time.	**Learning Activity 1** Retrieval practice worksheet **Learning Activity 2** Chn sort the nine cards into things that increase birth rate and things that decrease birth rate. **Learning Activity 3** Chn sort the nine cards into things that increase death rate and things that decrease death rate.	- **population ca sort** - **Lesson 2 worksheet** - information booklet - knowledge organiser - Lesson 2 PPT	

		Let's Learn Show chn the WAGOLL fact file on slide 7. Explain that they need to choose one of our three focus countries to produce their own fact file on. Give chn five minutes to read the information on their chosen country in their information booklets. **Complete Learning Activity 4.**	**Learning Activity 4** Chn produce a fact file based on one of the three countries: UK, Mexico or Germany. Focus of the reasons, similarities and differences.		
What is a population pyramid?		**Retrieval** Introduce the enquiry question: What is a population pyramid? **Complete Learning Activity 1.** **In Focus** As a class, read the extract about population pyramids (in chn's information booklets and on slide 5). Prior to reading, tell the chn that there will be a quick-fire quiz after. Display one question on the board at a time. Allow chn to put their hand up to answer or write	**Learning Activity 1** Retrieval practice worksheet	- **population pyramid worksheet** - **Lesson 3 worksheet** - information booklet - knowledge organiser - Lesson 3 PPT	

	Germany is more rectangular and Mexico is more pyramid-shaped, which means that Mexico's population growth is faster than Germany's.	answers on mini whiteboards to hold up for AfL. **Let's Learn** Show chn slide 12. Explain that these are population pyramids for Mexico and Germany. Using knowledge from the reading we just did, what do they show? Key Questions *What do you notice about the younger population in both countries?* *What do you notice about the older population in both countries?* *What is different about the two population pyramids?* *What is similar about the two population pyramids?* Ask chn what they think a population pyramid for the UK would look like. Discuss predictions as a class and ask for reasons why. **Independent Practice** **Complete Learning Activity 2.**	**Learning Activity 2** Give chn the first half of the UK population pyramid to stick in their books. Chn complete the second half.		

		In order for chn to complete this task, model how to locate certain percentages on the graph. Remind chn that percentages are in intervals of two. If we want to find 2.8%, where would this come between 2% and 4%? To end the lesson, show chn the completed UK population pyramid. Allow chn time to compare their graph to the one on slide 14.			
What challenges can a growing population present?		**Retrieval** Introduce the enquiry question: What challenges can a growing population present? **Complete Learning Activity 1.** **In Focus** Watch the video (linked on slide 6) about slums in India. Ask chn to share their prior knowledge **from Year 5** about slums. As a class, read the extract about slums in Africa (in chn's information booklets and on slide 7). Use some quick-fire	**Learning Activity 1** Retrieval practice worksheet	- **Lesson 4 worksheet** - information booklet - knowledge organiser - Lesson 4 PPT	

	The average density in the UK is 280 people per km². In the most sparsely populated areas of Kibera, it is around 48,000 people per km². This is 171 times the amount of people per square km.	questions to ensure that chn have obtained key information: *What percentage of the Kibera population are under 18?* *What have you learned about water in Kibera?* *What resources or services do the Kibera population struggle with?* Show the chn the population density image on slide 8. Ask chn to **retrieve** the density of population for our three focus countries (UK, Germany and Mexico). Compare this to the density of Kibera. **Let's Learn** As a class, ask chn to come up with problems that are caused by slums. As a class, read the extract about pollution in India (in chn's information booklets and on slide 10). As a class, ask chn to come up with problems that are caused by pollution.	**Learning Activity 2** Give chn the choice of three independent activities: diary entry/letter about living in the slums, poster about challenges of a growing population, or wordle about challenges of a growing population.		

		Independent Practice **Complete Learning Activity 2.** WAGOLLs are on slide 13.			
What challenges can an ageing population present?	Countries with 30%+ include Spain, Portugal, Italy, Germany, Finland and Japan. The continent with less than 10% over 60 is Africa. See the **subject knowledge** document for	**Retrieval** Introduce the enquiry question: What challenges can an ageing population present? **Complete Learning Activity 1.** **In Focus** Show chn the world maps on slide 6 (also in their information booklets). Ask the chn to locate and identify countries that will have 30% of their population above the age of 60 by the year 2025. *Questions for detailed discussion* - *Which countries will have 10-30% of their population aged over 60?* - *In which continent will less than 10% of the population be aged over 60?* - *Is there a difference between the ageing population in the*	**Learning Activity 1** Retrieval practice worksheet	- **Lesson 5 worksheet** - information booklet - knowledge organiser - Lesson 5 PPT	

	information on the reasons for the ages of populations in each capital city.	*northern and southern hemispheres?* **Let's Learn** Show the chn slides 7, 8 and 9 which show population graphs by age for the capital cities of the UK (London), Germany (Berlin) and Mexico (Mexico City). As a class, discuss what each graph tells us about the age of the population. Explore reasons for the difference in ages. As a class, read the case study about Japan's population. Ask chn key questions to assess understanding: - *What has happened to Japan's population?* - *What problems are caused by Japan's ageing population?* **Complete Learning Activity 2.**	**Learning Activity 2** Chn create a spider diagram in their book showing the challenges of an ageing population (answers animated on slide 11).		
How do we feed the planet?		**Retrieval** Introduce the enquiry question: How do we feed the planet? **Complete Learning Activity 1.** **In Focus**	**Learning Activity 1** Retrieval practice worksheet	- **Lesson 6 worksheet** - **Blank world map** - **Atlases** - information booklet	

	Food is unevenly distributed. Food waste is increasing. People suffer from hunger or obesity.	Show chn the key vocabulary on slide 4. Ask chn to match each word to its definition. Use mini whiteboards or showing answers on hands for AfL. As a class, read the extract about the global food crisis (in chn's information booklets and on slide 5). Discuss the key question: *What food challenges are faced globally?* Use slide 6 to explain to children what the term 'food insecurity' means and what the varying degrees of insecurity might look like. Ask them to predict where the UK would be on the flowchart. Show chn slides 7 and 8 – information on malnutrition in the UK, Germany and Mexico. Discuss what they notice. **Let's Learn** Provide chn with a blank world map. Explain that, although there are high levels of food insecurity within the UK, as a country we are at low risk.	**Learning Activity 2** Chn locate the countries listed on the PPT on their world map and colour	- knowledge organiser - Lesson 6 PPT	

	Population: larger in Mexico **Density:** low in Mexico, similar in Germany/UK **Capital Cities:** more densely populated in UK/Mexico **Pyramids:** Mexico not ageing as well as UK/Germany **Age:** higher ageing population in Berlin **Food Insecurity:** higher risk in Mexico than UK/Germany	**Complete Learning Activity 2.** Show chn answers and allow them to check their work. **<u>Plenary</u>** End with a discussion about our population unit. Ask chn to share what they have learnt about the similarities and differences between the UK, Germany and Mexico using the topic prompts on the PPT.	them according to risk of food insecurity. Chn have a world map in their information booklet if needed.		

Year 6 Geographical Progression in Skills and Knowledge

Year 6 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
Use 8 compass points confidently.		
Use 4 figure grid references confidently and begin to use 6 figure grid references.		
Use longitude and latitude to describe places on a map.		
Use Primary and Secondary sources of evidence in their investigations.		
• Analyse evidence and draw conclusions e.g., compare historical maps how land-use has changed. Understand some of the reasons for similarities and differences.		
Use and recognise OS map symbols and Atlas symbols.		
Follow a short route on an OS map and describe features along this route.		

Use Atlases to find out other features about places. EG: rainfall and population.		
Confidently identify significant places and environments.		
Style of map		
OS maps Junior Atlas Recognise the world map as a flattened Globe		