

<p><u>National Curriculum Objectives which are covered in this unit:</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns and understand how some of these aspects have changed over time 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 (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the 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 							
<p><u>Lesson sequence</u> - include the key concept, L.O. and brief description of lesson</p>							
<p>Introduction Compare and contrast images of villages (Bayford - link to Stone Age trip) and London.</p> <p>What are maps? Discuss why maps are useful. Look at a world map, then map of UK (revisit KS1 - 4 countries of UK) Look at a map of Islington. How is it presented? What symbols are used? Now look at a map of Gillespie Road. What features are marked?</p>	<p>8 point compass Revise 4 point compass (KS1 knowledge) Introduce 8 point compass. Plot a route in our local area using the 8 point compass</p>	<p>Our local area Consider the features of our area. What landmarks are there? What types of businesses? Create a mind map as a class. Introduce OS symbols. Which of these symbols would we need to use in a map of our area? Using the geograph.org website, look at images of Finsbury Park. Discuss what makes a good 'geograph' image. What features of our area would you photograph?</p>	<p>Recording data in the field - sketch maps Start at St Joan of Arc church and walk down to Gillespie Road. Record the businesses using a tally chart. Give children a blank map of area - can they annotate with OS symbols? Split children into groups of 5 and ask them to draw a sketch map of the buildings on that section of the road. Walk down Gillespie Road - what types of housing and buildings are there?</p>	<p>Recording data in the local area - fair trade surveys Introduce fair trade scheme and link to the rainforest. Children create survey to research fairtrade stockists</p>	<p>Recording data in the local area - fair trade surveys Return to shops selling groceries - Are they aware of fairtrade? do they sell fairtrade products? Why/why not?</p>	<p>Presenting data Children use tally data to create bar charts to represent the types of business on Blackstock road Children use data to represent how well known fair trade scheme is and how many shops stock fair trade products</p>	

<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1 what can we see?</p> <ul style="list-style-type: none"> • Mapping our school, classroom and playground • Use simple fieldwork and observational skills to study the geography of their school and its grounds • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple compass directions (NSEW) and locational and directional language (near/far, left/right) to describe location of features and routes on a map • Use world maps, atlases and globes to identify the continents and oceans studied at this key stage <p>Year 2</p> <ul style="list-style-type: none"> • Use simple compass directions and locational and directional language to describe the location of features and routes on a map of local area • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of our school and the key human and physical features of the surrounding environment
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 4</p> <ul style="list-style-type: none"> • To learn why map symbols are used and to recognise the OS map symbols • To understand 4 figure grid references • To create a map of the local area and use OS symbols • To identify the impact of the pandemic on traffic in the local area <p>Year 5 pollution and our local area</p> <ul style="list-style-type: none"> • Discuss pollution and air quality and research air pollution results in Islington • Use aerial photographs/maps to predict where children think the most/least polluted areas will be in the local area. • Persuasive writing to explain the importance of air pollution based on research and data collected
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>Fair Trade direction countries OS symbols groceries stocklist compass</p>
<p><u>Cross-curricular links</u></p>	<p>Maths - graphs, tally charts, direction English - prepositions, closed/open questions Art - map drawing</p>
<p><u>Enrichment</u></p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p>Visit local area to help draw a sketch map Visit Tesco on Blackstock Road for Fair Trade products</p>
<p><u>Useful websites/resources</u></p>	<p>https://schools.fairtrade.org.uk/teaching-resources/an-introduction-to-fairtrade/ https://cafod.org.uk/Education/Education-resources/Fairtrade-school-resources</p>

