

<p><b>National Curriculum Objectives which are covered in this unit:</b></p> <p><b>Locational Knowledge</b> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Place Knowledge</b> 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> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Investigate the importance of rivers in settlements, travel and farming.</li> </ul> <p><b>Physical Geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Use atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.</li> <li>Describe and understand key aspects of physical geography, including mountains and rivers.</li> <li>Locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</li> <li>Name and locate the world's 7 continents (revision of KS1).</li> </ul>									
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Lesson sequence - include the key concept, L.O. and brief description of lesson									
<p><b>Locational knowledge</b> <b>Geographical skills</b></p> <p>LO: Locate significant physical geography features</p> <p>Chn to sort out physical and human geography using a venn diagram.</p> <p>Explain what a physical feature and why.</p>	<p><b>Place Knowledge</b></p> <p>LO: Identify the 10 major rivers of the world</p> <p>Chn to use atlases to identify where the major rivers are and describe the features of the river.</p>	<p><b>Human geography</b></p> <p>LO: Understand the formation of a river</p> <p>Chn to investigate how rivers are formed and the source of a river. Chn to be taken outside and use a slope to see water flows down from high ground to the sea.</p>	<p><b>Human geography</b></p> <p>LO: Understand the nature of a river</p> <p>Chn to label parts of a river and explain the features of a river.</p> <p>Chn to create a glossary of the features of a river</p>	<p><b>Human geography</b></p> <p>LO: understand the nature of a river and how it changes on its journey from source to sea.</p> <p>Chn to recap on the water cycle and explain how it fits in the journey of a river</p> <p>Chn to create a boats journey from the river to the sea</p>	<p><b>Human geography</b></p> <p>LO: investigate the importance of rivers in settlements</p> <p>Chn to look at Anglo-Saxon's use of rivers in their settlements, farming and everyday life. Why did they choose to settle near rivers?</p>	<p><b>Locational knowledge</b> <b>Geographical skills</b></p> <p>LO: Locate the highest peaks in the 7 continents</p> <p>Chn to use atlases to locate the highest peaks of each of the 7 continents and which mountain range belongs to which country.</p>	<p><b>Human geography</b></p> <p>LO: Describe key features of mountains</p> <p>Chn to discuss and develop a definition for what a mountain is.</p> <p>Chn to look at UK mountains and identify them on a map.</p> <p>How does a map show the height of a mountain? Use paper and /or potato contour to show the height of a mountain on a map.</p>	<p><b>Physical geography</b></p> <p>LO: understand the composition of the earth: crust, mantle and core</p> <p>Chn to develop a definition for each of the different composition of the earth.</p> <p>Chn to draw and annotate different types of mountains</p> <p>Use a boiled egg to show an example of what the Earth is like if cut open.</p>	<p><b>Locational knowledge</b> <b>Geographical skills</b></p> <p>LO: use geographical language to describe some features of mountain ranges.</p> <p>Watch a video the 7 mountain and chn to identify and define the features of a mountain. Create a plan/model of a mountain range.</p>

<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Key Stage 1  Locational knowledge  Name and locate the world's seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Y3 – Locating places in the Northern and southern hemispheres  Key Stage 1 (Human &amp; Physical Geography)  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  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  y4- They learnt about volcanoes and how the terrain of a country impacts it's land scape.</p>							
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Human and Physical Geography: Coast to Coast- to extend knowledge of location and place to a different part of the United Kingdom and to investigate climate change through a geographical coast investigation</b></p> <ul style="list-style-type: none"> <li>• <b>Climate change</b></li> <li>• <b>Global warming</b></li> <li>• <b>Who are the winners and losers of climate change?</b></li> <li>• <b>Who are the new leaders that are fighting for action?</b></li> <li>• <b>How can we make changes to our daily lives to improve our future?</b></li> <li>• <b>An in-depth geographical coastal investigation</b></li> </ul>							
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>bank basin dam floodplain erosion tributary  meander mouth reservoir sediment silt source</p>							
<p><b><u>Cross-curricular links</u></b></p>	<p>English – descriptive language</p>	<p>Science - gravity</p>	<p>English – descriptive language</p>	<p>English- Narrative</p>	<p>History - Saxons</p>	<p>DT- 3D design</p>	<p>Maths- data</p>	<p>English- Oracy</p>
<p><b><u>Enrichment</u></b></p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p><b>Field study to be completed as a stand alone unit.</b></p>							
<p><b><u>Useful websites/resources</u></b></p>	<p><b>BBC bitesize stem</b></p>							