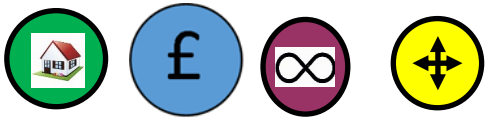
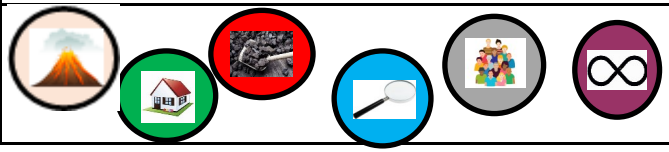
Prior Learning

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Autumn - Rivers (Linked to the topic Hull and Proud)	Spring - Environmental Regions— N and S America (Linked to the Topic Power of Nature)	Summer - Maps and Fieldwork (Linked to the Topic Never Forget)
Relevant Prior Learning Children will know how places in different countries differ based on their physical and human features and will know what Physical and human features are. They will have identified these in their local area too. They will know where the Northern and Southern Hemisphere are and will be able to locate these on a world map and globe.	**Relevant Prior Learning** In Year 4 children will have compared two locations based on their physical and human features, and will have completed fieldwork to collect data on this.	**Relevant Prior Learning** In Year 4 children will have explored OS maps of Hull and identified key features such as key, grid refernces and symbols. They will have located the Northern and Southern Hemisphere, Equator and Tropics during the previous term.

Key Concepts

Navigation	Fieldwork	Population	Economic Activity	Tectonic Activity	Human Features	Physical Features	Natural Resources	Sustainability	Climate and Landscape
									

Autumn - Rivers (Linked to the topic Hull and Proud)	Spring - Environmental Regions—N and S America (Linked to the Topic Power of Nature)	Summer - Maps and Fieldwork (Linked to the Topic Never Forget)
Priority Key Concepts	**Priority Key Concepts**	**Priority Key Concepts**
		
Through the unit the children will also experience	**Through the unit the children will also experience**	**Through the unit the children will also experience**
		

Autumn - Rivers (Linked to the topic Hull and Proud)	Spring - Environmental Regions—N and S America (Linked to the Topic Power of Nature)	Summer - Maps and Fieldwork (Linked to the Topic Never Forget)

Year 5 Cycle 2

Human and Physical

I can name and locate many of the world's most famous rivers and explain why most cities are

I can describe and explain the key physical features of rivers and how they have shaped the

Sustainability

I can explain the key aspects of the water cycle

I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment

I use different types of field-work to observe, measure and record the human and physical

Locational Knowledge

Place Knowledge

I can recognise environmental regions and key human and physi-cal characteristics, countries and major cities and North and South America

Geographical skills and field work

Sustainability

I can use a map to locate the worlds countries, including the countries of and North and

I describe how some places are similar and dissimilar in relation to their human and physical features

Use digital mapping technology (GIS) to trace physical features of an area

I use different types of field-work to observe, measure and record the human and physical

I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment

Geographical skills and field work

Sustainability

I understand the concept of food miles and the impact this can have on the environ-ment

I use Ordnance Survey symbols and 4 figure grid references

I understand scale factor

I use different types of field-work to observe, measure and record the human and physical

I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge

I know what longitude and latitude means and how they relate to timezones around the world

I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn

End points

At the end of each unit the children will know and know how to:

Autumn	Spring	Summer
• Name longest 3 rivers in the world and in UK • Know the 3 courses of a river • Know two key features of a river • Explain why cities are located near a river • Explain the water cycle • Visit and identify features of a river in local area • Locate, N and S hemisphere and Equator and Tropics	• Compare P and H features in a European country • Use fieldwork to observe, measure H and P features • Find ways to reduce the human impact on environment	• Use 4 figure references • Use a scale • Draw conclusions from fieldwork and present • Understand longitude and latitude

Year 5 Geography – Autumn term Cycle – Rivers – Linked to topic Hull and Proud

At the end of this unit of work, children will know or know how to:

- Name longest 3 rivers in the world and in UK
- Know the 3 courses of a river
- Know two key features of a river
- Explain why cities are located near a river
- Explain the water cycle
- Visit and identify features of a river in local area
- Locate, N and S hemisphere and Equator and Tropics

Relevant Prior Learning

Children will know how places in different countries differ based on their physical and human features and will know what Physical and human features are. They will have identified these in their local area too. They will know where the Northern and Southern Hemisphere are and will be able to locate these on a world map and globe.

Priority Key concepts

Additional Key concepts which will be experienced

Areas highlighted in Red will be covered in Unit of Work

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc…)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Teaching sequence may include

- Geographical enquiry (GE)

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- Locational skills (LS)

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- Physical and human geography (P& H)

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- Place knowledge (PK)

Compare and contrast the features in difference locations around the world.

- Skills and fieldwork (S& F)

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions.

- Apply their knowledge to the world around them locally and globally (AK)

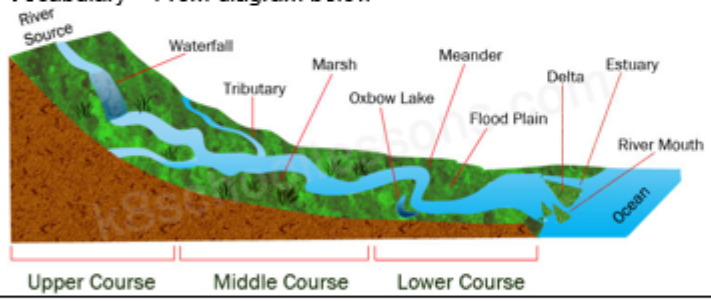
What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – **Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

Point in Teaching Sequence	**Key Concepts**	KPI's covered	Activities
GE, LS	**Navigation** **Physical Features – rivers** **Written and Oral expression** **Second Order Concepts** Similarity and difference Significance Enquiry	I can name and locate many of the world's most famous rivers	Through discussion around what could be found out about rivers shape the following enquiry questions: Which is the longest river in the world? Which is the longest river in the Europe? Which are the 5 longest rivers in the world? Which are the 3 longest rivers in the UK? Children use Google to find answers to last 3 questions, then use physical atlas to locate on maps. **Outcome – Children create Factfile style cards linked to the 8 rivers that they have investigated.** **e.g. Name, Length, Start Country, End Country, Continent, Hemisphere** **Vocabulary** *hemisphere, Equator,*
LS, P&H	**Navigation** **Physical Features – rivers** **Written and Oral expression** **Second Order Concepts** **Cause and consequence** understanding the effect of humans and nature on landscapes and settlement **Similarity and difference** making comparisons between places **Continuity and change**	I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers	Enquiry Question - Why are rivers important? Share images of rivers in capital cities, and also in major cities in UK. What do children notice from the images? Question – why were cities originally built near rivers? - Children work in groups of 4 to share ideas and reasons why - E.g. food, drinking water, water for washing, trade (movement of goods), safety -easy to escape, leisure activities (fishing, swimming, boat rides, transportation between different places Children share their ideas with another group first, and then present reasons as a class. Scribe ideas onto a class sheet. **Outcome – Children to become estate agents, trying to sell a large area of land near a river for the development of a new settlement. Children use persuasive language to make the location for the city appealing based on the information that has been discussed.**

			e.g. This location is ideal for a settlement as there is an abundance of food available within the river. **Vocabulary** – leisure, settlement, trade, transportation, sanitation
P&H W&O	**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans **Second order concepts** **Continuity and change** how have physical and human features changed over time and why)	I can describe and explain the key physical features of rivers and how they have shaped the land	Enquiry – What is the course of a river? Watch video clip demonstrating the course of a river. Children to have a selection of different word cards linked to this and linked to lesson's vocabulary (see diagram) Children watch the clip once, then again listening out for their word and definition. At the end present a blank "class" diagram of a river course and the children position their words appropriately. Discuss each word card. Children explain what it means. Address any misconceptions **Key concept to teach are the different courses of the river and the relative speeds at each of these courses of the water.** **Outcome – correctly labelled diagram – with a glossary of terms. The glossary can have some words already explained as good examples and then some left blank.** Vocabulary – From diagram below 
P&H W&O	**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans **Second order concepts** **Continuity and change** how have physical and human features changed over time and why)	I can describe and explain the key physical features of rivers and how they have shaped the land	Enquiry – What features of a river can you describe? Examine 2 features from the course of a river. (The River Book is an excellent resource) **Tributaries, waterfalls** Use atlases to find where the highest waterfalls are in the world and what they are called **Outcome: Create labelled diagrams of each feature and describe which section of the river these would be found.**

			Link learning to Lesson 2 Discuss how many towns were built on the joining points of tributaries and main river as this was good for trade. **Vocabulary** – tributary, waterfall, diagram, labelled, feature
P&H W&O	**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans **Second order concepts** **Continuity and change** how have physical and human features changed over time and why)	I can describe and explain the key physical features of rivers and how they have shaped the land	Examine how erosion and deposition take place as a river meanders and how this over time forms an oxbow lake. • Find examples of ox bow lakes **Outcome** Draw a labelled set of steps and write an explanation of how this feature is formed **Vocabulary** – erosion, deposition, speed, lower course, oxbow lake, path
S&F	**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans **Second order concepts** **Enquiry:** (observing, collecting and interpreting data, drawing conclusions	I use different types of fieldwork to observe, measure and record the human and physical features	*Use the River Hull to complete a short field work task.* *Children to be given a map of Stoneferry showing the River Hull. Children to then visit the river bank and to take images of: meander, erosion, deposition, bridge, river bank re-enforcement.* *Children to measure the speed of the river by calculating the time taken for sticks to travel from one point on the river bank to the next.* *Explore also the direction of flow, and ensure children understand where the water is traveling to* *Discuss the water quality and what might affect this in the Stoneferry area – factories etc.* ***Outcome: Using an A3 map they will then add their photographs of specified features that have been picked from the map with calculation of flow and a description of what they did.***

			Vocabulary – fieldwork, erosion, deposition, meander
P&H **Taught through Science and English** **W&O**	**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans **Second order concepts** Written and oral: Using geographical terminology explaining processes	I can explain the key aspects of the water cycle	Using understanding of the course of a river, move on to looking at how this forms part of a bigger process called the water cycle. Explore each section of the water cycle, preferably with physical examples of evaporation and condensation. **Outcome: Practical demonstration of evaporation and condensation (SCIENCE)** **English – to write a thorough explanation text of the water cycle.** Vocabulary – evaporation, condensation, precipitation, surface run off, transpiration, transportation
AK PK W&O	**Sustainability** **Climate and landscape** **Second order concepts** **Responsibility:** (how humans affect the earth positively and negatively	I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment	 

Year 5 Geography – Spring term Cycle – Environmental Regions – Linked to the Topic - The Power of Nature

At the end of this unit of work, children will know or know how to:

- Compare Physical and Human features in different countries
- The location of major countries and cities within North and South America.
  - How North and South America are similar and different in relation to their physical and human features

- Find ways to reduce the human impact on environment (drilling for oil in Alaska)

Use fieldwork to observe, measure Human and Physical features

Prior learning to be reviewed

In Year 4 children will have compared two locations based on their physical and human features, and will have completed fieldwork to collect data on this.

Priority Key Concepts to be addressed

Additional Key concepts which will be experienced

Areas highlighted in Red will be covered in Unit of Work

:

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Teaching sequence

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P& H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**

Compare and contrast the features in difference locations around the world.

- **Skills and fieldwork (S& F)**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions.

- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W& O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

KPIs covered during unit of work

I can use a map to locate the worlds countries, including the countries of and North and South America (LK)

I can recognise environmental regions and key human and physical characteristics, countries and major cities and North and South America (LK)

I describe how some places are similar and dissimilar in relation to their human and physical features (PK)

Use digital mapping technology (GIS) to trace physical features of an area (GS&F)

I use different types of fieldwork to observe, measure and record the human and physical features (GS&F)

I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment (AK))

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
PRIOR LEARNING		Prior learning Objectives	Are children clear on what physical and human features are especially physical such as mountain, volcano, lake, rainforest? Are the children clear on the different continents in the world and some countries found within them? This activity may not take a full lesson but will provide key information on starting points for learning. ADDITIONALLY – RATHER THAN TEACHING COUNTRIES IN EACH CONTININENT AS A DISCRETE LESSON THIS SHOULD BE FED INTO CONTINUED DISCUSSION REGARDING THE TWO CONTINENTS. CHILDREN SHOULD LEARN ABOUT CANADA AND USA, BUT THEN THAT THERE ARE MANY SMALLER COUNTRIES IN SAMERICA WITH BRAZIL BEING THE LARGEST
Ongoing Session NB THIS activity can be started at the beginning of the unit but the learning will come much later	Fieldwork Written and Oral expression Second Order Concepts Similarity and difference Enquiry	I use different types of fieldwork to observe, measure and record the human and physical features	This lesson will run throughout the duration of the Geography unit. Children will set up and collect rainfall data for Stoneferry over a 5 week period. After 5 weeks this data will be collated and then compared with data for South American country (Brazil) and a North American Country (Canada) Based on their proximity to the Equator conclusions will be drawn and presented from the data to allow the children to compare similarities and differences in rainfall between the 3 locations. Outcome – 5 Week, Triple comparison bar graph with concluding comments

in the unit once data has been collated and children are more aware of N and S America			**Vocabulary – rain gauge, climate, Equator, climate zone, latitude.**
Session 1	**Navigation** **Physical Features –** **Written and Oral expression** **Second Order Concepts** **Similarity and difference** making comparisons between places	Use digital mapping technology (GIS) to trace physical features of an area I can identify the position of the Northern and Southern Hemisphere, the Equator Digimaps – search it in Google User HU70BA Pass yunged2487 PIN 8598	**Stoneferry Starter – sorting activity for Physical and Human features.** Locate North and South America on World Map and identify key countries within these. Ensure children know that these are in the North and Southern Hemisphere Identify the Equator and ensure the children understand what this is. **Outcome – Identify N and S America on a blank world map, children also identify where they live (Hull). Add on Northern and Southern hemispheres and Equator and some key countries(but not all)** **Digimaps** Children use Digimaps to explore the physical features of North and South America - Explore similarities and differences through examining Mountain ranges, volcanoes, biomes (rainforest will need to be introduced), deserts etc, lakes **Once done and discussed, label the following on world map for N and S America**

			Mountains, volcanoes, rainforest, deserts, rivers – the names of these key ranges can be obtained either from Digimaps or a physical map of the two continents. End Point – Children will know where N and S America are, be clear on what is a physical feature. They will be able to say what the two continents have in common in terms of physical features and what is different. Vocabulary – Northern and Southern hemisphere, Equator, human and physical features, desert, volcano, mountain, rainforest, lake
Session 2	Physical features:, mountains, Tectonic activity Second order concepts Similarity and difference	I describe how some places are similar and dissimilar in relation to their human and physical features.	Stoneferry Starter- adding labels to key physical features in S America, having being given North American features. Enquiry – Are the Andes similar or different to the Rockies? Children investigate the question based around the following areas of interest - How long are they - Highest peak - Continent - No of Countries spanned - Geographical location in continent - Fauna which inhabits the mountain - People who inhabit the mountains . Outcome – Children create a comparison factfile for the two ranges. S& L – Children to work in pairs, and presen the information orally as well as in a factfile.

			Vocabulary – mountain range, similar, different, peak, continent
Session 3	**Physical features:** rivers **Second order concepts** **Similarity and difference**	I describe how some places are similar and dissimilar in relation to their human and physical features	Start with an image of the Mississippi river and the Amazon River   What can they see? What is the same? What do they know about rivers? Enquiry – Which has the longest river North America or South America?? **The children have already studied rivers so should have some idea** **ACTIVITY** – Separate the class into 2 groups. One group will investigate and research the Mississipi River, One the Amazon River Given a clear website to gain info from and clear headings to investigate children will then complete a table of information for their river including such details as based on length, animal life, countries it passes through etc. Have a range of images available to the children to explore also **S& L – Discussion – once complete the children will share their information as a group – this can be done in pairs, with**

			children completing the same table with the information they are told by their partner. Outcome – children will be able to discuss and compare the two rivers based on length, animal life, countries it passes through etc. Completed table of information Indicate on the map from lesson 1 the position of these rivers and label. Vocabulary – fauna, river, continent
Session 4	**Physical features-** rainforest Climate and landscape **Second order concepts** **Significance**	I can recognise environmental regions and key human and physical characteristics, countries and major cities and North and South America (LK)	**Stoneferry Starter** – true or false quiz about the 2 rivers studies in the previous session **QN – What do you know about Rainforests?** - **They should from learning done so far be able to explain that there is a huge on in Brazil called the Amazon Rainforest.** **Watch** – Explore the Rainforest! | Ecology for Kids - Bing video From watching the video, the children should learn that there are rainforests in North America and South America **Outcome 1 – some simple comparison sentences using the following conjunction:** **On the other hand, whereas, whilst** Compare the weather, make up, geographical location and animals using these. 3 sentences maximum

			Outcome 2 – Tropical rainforest in Brazil - Children are to label the layers of the rainforest and then to discuss the different layers within it as a group **Children to be given images of 3 animals and they have to stick in and describe where these animals would live within the rainforest and why.** **Vocabulary** – layers, canopy, rainforest
Session 5	**Physical features** **Population** **Second order concepts** Significance Similarity and difference	I describe how some places are similar and dissimilar in relation to their human and physical features (PK)	**Stoneferry Starter – Can the children independently label the layers of the rainforest?** **Using DigiMaps, explore North America – What geographical features can the children identify?** **- Great Lakes** **Show the slideshare about Great Lakes to the children** Final Great Lakes Power Point (slideshare.net) **Some between images of the Great Lakes are needed** Ensure the children are aware of the size of these lakes in comparison to the UK so they have some idea of scale. They should also note the names of them, population dispersal, settlements Can children think of any areas where we have lakes in the UK? Lake District – PPT to show the children – go through names, relative sizes, geographical surroundings, population, settlements, size compared to UK Maps showing the Great Lakes and Lake District needed

			  **Outcome: Children write a short text explaining how the UK and North America are similar with respect to their lakes, but also how they are very different** **Vocabulary – Great Lakes, North America, UK, Lake District, population, settlement**
Session 6	**Physical features: Sustainability Climate and landscape Natural Resources Economic Activity** **Second order concepts** **Responsibility:** (how humans affect the earth positively and negatively **Second order concepts**	I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment (AK))	**Stoneferry Starter – Linked to Great Lakes** Show images of the Exxon Valdez Oil Tanker disaster. The Boat leaking, the oil spill, the impact on wildlife, the impact on the ecosystems. Discuss what took place, Where it took place (locate on Map of North America) Discuss why it took place and what the impact of this was. **S& L** – Class debate – should the American government be allowed to drill for oil in Alaska?

			Split the children in half and have one side argue one point and one the other. **Outcome: Children write a letter to the President of the United States explaining why they are writing and setting out clear points either for continued drilling in Alaska and acquisition of oil or a cessation of such activities. They should use the Exxon Valdez as evidence to support their arguments. Letters should also suggest more sustainable means of providing power, linked to the work in Year 4 on Tidal, Wind and Solar power.** Vocabulary – disaster, ecosystem, ecological, environment, spill,

Year 5 Geography – Summer term Cycle – Maps and Fieldwork – Linked to the Topic –Never Forget

At the end of this unit of work, children will know or know how to:

- Use 4 figure references
- Use a scale
- Draw conclusions from fieldwork and present
- Understand longitude and latitude

Prior learning to be reviewed

- In Year 4 children will have explored OS maps of Hull and identified key features such as key, grid references and symbols.
- They will have located the Northern and Southern Hemisphere, Equator and Tropics during the previous term.

Priority Key Concepts to be addressed

Additional Key concepts which will be experienced

Areas highlighted in Red will be covered in Unit of Work

:

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)

- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Suggested Teaching sequence

- **Geographical enquiry (GE)**
-

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Skills and fieldwork (S& F)**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions.

- **Physical and human geography (P& H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W& O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg; presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

KPI's covered during unit of work

- I use Ordnance Survey symbols and 4 figure grid references
- I understand scale factor
- I use different types of fieldwork to observe, measure and record the human and physical features
- I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge
- I know what longitude and latitude means and how they relate to timezones around the world
- I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
PRIOR LEARNING		**Prior Learning Objectives**	Are children clear on what physical and human features are especially physical such as mountain, volcano, lake, rainforest? Are the children clear on the different continents in the world and some countries found within them? Are the children clear on what an OS map is? Do they know where and what a key does? Do the children remember what the northern and southern hemisphere is? Can they identify where the Equator is? **NB This does not have to be a full session.**
Session 1	**Navigation** Physical and human features **Second Order Concepts** Significance Enquiry	I use Ordnance Survey symbols and 4 figure grid references	**S& L Stonefery Starter** **Give the table a folded up map per group of 2/3. Allow them to explore it and to tell their group/ partner as much as they can about it/ what it does/ what features it has.** As a class then share ideas and create a what we already know sheet for display, scribing their ideas and observations **The Key** Examine the Key – explain that these are symbols which are used to represent key features in the landscape. With maps spread out on tables/ floor ask the children to locate different features, e.g. museum, church. **Quick activity** – children identify the name of symbols, and then locate on the map, with a tick

			<table><tr><th>Symbol</th><th>What is it</th><th>Can you find it?</th></tr><tr><td>  </td><td></td><td></td></tr><tr><td>  </td><td></td><td></td></tr></table> **Activity** – Discuss some key features of the OS Map (Make sure the children are looking on their maps to identify the following) - Used to show "key" physical and human features - Ensure children can locate examples of these - Used to show the terrain of the land (contour lines) - Scale – to return to but to give an idea that the map represents a much bigger area. **S& L – Why are these particular things important to be represented on a map** **Outcome – Children have 3 headings that they will explain relating to the OS Map (short paragraph about each) This is key learning so for specific groups guided activity would be fine)** **Features** **Terrain** **Scale**

			Vocabulary – key, symbol, locate, feature, physical and human, terrain, contour lines, scale
Session 2	**Navigation** **Physical Features –** **Written and Oral expression** **Second Order Concepts** **Similarity and difference** making comparisons between places	I use Ordnance Survey symbols and 4 figure grid references	**Stoneferry Starter – qn. You are lost. How might you use an OS map to find safety?** Discussion around features, landmarks etc. **Development** What if I had a broken leg and could not move? Ask children to examine the maps again and see if they could see any other feature - **Grid lines** Explain how by using the grid boxes on the map you can focus in on a particular area. Look at how these are numbered and the technique for finding a 4 digit reference **(PPT resource supports this well)** **(LINKED TO HULL OS MAPS)** **Outcome –** **a) Children will have a number of symbols for which they will correctly write down the 4 digit reference** **b) they are able to identify the location in a specified grid reference box** **Plenary – good activity on P7 of PPT**

			Vocabulary – 4 digit, grid lines, grid reference, feature, identify, locate
Session 3	**Navigation** **Physical Features – Written and Oral expression** **Second order concepts**	I understand scale factor	**Stoneferry Starter– Where am I** **Map on the board. Give 4 digit reference. Children identify the square and then discuss where you might be within the square – (Worth discussing also that we can make this more accurate, and this will be learnt in Year 6)** Qn – what is a scale? OS Map – Imagine how big this map would be if it was the same size as the area it represents. Introduce the word scale. Can they find the scale on the map. Talk through the scale on the OS map Then show a world map – Why would the scale be different on this map? Show a sketch of the classroom with an approximate scale? Same question Children need to be clear on how scales change to allow a larger or smaller area to be mapped Guided group activity Demonstrate how to measure the distance between two points on a map. Show how to take that measurement and convert using the scale. Outcome – following guided examples, children work in pairs to complete a table of the following nature **(Hull OS map will be needed to make this resource)**

			<table><tr><th>Start point</th><th>End Point</th><th>Distance on map (cm)</th><th>Actual Distance (km)</th></tr><tr><td>  (27, 35)</td><td>  (14, 09)</td><td></td><td></td></tr></table> Plenary – qn – would the distance be as exact as this or may it be longer? Why? Vocabulary – scale, measure, convert
Session 4& 5	Fieldwork **Second order concepts** **Enquiry**	I use different types of fieldwork to observe, measure and record the human and physical features	**Stoneferry Starter**- 2 small maps with different scales with A and B highlighted on each Statement such as – Jon says he travels further that James and you can see this from the map. Children explain with their understanding of the previous session whether they agree or not. Show the children a made up letter from a local resident complaining about the volume of cars on Stoneferry Road. Then show another made up letter from the local council saying they have been assured by the building company that this is not the case and is not a problem How could the children investigate this? As a class come up with an investigation - Children could try and find peak times - Patterns of vehicles **Consider the time spent collecting manageable data**

			Once collected – use Excel to create charts that represent the information gained. Draw conclusions from these charts and support with evidence. **S& L – What will be investigated and how** **Children will draw oral conclusions which will then be transferred into words and arguments.** **Vocabulary – congestion, investigation, fieldwork, conclusion, data, chart, tally**
Session 6	Navigation Sustainability **Second order concepts** **Significance** **Cause and Consequence**	I know what longitude and latitude means and how they relate to timezones around the world I understand the concept of food miles and the impact this can have on the environment	**Stoneferry Starter – Children find a 4 digit grid reference, find a distance using a scale, and complete the results in a tally chart.** **Activity 1** Show children a fruit salad containing: mango, orange, bananas, kiwi, grapes Children research which countries are the main suppliers of these in the world. Discuss food miles and how the foods must be transported to England, then driven to the supermarkets, before we buy them to make our fruit salad. By locating the countries of the producers of items in the fruit salad on a world map and working in pairs to calculate distances from an approximate map, work as a class or in pairs to find the combined fruit salad food miles.

			Outcome Map with locations Calcualted distances Combined food miles Children then answer the question - should we just eat local produce? **Activity 2** Timezones - Resources provided to teach the children about different timezones for different locations around the world **Outcome - Children complete tasks (these can be shortened as the children will revisit this learning in Maths)** **Children will know what GMT is** **Children will understand that some countries are ahead and behand of this GMT and why this is.** **Vocabulary** - timezone, GMT, in front, behind