Early Years	National Curriculum Key Stage 1	National Curriculum Key Stage 2	
Foundation Stage			
<ul> <li>Understanding the World ELG (People Culture and Communities ELG)</li> <li>Children at the expected level of development will:</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and – when appropriate – maps</li> </ul>	<ol> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> <li>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</li> <li>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</li> <li>use basic geographical vocabulary to refer to key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ol>	<ol> <li>locate the world's countries, using maps to focus on Europe (includ on their environmental regions, key physical and human characte</li> <li>name and locate counties and cities of the United Kingdom, geograp key topographical features (including hills, mountains, coasts and aspects have changed over time</li> <li>understand geographical similarities and differences through the st a region in a European country, and a region within North or Sour</li> <li>identify the position and significance of latitude, longitude, Equator Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Merii</li> <li>describe and understand key aspects of: physical geography, includi volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, includin links, and the distribution of natural resources including energy, fr</li> <li>use maps, atlases, globes and digital/computer mapping to locate c</li> <li>use the eight points of a compass, four and six-figure grid references their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human an sketch maps, plans and graphs, and digital technologies</li> </ol>	ing the location of ristics, countries, phical regions and rivers), and land- udy of human and th America r, Northern Hemis dian and time zone ing: climate zones ag: types of settlem ood, minerals and ountries and desc s, symbols and key ad physical feature
EYFS	Year 1/Year 2	Year 3/4	
	Cycle A	Cycle A	
	Enchanted Woodland	Urban Pioneers	Child's War
	Objectives covered: 5,6,8,9,10	Objectives covered: 2, 6, 8, 9	Objectives covered
	<ul> <li>Fieldwork Opportunities</li> <li>observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area</li> <li>Fieldwork Techniques <ul> <li>drawing a freehand map (e.g. of the school grounds, local street or park) using a simple compass and cardinal compass directions (north, south, west, east)</li> <li>taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</li> <li>collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</li> <li>using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</li> </ul> </li> </ul>	<ul> <li>UK - Local area fieldwork</li> <li>Develop map skills. Create routes to visit using Digimaps and do a 'flyover' before going out in the field.</li> <li>Map features found and create StoryMaps.using Digimaps - children to do this as independently as possible. (https://www.youtube.com/watch?v=1KSPYTJqpxI 3:00 to 22:00 mins for guidance on how to do this)</li> <li>Fieldwork Opportunities</li> <li>when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices</li> <li>when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)</li> <li>Fieldwork Techniques</li> </ul>	Global Trade All lesson plans an Society website at Note – This unit we Russia/Ukraine We trade of oil, gas, se to this as appropri context for the lea Lesson 1 In the first lesson of buying and selling whether they coul understanding of 1
	Elvaston Castle (alternative fieldtrip locations must include woodland)	<ul> <li>relating a large-scale plan of the local area or fieldwork site to the</li> </ul>	which trade can b
	Suggested Sequence of Lessons	<ul> <li>environment, identifying features relevant to the enquiry</li> <li>recording selected geographical information on a map or large-scale plan,</li> </ul>	what developmen

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Expected Fieldtrip

Local area traffic survey

**Suggested Sequence of Lessons** 

collecting, analysing and presenting quantitative data in charts and graphs

to compare how far people travel to different types of shop)

designing and using a questionnaire to collect quantitative fieldwork data (e.g.

Explore site map of Elvaston Castle (or alternative woodland location for fieldtrip) with the class. Discuss - what human and physical features do they think they will see? What do they notice? How do they think the area will be different from where the school is? From where they live? Discuss landmark the children might look out for (e.g. Moorish Temple, Golden Gates). Discuss the Key – what do the symbols mean. Can children use the key to identify locations of bird hides, seating, toilets, café etc on the map?).

As a class plot a route on the map that you will follow on your visit? What are the human and physical features they can see on the map?

Lesson 2

In this lesson, pupils are encouraged to consider where food comes from. They use maps and atlases to locate the source of a range of popular food products from a typical shopping list. The terms 'import' and 'export' are introduced and pupils learn that the natural resources available, land mass, and climate of a country determine what types of food they export and import. Pupils discover that global trade enables us to have access to many foods that cannot be obtained within the national borders of the UK. The class is encouraged to consider the journey their

of Russia) and North and South America, concentrating and major cities d their identifying human and physical characteristics, -use patterns; and understand how some of these ad physical geography of a region of the United Kingdom,

phere, Southern Hemisphere, the Tropics of Cancer and nes (including day and night) s, biomes and vegetation belts, rivers, mountains,

nent and land use, economic activity including trade water ribe features studied

(including the use of Ordnance Survey maps) to build

es in the local area using a range of methods, including

Year 5/6 Cycle A

## d: <mark>1</mark>, <mark>6</mark>, 7

nd resources for this unit can be found on the Royal Geographical t: <a href="https://www.rgs.org/schools/teaching-resources/global-trade/">https://www.rgs.org/schools/teaching-resources/global-trade/</a>

vould be an ideal opportunity to discuss the impact that the Var has had on global supply chains and economies including the sunflower oil and grain. Teachers should try to include references riate in the teaching sequence to provide a relevant and recent arning.

In the first lesson of the module, pupils are given a clear definition of trade: 'the buying and selling of goods and services we want and need'. They consider whether they could live without exchanging goods and services. Pupils gain an understanding of the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time, from local to global. They learn trade now links people in locations all over the world. Pupils explore what developments have enabled trade to be carried out on a global scale, focusing on improved technology, transport, and communications. The main activity involves creating a trade timeline which compares the scale of trade at three different time periods (The Stone Age, 17<sup>th</sup> Century and 21<sup>st</sup> Century).

food takes from source to sale in the main activity by labelling the source locations of food products on a blank world map and drawing the trade link to the UK.

### Lesson 3

As the unit develops and pupils gain a greater understanding of trade and its global scale, they are introduced to the multi-step journey of complex manufactured goods and the global supply chain they go through from source to sale. The definition of global supply chain is given to pupils 'the journey travelled by clothing, food items and other products through different factories, suppliers and warehouses before ending up as the finished product we buy in shops'. They explore the three broad stages of the global supply chain: primary, secondary and tertiary and learn what job roles and activities belong to each. Pupils focus on the case study example of cotton clothing items. The main activity involves applying their knowledge of the primary, secondary and tertiary stages of the supply chain of this case study example.

Lesson 4

In this lesson, the class examines global trade from a different perspective: what the UK exports to other countries and which countries the UK exports the most to. This lesson is cross-curricular with the KS2 mathematics national curriculum data handling objectives and involves interpreting and creating graphs to show data related to UK exports in the system of global trade. The idea of a pattern of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products is introduced to pupils. The pupils consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is. The main activity involves creating a bar chart to show the top 10 products exported by the UK and money made from each of these exports. Pupils assess whether these are complex manufactured or primary products and raw materials.

## Lesson 5

In this lesson pupils question the fairness of global trade and are introduced to the idea of global citizenship: our actions impacting others in other locations around the world. The benefits of fair global trade are explained and pupils learn how those living in less developed countries can help themselves out of poverty through their work with fairtrade organisations. Pupils compare the prices of fair and non-fair trade products and discover why it is that fairtrade products can cost a little more. They discover where the additional cost goes (supporting communities of producers and manufacturers ensuring good working conditions and fair wages). The class explores the Fairtrade Foundation website to discover what products you can buy fairtrade and look at the website's interactive map to find the location of fairtrade producers. The main activity involves creating a poster outlining the reasons why consumers should pay more for fairtrade goods.

### Lesson 6

The final lesson of the unit teaches pupils the term and concept of 'highest-valued exports'. The pupils learn that the highest-valued export of a country is the good that makes the country the most money through global trade. Thinking geographically, pupils consider physical and human features of each country that determine what type of export makes that country the most money. Case studies of the highest-value export of the more developed USA and less developed Liberia give pupils an in depth understanding of how it is both physical and human geography of a country that determines this (climate, resources, skills, technology, and communication systems). The main activity involves using online maps to match the highest-value export to country names found in an atlas or digital map. The pupils research the physical and human features of each country to discover the reasons behind the highest-valued export. The module ends with a Fairtrade Tea Party celebration of learning and discussion of global trade. Pupils are encouraged to share their personal opinions on global trade, and enjoy the fair trade snacks they brought in. An end of unit assessment is also included as part of lesson six.

Year 2: Discuss compass directions in relation to the site map, and compare the site map to the Google maps view – can they identify the main roads leading to Elvaston Castle that appear on the Site Map on the Google Map? Ask children to answer questions about the Site Maps using compass directions e.g. which landmark is east of the cricket ground? Which direction should I travel if I want to go to Alvaston? Which tree is east of the dragonfly area?

Year 1: As above but using 'up, down, left and right, next to' etc instead of compass directions. Teachers may wish to create a simplified version of the site map with fewer features and simpler key.

#### https://www.derbyshire.gov.uk/siteelements/documents/pdf/leisure/countryside/countryside-sites/country-

parks/elvaston/e



### Lesson 3: Elvaston Castle Fieldtrip

- Children visit Elvaston Castle to document trees and plants found and record seasonal observations.
- They should take digital photos of significant trees/plants (to be added later to a physical map), and also of key physical and human features found.
- Children be provided with a simple sketch map of the route (need clipboards and pencils!). They should add detail to their maps as they go recording what they have seen and where e.g. any human/physical features they see.
- They should collect natural objects linking to their learning in science.
- Year 2 should have compasses throughout the visit, and should be asked to comment on the relative location of different features e.g. is the castle north or south from the lake? What direction does East Avenue run from/to? From the castle, what direction is it to get to the playground? etc

#### Lesson 4:

In their books children add detail to an outline map of the site, recording what they found and adding photos of key objects/features to the relevant places to create a story map representing their visit.

Year 2 should create symbols and try to use a Key.

#### Lesson 5:

Children should use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about different locations around Elvaston Castle and explaining why they like/dislike some of its features. More able Year 2 s could try and create their own survey questions and tally chart or pictograms. Challenge – linked to maths – can children answer questions based on a tally chart/pictogram of the survey results e.g. which tree was most popular? Which flower did most

In this unit children will plan and carry out a road traffic investigation, investigating issues of sustainability in terms of transport use and travel.

### Lesson 1

Outline the aims of the unit, explaining the context in terms of transport carbon emissions and their contribution to climate change. E.g. use information from:

- <u>https://www.nationalgeographic.org/media/transportation-and-climate-change/</u>
- <u>https://www.bbc.co.uk/bitesize/articles/z4g3f82#:~:text=Our%20world%</u> <u>20has%20been%20getting,and%20the%20planet%20at%20risk</u>. (this one has a quiz at the end to see how much children have remembered about climate change and its causes).

With the children use 'Digimaps for Schools' to plan a route around the local area, identifying around 3 locations to visit to monitor road traffic in each e.g. Abbey Street, Uttoxeter road, Dean Street etc. Use the 'Shapes' icon to add markers e.g. triangle, to the location where you will monitor traffic. At this point add a grid references overlay to the Digimap and show the children how to read the grid references for the identified location. (There is an example printable map with shapes on the One Drive, there is also a Digimaps guide to using grid references on page 4 and 5 of the Digimaps grid reference game)

Whole School - Documents > Curriculum Planning > Subject Resources and Planning Support > Geography > LKS2

As a class establish the information you want to find out from your survey – what vehicles might they see? What are different ways that people might be travelling? Which are the most sustainable? Why? How could children find out why people are travelling (e.g. interviews/questionnaires). How long should children monitor traffic in each location?

There is an example traffic survey template at <u>https://www.think.gov.uk/wp-content/uploads/2018/09/2.-THINK-Map-traffic-survey.pdf</u>

### Lesson 2 and 3 (this may form an afternoon of work).

- Carry out the traffic survey children should use a tally chart to record how many pedestrians, cyclists, cars, buses, motorbikes etc they see in a set amount of time at each location (e.g. 10 minutes). Provide children with a printed map of the area (from Digimaps) and encourage them to use the maps to navigate their way to each location (relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry).
- Encourage children to look out for any road safety issues e.g. difficult crossing places versus safe crossing places. These should be documented on their maps with relevant symbols e.g. green circle for safe crossing places, red cross for dangerous crossing places. Children should take digital photos to document these issues.
- With an adult present and if possible, safely, ask pupils to briefly interview members of the public (check first that they are willing to help!) about why they are travelling today.

### Lesson 4

Children to make bar charts using the data collected in their traffic survey tally charts (more able children could make a bar chart for each location or try to make a combined bar chart, which is coloured coded, representing data from all three locations, less able children could just make one bar chart, for one location, working in a group with an adult). Children should use the information found to answer questions about the data e.g. What was the most common form of transport in 'location 1'? What was the most common form of transport altogether? etc

## Lesson 5

Adding information and images to the Digimap (<u>https://digimapforschools.edina.ac.uk/help/add-text/</u>). Children should add their

Key Vocabulary:

people see? Did children like	the lake or the castle best?	<b>)</b>	findings to the Digimap cre	ating text boxes to summar	ise data for each location	Tier 1	Tier 2	Tier 3
Losson 6:			e.g. Abbey Street – 5 cars,	6 pedestrians, 2 buses, 4 cy	CIISTS.	Map	Global	Fairtrade
Lesson 0.			A further challenge for mo	re able nunils is to add the c	ligital images of the	Globe	LULdi Trade	Export
Children create their own ma	aps of an imaginary castle g	rounds. They should use	safe/unsafe crossing places	identified on the fieldtrip t	the Digiman.	Buy	Producer	Natural resource
symbols to represent human	and physical features e.g.	orchard, lake, picnic area.	https://digimap.edina.ac.u	k/help/roam/add_images/	(teachers will need to upload	Sell	Produce	Landmass
stream, path, stable, castle, k	pridge etc. Year 2s should c	create a Key and add a	photographs taken to a cla	ss file prior to the lesson).	(	Shop	Goods	Climate
compass. Year 2 more able cl	hallenge – can you add the	following to your map?;				Make	Technology	Primary
there must be a pond to the	south of the castle, there sl	hould be stream running	Lesson 6			Grow	Transport	Secondary
from east to west etc			Focus on using 4 figure grid	l references and compass d	irections.		Communication	Tertiary
			<ul> <li>Recap how to rea</li> </ul>	d grid references (along the	corridor to find the Eastings		Manufactured	Supply chain
Key Vocabulary:			first, then up the	stairs to find the Northings	– remind children to record		Citizenship	Raw materials
Tion 1	Tion 2	Tion 2	the grid ref of the	bottom left corner of the s	quare they are looking at).		Wages	
Man	Symbol	lier 3	references/page-	one to explain how they wo	net		Conditions	
Un	Becord	North	Children should t	nen work in pairs to comple	te the Digimans Grid		Developed	
Down	Route	South	References game	(instructions on One Drive	file – LKS2 geography folder).		Developing	
Near	Features	East	Note: when child	ren search for the locations	they need to find they must	Golden Nuggets:		
Far	Location	West	use the 'clues' ra	ther than the place names -	- as place names don't all	1. Children should	be able explain the terms 'im	port' and 'export'.
Forest		Left	appear when usi	ng the search bar!		2. They should be	able to match some job roles	and activities to primary,
		Right				secondary and t	ertiary stages of a supply cha	in
		Human				3. They should be	able to describe what 'Fairtra	de' means.
		Physical	Key Vocabulary:					
		Pictogram						
		Tally Chart	Tion 1	Tion 2	Tion 2			
		Landmark	Safa	Traffic	Lier 3			
		Season	Jinsafe	Symbol	Fieldwolk			
		3643011	Car	Location	Bar chart			
Golden Nuggets:			Bicycle	Pollution	Tally chart			
1. Year 1 should be ab	le to use up, down, left, rig	ht to describe position.	Bus	Sustainable	Grid reference			
Year 2 should be ab	le to use North, South, East	t, West to describe	Motorbike	Transport	Northings			
position.			Мар	Interview	Eastings			
2. Year 1 and 2 should	l be able to sort human fror	m physical features e.g.	Air		Pedestrian			
tree, lake, hill, fores	st/house, road, path, bridge	2			Questionnaire			
			Golden Nuggets:	a state in the state of the A. Co.				
			1. Children should b	e able to identify the 4-figu	re grid reference for a given			
Rio de Vida			Predator			Hola Mexico		
<b>Objectives covered:</b> 3,4,5,6,7	7		Objectives covered: 1, 3, 5,	. <b>8,</b> 9		Objectives covered: 1, 3,	4, 5, 6, <mark>7</mark>	
Contrasting non – European	locality		Unit overview: The main fo	cus of the unit is to underst	and geographical similarities	Lesson 1		
Local scale study of a rural vi	llage and a large town/city	in Brazil to compare urban	and differences through the	e study of human and physic	al geography of a region of			
and rural ways of living (avoid	ding one single story of wha	at it is like to live in Brazil).	the United Kingdom (Peak	District), a region in a Europ	pean country (Italian Coast),	Recap the names of the c	ontinents and oceans using a	world map – can children
Compare to urban/rural life i	n the UK.		and a region within North o	or South America (Amazon)		name and locate the wor	ld's continents and oceans? I	Does anyone know where
(Niata, Instand of the lass -	utling holes toget	ld chance to use advicted				Mexico is? Which contine	ent? Show where Mexico is ir	North America.
(Note: Instead of the lesson of	outime below, teachers cour na Poyal Caparaphical Socia	a choose to use adapted	Man Opportunition			Introduce lines of latitude	on the world man ovelaini	ng that they describe how
which includes lesson plans a	ind resources. However, thi	is nlannina is aimed at KS2	European Overvi	w		near or far from the equa	tor a location is Introduce T	ronics of Cancer and
https://www.ras.ora/schools	/teachina-resources/brazil/	/ )	Map countries in	Europe and compare their k	xev characteristics (with a	Capricorn and explain the	eir significance – the area bety	ween them denotes the
		_,	focus on Italy and	the UK).	,	tropics – tropical, warm a	ind hot areas of the planet. W	hich line of latitude passes
Suggested Sequence of Lesso	ons					through Mexico? What do	o they think the climate will b	e like?
		_	Natural resources	and Amazon				
Lesson 1: Where is the World	d is Brazil? Where is the Uk	<b>{?</b>	Map regions of th	e Amazon and the countrie	s within it. Focus on the	Play video - An Introduct	ion to Mexico:	
Use world maps, globes and a	atiases to identify where Br	razii and the UK are – which	Amazon as a regio	on, zoom into Manaus, and	map impacts of farming on	nttps://www.bbc.co.uk/p	rogrammes/pU114db0	
the two countries	Lin seas and oceans are they	y near r compare the size of	the rainforest.			What can children tell you	u about the climate zones of	Maxico? Which countries
			Vegetation helts	and biomes		does it border? Which se	a about the clinicle zones of	t line? (you may want to
With children create a list of	questions about Brazil that	they would like to find out	Investigate and m	ap rainforests around the v	vorld and explain why they	play the video again and a	ask children to take notes to l	help them answer these
over the following lessons – (	(these can be used as key q	uestions for the following	are where they a	e. Map imports of foodstuf	fs from around the world	questions).		
lessons if appropriate!)	, ,	Ũ	using e.g. Scribble	e maps and their icons. Link	to climate and introduce			
			trade. Compare b	piomes of the three location	ns studied.			
Lesson 2: What is the weath	e weather like in the UK?							

Use Atlases/globes etc to show near to/far from the equator the UK and Brazil are? Which do children think would be hottest? Coldest? Why? Explain why countries nearer the equator are hotter than those furthest from the equator. Use atlases to look at the difference in temperature and climate between the UK and Brazil e.g.



Discuss seasonal differences – is Brazil the same all year round or does it also get colder in winter? Introduce the idea of altitude – higher parts of the UK and Brazil will also be colder than the rest of the countries.

This could be linked to learning about what foods grow in each country e.g. apples and pears in UK, pineapple and passion fruit in Brazil.

Lesson 2 could also be extended and linked to learning in science (Living things and their habitats) teaching children about the different animals that live in the Amazon Rainforest, compared to those that can be found in the Peak District or rural UK, for example)

#### Lesson 3: What is city life like in Brazil? How is this the same/different from city life in the UK?

Use Google Earth to zoom in to a large city in Brazil - e.g. Rio de Janeiro. Start with an aerial view and discuss human/physical features e.g. beaches, mountains, rivers. Then use Street Maps view – what do children see? What human features? What physical features? Children could explore Rio using Google maps Street View on lap tops, recording the human/physical features they see as they 'walk' around the city. Discuss – how is it the same/different from living in Derby? What are the main rivers in Rio? What is the main river in Derby?

It would be helpful to show children the contrast between the slum (or Favela) areas in Rio e.g. Rocinha and the wealthier areas like Leblon. Discuss - what do they think Derby is like? Does Derby have wealthier areas? If they were to show someone from Brazil around Derby, which parts would they like to show them?

Children could complete simple comparison table Rio to Derby e.g. Same/Different columns.

#### Lesson 4: What is rural life like in Brazil?

Show children Google Maps aerial view of a small village in Brazil e.g. Ronda Alta (https://www.google.com/maps/@-27.7780688,-52.8142365,3a,75y,270.62h,79.74t/ data=!3m6!1e1!3m4!1sPooatfpIEpg5wzJClGljZg!2e0!7i13312!8i6656).

Discuss any human or physical features that can be seen before zooming in. What is the difference between here and Rio (e.g. smaller buildings, further apart, dirt roads instead of paved roads etc.) Compare this to Google maps views of a small village near Derby e.g. Egginton. Again, revisit human and physical features - what is the same/different? E.g. building materials, vegetation etc.

Children to record their responses to what they have learned e.g. what they liked/disliked about urban or rural living in Brazil. Compare to Derby.

#### Lesson 5: Cultural study of Brazil

Children to learn about cultural aspects of Brazil, which could include:

- Learning some simple Portuguese words
- Making and tasting some Brazilian food e.g. • https://multiculturalkidblogs.com/2013/12/01/3-brazilian-treats-the-piripiri-lexicon-multicultural-meal-plan-mondays/

#### Fieldwork Opportunities

 when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem

#### Fieldwork Techniques

- taking digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose (e.g. traffic noise)
- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes (e.g. of a walk to a site in the local area)

#### Expected Fieldwork Trip:

https://letsgopeakdistrict.co.uk/kids-walk-padley-gorge/ or alternative Peak District walk.

#### Suggested Lesson Sequence

#### Lessons 1-3: Padley Gorge walk.

- Provide all children with a printed copy of the walk map and written directions (on One Drive in LKS2 folder). Just before the visit (or on the coach?) look at the map with the children – what are the human and physical features they expect to see? How do they know? Will the terrain be steep or flat? Explain the contour lines show it will be steep in places.
- During the walk provide children (1 between 2) with compasses which direction are we walking in now? What direction would we need to walk in if we wanted to go to Granby Wood? The Stone Circle? Etc
- Children should make sketches of leaves of different trees to help them ٠ identify the trees when back at school, children should also take digital photographs of different plants, flowers, birds etc
- Children should take audio recordings of bird song, to help them identify the birds heard when back at school.

#### Lesson 4: Follow up from fieldtrip

Children to complete in their books (could be carried out as a carousel, 20 mins at each activity):

- Draw a simple sketch map of the route taken •
- Identify and record trees and plants (including moss, fungi and lichen) seen e.g. using identification tables and comparing to sketches made/photographs taken during visit





Listen to any audio recordings made of bird song – can they identify the birds found? https://www.rspb.org.uk/birds-and-wildlife/birdsongs/what-bird-is-that/

Lesson 5 (Biomes of UK, Italian Coast and Amazon) Introduce the term 'biome' with the following BBC Bitesize video https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p

Show Digimaps view of UK and select Overlays - World Physical Geography - WWF World Biomes (other iome wordl maps are available to print if preferred). Show children how to use the key to work out what biome the UK is in (and the biome of Padley Gorge). Ask them to describe the UK biome – what is it like in summer? In winter? Explain that the UK is, overall, a woodland biome these are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer.



# https://www.researchgate.net/figure/Main-climatic-regions-in-Mexico-Vidal-Zepeda-2005-Sevicio-Meteorologico-Nacional fig1 305828611

Note: Children should add the localities studied in this unit (Tijuana, Mexico City, Chiapas, Lacandon and Taxco) to their map of Mexico as they learn about each one - this will help to provide contextual information about the climate in each area.

Lesson 2 and 3 – Settlement recap and Capital City focus Show video to recap types of settlement (https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv) and explain that over the next few lessons you will look at different types of settlement within Mexico.

Today you will learn about Mexico City, which is the capital city of Mexico (recap, what are capital cities? What are the capital cities of the countries of the UK? Of children's home countries if they were born outside of England?). Explain that children will be comparing Mexico City to London and Paris, and that these are the capital cities of England and France. Show video 'An Introduction to Mexico City' https://www.bbc.co.uk/programmes/p0113tw4

Explain that although Mexico City is flat, it is very high – it is built on a mountain plateau. Show the animation at https://svs.gsfc.nasa.gov/324 to demonstrate this. Show Mexico City using Digimaps, and add the mountain ranges and volcano overlays. Explain that Mexico City is surrounded by both.

Introduce Google Earth and show children how to search for Mexico City. Show them how to zoom in and out, use 'Street View' and then use the 2D button to return to an aerial view. Children should then use Google maps to search for:

- A museum A park •
- A stadium
- An airport

Children should the use a range of resources (e.g. Digimaps, books, atlases, Google Earth, Google image search etc) to complete a comparison table, comparing the human and physical geography of Mexico City, London and Paris to include:

- Terrain
- Major rivers •
- Parks
- Airports
- •

Children should then label a blank map of North America with names of countries. oceans and seas, and add lines of latitude to show the Tropics of Capricorn and Cancer and the Equator.

Then give children a blank map of Mexico, using an atlas or printed climate map they should draw on and colour the different climate zones of Mexico, and create

Climate zone/weather

Human landmarks e.g. monuments

- Learning to dance Samba! E.g. https://www.youtube.com/watch?v=3et6GC7pFXA or https://www.youtube.com/watch?v=q-Q6p2rwu1o (needs pom poms) or https://www.youtube.com/watch?v=XCYw-6-Tzso (better for Year 2)
- Learning about the Rio Carnival

#### Lesson 6: Assessment/Consolidation Lesson

Options for activities include:

#### **Brazil Fact File/Poster**

• Children put together a leaflet or poster to show what they have learned about Brazil.

#### Debate Teams

• Children work in groups of 4, each taking a different stance, and have to persuade each other that it would be better to live in rural Brazil, urban Brazil, rural UK or Urban UK.

#### Year 1: Create a Travel Agents role play area with the children

• Children to create posters advertising Brazil or UK, 'Travel agents' to advise 'customers' on why they should/should not visit Brazil for their holiday.

#### **Key Vocabulary:**

Tier 1	Tier 2	Tier 3	
Same	Temperature	Atlas	
Different	Urban	Globe	
Hot	Rural	Human	
Cold	Cultural	Physical	
River	Coast	Country	
Building		Continent	
Road		Town	
Hill		Village	
Mountain		City	
		Countryside	
		Equator	
		Vegetation	

#### **Golden Nuggets:**

- 1. Children should be able to locate Brazil on a world map
- 2. Children should know that Brazil is hotter than the UK because it is near the equator



Now zoom out to show the whole of Europe on the screen – can anyone show you where Italy is? Point out the shape of the country is a boot! What is the biome here? Explain and make notes on working wall to describe features of a Mediterranean biome.

Then zoom out further and adjust the screen so that South America can also be seen. Ask the children if anyone can tell you where Brazil is (they should know from KS1 topic Rio de Vida). Focus on the Amazonas region of South America- what is the biome here? Digimaps will call it 'Tropical Moist Forest', explain that this is a Tropical Rainforest biome and explain its features.

Children should then take part in a carousel of activities about each location/biome, collecting information about each (this could be done in the form of a 'passport' as used in KS1 - see Land Ahoy). Information collected should include:

- Name of area (Peak District, UK; Naples, Italy; Amazon Rainforest)
- Continent
- Biome
- Weather (in winter and summer if different)
- 3 or 4 animals that can be found in this biome
- 3 or 4 food plants that can be grown in this biome (e.g. lemons and oranges in Italy, strawberries and blackberries in UK, cacao and passion fruit from the Amazon)

#### Lesson 6: Focus on impact of human activity (deforestation to create farm land) on the Amazon Rainforest and World trade - exports and imports.

Show children the world map at <a href="https://www.globalforestwatch.org/map/">https://www.globalforestwatch.org/map/</a>. Explain that this is a story map as it shows information over time – it tells a story about what is happening. Press the play icon to visually show deforestation of the Amazon Rainforest per year since 2001. Ask children why they think people are cutting down the trees (misconceptions might include using wood to make paper, or as fuel to burn). Explain that farming is the main reason

(https://www.worldwildlife.org/magazine/issues/summer-2018/articles/what-arethe-biggest-drivers-of-tropical-deforestation). Particularly farming cows, and growing soy to feed cows. Explain that it is not only people who live in South America who eat this beef or use this animal feed -explain that much of it is exported across the world (explain terms import and export).

Show a map demonstrating where Brazilian beef is exported to – which countries import it e.g. https://chinadialogue.net/en/food/11657-rising-beef-demandlinked-to-amazon-deforestation-2/.



Model using a ruler to add arrows on a blank world map showing which countries import Brazilian beef (could use Scribble maps for this https://www.scribblemaps.com/create - if using this resource it would be good to

Plenary – class discussion – what are the similarities and differences? Which city would they most like to live in and why?

Lesson 4 and 5 – Town and Village life in Mexico Recap settlements – what can children remember from the video last lesson? If needed remind them about cities, towns and villages using BBC Bitesize video clip. https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv)

Today children will learn how life in Mexican villages and towns is different from that in the main cities.

Show BBC video clips:

Give children time to explore Lacandon, Chiapas and Taxco (mentioned in the BBC clips) using Google Earth. Discuss as a class- how are these areas the same/different from each other? From Mexico City? Talk about human and physical aspects of geography. Ensure children understand the phrase 'subsitence farming' and briefly discuss why this way of life has less impact on the environment.

Children should have 5 mins to role play in pairs- with one child imagining they live in Chiapas or the Lacandon Forest and the other imagining they live in Taxco. They should ask each other about their daily life, transport, food, jobs, schooling etc.

Children should then complete one of the following activities to show what they have learned:

# Lesson 6 – Natural resources

Introduce/recap phrase 'natural resources' using video https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q. Can children remember the three types of natural resources? Agricultural, geological and renewable. Ask children to work in pairs or small groups to make a mind map of any natural resources they can think of that come under these three headings. Explain that the children are going to learn about the natural resources of Mexico today - the children will watch some videos about Mexico and they should make a note of any natural resources that are found in Mexico. They should try to make a note of them under the headings agricultural or geological.

Show class the following videos: • Town and Village Life in Mexico: https://www.bbc.co.uk/programmes/p0115hm6 • Impact of Coffee Bean Farming on Mexican Rainforest https://www.bbc.co.uk/programmes/p01157t2 The Key Industries in Mexico https://www.bbc.co.uk/programmes/p0113nqs

Ask children to feedback what they have learned and make a note of natural resources found in Mexico for the working wall. Discuss the impact of coffee bean farming on the environment and makes links to the learning about Fairtrade produce in A Child's War.

Children then create their own picture map with key (could make a Powerpoint presentation) to show what they have learned e.g.

• Town and Village Life in Mexico: https://www.bbc.co.uk/programmes/p0115hm6 Mayan Population of the Lacandon Rainforest https://www.bbc.co.uk/programmes/p0113y2b

Diary entry – day in the life of a Lacadonys child or day in the life of a child living in Taxco

Create an advert to sell a house in Chiapas or Taxco, listing the benefits of living in that area, and why it is better that living elsewhere

point out the different views of the world map, and how close Russia is to Canada even though on traditional world maps they look far apart). Model creating a key to show what the lines mean (note arrows should point in the direction the produce is travelling ie towards the counties importing it). Children should create their own maps showing the same. Children should then add further lines in different colours (add to key) to show which countries import produce from the UK and Italy e.g. olive oil from Italy goes to UK, USA, Germany, France, Spain, Canada and Japan and cheese from the UK goes to Republic of Ireland, Netherlands, Germany, Denmark and France.



Introduce lesson by recapping primary, secondary and tertiary industries and linking to employment ( a simple Powerpoint could be made using the information at https://www.geographyinthenews.org.uk/issues/issue-10/changingemployment/ks2/).

Show children the BBC video clip Maquiladora Industries of Tijuana: https://www.bbc.co.uk/programmes/p01150cl

Discuss with the class and make a class table to show pros and cons of living and working in Tijuana. How would the children feel about living there compared to some of the other area of Mexico they have studied? Consider climate (e.g. Tijuana has a desert climate, whereas Lacandon is Rainforest), topography, access to natural resources like water, availability of work, cost of living etc.

Why do the children think foreign companies want to have their factories in Mexico? (information for teachers can be found at <a href="https://www.cargroup.org/the-">https://www.cargroup.org/the-</a> move-to-assemble-vehicles-in-mexico-is-about-more-than-low-wages/)

Children should then choose from a variety of examples of industry maps of Mexico and use them to help create their own industry map e.g.



s in mexico/



https://www.co-production.net/mexico-manufacturing-news/production-plantlocation-strategy.html

They could add information to a blank map of Mexico, or use Digimaps to add symbols, images and text.



**Key Vocabulary:** 

Tier 1	Tier 2	Tier 3
Weather	Identify	Atlas
Hot	Features	Globe
Cold	Produce	Human
Wet	Temperature	Physical
Dry		Country
Rain		Continent
Sun		Countryside
Forest		Equator
Trees		Vegetation
Moss		Biome
Flowers		Rainforest
Plants		Import
		Export
		Vegetation
		Sketch map
		Story map
		Deforestation
		Woodland
		Temperate
		Mediterranean

#### **Golden Nuggets:**

- 1. Children should be able to locate the Amazon, Italy and the UK on a World map
- 2. They should be able to name the biome of each of these places
- 3. They should be able to identify some plants and animals that live in each of these places.

### Lesson 7: Focus on Industries and Tijuana

https://www.reddit.com/r/MapPorn/comments/behwjo/car manufacturing plant

	Key Vocabulary:
	Tier 1
	lier 1
	Allas
	Gibbe
	Grow
	Money
	Job
	Work
	Weather
	Hot
	Cold
	Wet
	Dry
	Water
	Food
	City
	Town
	Village
	Golden Nuggets:
	1. Children
	capital cit
	2. Children
	including
	3. Children
	including
Street Detective Playlist	Frozen Kingdom
Objectives covered: 2,6,7,9	Objectives covered
Creating 'story mans' to show levels of noise pollution in the local area	All lesson plans an
A local scale study of 'our place'	Curriculum Planning >
when learning about land use, to investigate local buildings. land use, and	and also at the Roy
<i>Fieldwork Opportunities Iocal facilities and explore issues of environmental quality</i>	https://www.rgs.o
• explore the local area of the school to investigate the range of buildings,	shackleton%E2%80
roads, green spaces and other local features Fieldwork Techniques	Lesson 1:
• visit a park or local green space to observe its physical and human features • recording selected geographical information on a map or large-scale plan, using	Locationa
and investigate how people use and enjoy it colour or symbols and a key	position a
<ul> <li>Investigate environmental issues (e.g. lack of play facilities, where litter</li> <li>making digital audio recordings for a specific purpose (e.g. traffic noise)</li> <li>collects, road safety issues) in the school grounds or local grog</li> </ul>	Place Kno
Evented Fieldtrin	Surround
Fieldwork Techniques	
• adding details to a teacher-prepared drawing (e.g. doors, windows and other	terrain
features to the outline of a house) Suggested Sequence of Lessons	Lesson 2:
• making annotated drawings to show variations (e.g. in a row of houses in a Lesson 1	<ul> <li>Place Kno</li> </ul>
local street) Watch video <u>https://www.youtube.com/watch?v=onpott7jpCE</u> (alternative video	<ul> <li>Geograph</li> </ul>
• drawing a freehand map (e.g. of the school grounds, local street or park) at <u>https://www.dailymotion.com/video/x7rtj91</u> ) (able writers could take notes)	understa
relating a large-scale plan (e.g. of the school grounds or a local street) to the     ask children to discuss in pairs/small groups – what are some of the sources of	Physical (
environment, identifying known features noise pollution mentioned or shown in the video? Can children think of any othe	s geomorp
	Lesson 3:
<ul> <li>marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations.</li> <li>to discuss and then feedback what are some of the effects of noise collustion?</li> </ul>	1
<ul> <li><i>marking information on a large-scale plan (e.g. of the school grounds or a local</i> street) using colour or symbols to record observations</li> <li><i>using a simple compass and cardinal compass directions (north south west</i></li> <li>Have the children ever experienced noise pollution where they live? How did it</li> </ul>	<ul> <li>Physical g</li> </ul>
<ul> <li><i>marking information on a large-scale plan (e.g. of the school grounds or a local</i>)</li> <li><i>street</i>) using colour or symbols to record observations</li> <li><i>using a simple compass and cardinal compass directions (north, south, west, east)</i></li> <li><i>to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes for working wall. Now ask childred to add? Class feedback to teacher – make notes</i></li></ul>	• Physical g the earth
<ul> <li><i>marking information on a large-scale plan (e.g. of the school grounds or a local</i>)</li> <li><i>street</i>) using colour or symbols to record observations</li> <li><i>using a simple compass and cardinal compass directions (north, south, west, east)</i></li> <li><i>collecting quantitative data (e.g. to create a pictogram of favourite places to</i>)</li> </ul>	<ul> <li>Physical £ the earth</li> <li>Geograph</li> </ul>

Tier 2	Tier 3
Global	Fairtrade
Local	Import
Trade	Export
Producer	Natural resource
Produce	Climate
Goods	Primary
Technology	Secondary
Transport	Tertiary
Communication	Raw materials
Manufactured	Industry
Wages	Desert
Conditions	Rainforest
Employment	Plateau
Climate	Services
Crop	Maquiladora
Waste	Equator
Environment	Tropic of Capricorn
Developed	Tropic of Cancer
Developing	Vegetation
	Agricultural
	Geological
	Renewable

should be able to locate Mexico on a world map and name its ty.

should know that Mexico has a number of climate zones desert areas and rainforest areas.

should be able to name some of the natural resources of Mexico silver, oil, coffee beans, corn and cocoa

#### *d:* **1**, *4*, **5**, *6*, **7**, *8*, 9 on's Antarctica

d resources for this unit can be found on the One Drive: Subject Resources and Planning Support > Geography > UKS2 > Frozen Kingdom yal Geographical Society website at: prg/schools/teaching-resources/exploring-

0%99s-antarctica/

al Knowledge: Antarctica's place on the Earth and on a map, and significance of latitude

owledge: Polar Regions, Antarctica's size, makeup and ling oceans

Geography: Antarctica as a polar region,

/geographical variations in time, Different forms of land and

owledge: Of Antarctic ice types and fauna

hical Skills and fieldwork: Longitude and Latitude and visual nding of Polar Landscapes via photographic analysis Geography: Visual Identification of features of Antarctic hology

geography: hot and cold climate zones and the influence of i's orbit on climate zones

hical skills and fieldwork: Using different secondary data or geographical investigation

• using a questionnail	re (e.g. to find out the m	ost popular options for improving	ARE classes could also watch <u>https://www.bbc.co.uk/newsround/44668519</u> - what	Place Knowle	dge: Antarctica and its spe	ecific physical geography
<ul> <li>playtimes)</li> <li>taking digital photo</li> </ul>	s (e.a. of huildings in the	locality things seen on a hus	are the sources of holse pollution in the sea and how does it affect marine	Lesson 4	ranhy: Antarctica's mount	tainous torrain ocoans and
iourney)	s (e.g. oj bullulligs ili tile	iocunty, things seen on a bas	In books children record sources of noise pollution and effects (NtE could draw	<ul> <li>Physical Geog offocts and int</li> </ul>	fluences upon the expedit	ion
journeyj			images)	enects and in	Skills and Eioldwork: Man	ning graphing and data
Suggested Sequence of	Lessons		Lesson 2: Mapping noise pollution in the UK	nresentation	four and six figure grid re	ferences
Lessons 1-3 Our Playero	und Investigation		Show children an online map which show levels of noise pollution from traffic	Locational Kno	nuladae. Linderstanding c	of route taking by Enduran
<ul> <li>Children create thei</li> </ul>	r own maps of the playe	round, adding in symbols to show	around England (e.g. http://www.extrium.co.uk/noiseviewer.html). Zoom in to	<ul> <li>Expedition</li> </ul>	Swieuge. Onderstanding c	I TOULE LAKING DY LITUUIAN
location of key feat	res e.g. climbing wall. re	ading shed, gates, doors to schoo	Derby, zoom in further to the city centre – can they see Firs Primary on the map?			
buildings. Younger/	less able children may s	tart with an outline map and add	Which are the noisiest roads near the school? Near where they live? – what do	Coographical	skills and Eigldwork: Man	ning skills combined with s
kev features. Year 2	2 should add a Kev.		they notice? (e.g. noisiest areas tend to be biggest cities – more busy roads, nearer		skills allu Fleiuwolk. Map	ping skins combined with g
Children should pra	ctice following compass	directions using a compass (Year	airports etc)	Physical Case		
2) or left/right/forw	ards/backwards directio	ns (Year 1) to locate clues or	Show children the following mans from	<ul> <li>Physical Geog</li> </ul>	raphy: Interactions betwe	en physical geography and
hidden objects arou	ind the playground		https://www.yehiclecontracts.co.uk/blog/could-eys-solve-the-uks-poise-pollution-	everyday life,	Physical features of Earth	s orbit and its effects upo
Children should creat	ate a simple survey to fir	nd out what the most and least	problem/ Explain these maps show the areas where the most and least people	weather and e	expedition	
nonular areas of the	e playground are (e.g. as	king their peers and completing a	are affected by traffic noise across England. Children should then use Digimans (or	Lesson 6		
nictogram/tally cha	rt) Year 2 could create a	questionnaire – including how	for less able nunits, a blank naner man of the LIK) to locate and identify the	Human Geogr	aphy: Trade links, settlem	ients and distribution of na
should the playgrou	nd he improved?		locations shown, and then add symbols and information to create their own noise	resources		
	na se improvea.		man of England - showing the information from these maps of the most and least	Place knowled	ige: London, Buenos Aires	s, South Georgia and Eleph
Lessons 4-6 Our Area Lit	ter Investigation		noisy towns/cities in LIK for traffic noise (to be printed and added to books once	Island.		
Children should use	Digimans with the teach	per and plan a route around the	complete) See below for example.			
local area and to a l	ocal nark for a fieldtrin	What human and physical features				
do they think they ye	will see? Do they record	se any features from the man?	Top 10 Urban Areas with the Highest Traffic			
Can they con where	the nearby parks are?	se any leadures norm the map!	Noise Pollution	Key Vocabulary:		
Call they see where	the hearby parks are:	laark, where does litter collect?	DOUBLE LINE CALL AND LINE CALL	Tier 1	Tier 2	Tier 3
<ul> <li>Children should toll</li> <li>Thou should take div</li> </ul>	ow the route to the loca	foatures (o.g. street signs, bus	Constructional 17,00 Constructional 10,00	Ocean	Landscape	Continent
They should take di	ing and also litter betan	reatures (e.g. street signs, bus	e turpet KAN	Hot	Terrain	Landmass
Stops, local shops, b	ons and also inter notspo	$J(S_{i})$	C And C220 C Mitrykon 44,50	Cold	Seasonal	Ice sheet
<ul> <li>while at the park the second se</li></ul>	iey snoula recora – now	do people use the space? what	Parline 6.00 Region, Kelhongtu, 1330	Mountain	Route	North Pole
are the key human a	and physical features? Is	the park cared for? How could it	The first first section for the first section of the section of th	Volcano	Expedition	South Pole
be improved?	1.4.4.4		Top 10 Urban Areas	Weather	Climate	Antarctica
When back in school	ol children should work li	recups to add their photographs	with the Lowest Traffic	Day	Zone	Polar
to a large-scale plan	of the route. This shou	a be linked to learning in DT –		Night		Latitude
where will the best	blaces be to put our stre	et signs to stop people from	2 Marina 233 3 Refer 200	Мар		Longitude
littering/leaving ac	<u>mess?</u>	and hardla ha after da the	6 Earl 2010 8 Control 2010			Time zone
Children could write     thesis lease sizes	e a simple recount to rec	ord what they have found out in	C Struth CARC C C C C C C C C C C C C C C C C C			Glacier
their local area inve	stigation.		8 kolos 140 8 dazar Lill			Pack ice
K. Marsh I.			Subject 2, 50			Antarctic Circle
	Tion O	Tion 3				Grid reference
lier 1	lier 2	lier 3	Digimans example:			Tourist
Мар	Symbol	кеу	Diginaps example:			Scientific
Up	Record	North	Southport Bolton Ouse Scunthorpe			
Down	Route	South	Strelens Manchester Dohcaster Com			
Near	Features	East	Colwyn Liverpool			
Far	Location	West	y Bay Stockport Stockport 4/200		•	·
	Litter	Left	Chesterfield Mansfield			
	Pollution	Right	Virexham Virexham Stoke- on-Trent NottOnham Beste	Golden Nuggets:		
	Traffic	Human	Derby	4. Children shou	ld be able to locate the Ar	ntarctic on a world man
		Physical	enyzedu Oswestry The Loughborough Spalding	5. They should h	e able to describe the clin	nate zone and physical ger
		Pictogram	Bolgettan Shreysbury Suntan Challed Cleicester	of the Arctic		and physical Bet
		Tally Chart	S Nertown Wolverhampton 12'300 A.N.D	6 Children chou	Id he able to identify and	name lines of latitude and
		Compass	Birmingham Burgay	longitudo	is be able to identify allu	nume mes or latitude dilu
			Extension activity or additional lesson: Ask children to record the place names	iongitude.		
· ·		· · · · · · · · · · · · · · · · · · ·	mapped alongside a four digit grid reference in their books.			
Golden Nuggets:			Lesson 3 - 5 Mapping noise pollution in the local area and school grounds:			
1. Year 1 should b	e able to use up. down.	left, right to describe position.	With the children use 'Digimaps for Schools' to plan a route around the local area,			
Year 2 should b	e able to use North. Sou	th. East. West to describe position	identifying around 5-6 locations to visit to monitor road traffic noise in each e.g.			
2. Children should	be able to name some	key physical features in the local	school playground, park, Abbey Street, Burton Road etc. Use the 'Shapes' icon to			
area e g shon	road, school, church etc		add markers e.g. triangle, to the locations where you will monitor traffic noise. At			
area e.g. shop,			this point add a grid references overlay to the Digimap and remind the children			
			how to read the grid references for the identified locations.			
			Children should then visit the identified locations and record in a simple table the			
			traffic noise levels that can be heard in each place using a Sound Level Meter.			
			When they return to school they should use Digimaps to find the 4 digit grid			
			references for each location. In their books they should create a table to write up			
			their findings including: Name of location grid reference noise level in decibels			
				1		

- nd their
- nce
- grid
- d on the
- atural
- hant

- ography

(Db). They should write a summary of their findings including which locations had the highest/lowest noise levels. Lesson 6: How can we reduce noise pollution? Ask children to discuss – have they ever been affected by noise pollution e.g loud music or TV from neighbours, cars beeping horns, revving of engines, dogs barking loudly in the night, fireworks etc? How did it feel? What was the effect on them? E.g. kept them awake, made them anxious, made it hard to concentrate. What could people do to make sure they don't create noise pollution for others? Children should then create information posters about noise pollution, its effects and what can be done to reduce it. Key Vocabulary: Tier 2 Tier 1 Tier 3 Noise Features Human Sound Pollution Physical Grid reference Мар Cause Loud Effect Decibel Quiet Prevent Sound meter Road Location Table Traffic Rail Train Tranquil Airport Record Plane Health Stress **Golden Nuggets:** 1. Children should be able to name some human features that cause noise pollution inc. roads, railways, airports. 2. Children should be able to name some large cities in England which have lots of noise pollution from traffic (inc. London, Manchester, Sheffield, Bristol, Nottingham and Liverpool)

# Land Ahov

## Objectives covered: 1, 2, 7

Globes and atlases: continents and oceans, familiarising through games and quick activities. North and South Poles, continents and oceans. Suggested Sequence of Lessons

Lesson 1: Seas of the United Kingdom

Use this wordwall activity as a pre-unit task to see if children know the location of any of the seas of the UK, or if they can work it out?

### https://wordwall.net/resource/206737/geography/seas-around-the-uk

Reveal the correct answers, children the write the names of the seas on a map of the UK in their books (provide word banks if needed).

As a class or in groups play 'pin the sea on the map'. Names of the seas should be written on slips of paper. Children take it in turns to try, blindfolded, to put the name of each sea in the correct place – their classmates can call out directions to help (Year 1 use: up, down, left, right and Year 2 use: north, south, east and west). Return to pre-unit task - can children accurately name and locate the seas of the UK?

#### Lessons 2-4: Continents Focus

- Show video: <u>https://www.youtube.com/watch?v=Wg-pFtvsvmo</u> which explains continents, oceans, north/south pole and equator. Link to prior learning in Rio de Vida about the equator. What continent was Brazil in? Which ocean is it near?
- Show Continents video/song

https://www.youtube.com/watch?v=K6DSMZ8b3LE (others are available!). Reiterate that Oceania is sometimes called Australasia. Australia is in fact one of the countries in Australasia. Start each lesson in this group of lessons with your chosen continents song to support retention.

Provide children with a blank 'passport' to complete with information about each continent as they take part in carousel activities about each continent. E.g. Continents passport on One Drive

Firs Estate Primary > Whole School - Documents > Curriculum Planning > Subject Resources and Planning Support > Geography

- Plan 7 carousel activities to help children learn about each of the continents over the three lessons (with children completing either 2 or 3 activities per lesson). (ideas can be found at http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf)
- Learning stations should include atlases, world maps or globes which show where the continent is, information about the weather, some countries in the continent and some facts about the continent.
- Year 1 Travel Agents Role play could be adapted to include continents information/posters etc and could form one of the carousel stations. Alternatively, the Travel Agent could feature holidays to a different continent each week.

#### Lessons 5 and 6: Oceans of the World - To include mapping the routes of **Christopher Columbus and other explorers**

- Play BBC Teach video again (https://www.youtube.com/watch?app=desktop&v=Wg-pFtvsvmo) to recap ocean names. Show where each ocean is on a globe and also on a world map.
- Play Oceans of the World song https://www.youtube.com/watch?v=X6BE4VcYngQ. Ask children quiz questions about each ocean – which is deepest? Warmest? Largest? Shallowest? Which ocean has the Bermuda Triangle? etc
- Children to add names of oceans to world map and then plot the routes taken by different explorers onto the map e.g. https://www.twinkl.co.uk/resource/tg-234-differentiated-mapping-our-oceans-activity-sheet



# Darwin's Delights Objectives covered: 1, 2, 3, 5, 6, 7, 9

**Fieldwork Opportunities** 

### **Fieldwork Techniques**

- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- graphs

### Suggested Fieldwork Trip:

## Lesson 1: Journey of a River

In this lesson, pupils will understand how rivers are formed. In outlining a model of a river system, pupils will understand that the features of a river and the surrounding landscape change from source to mouth. Using photographs and interactives, pupils will learn that the upper course of a river is characterised by steep land, turbulent water and V shaped river valleys. In the middle course, land is flatter and rivers widen and begin to meander. Looking in more depth at key physical processes, pupils will gain an understanding of erosion, transportation and deposition and the role these processes play in shaping the river. The formation of oxbow lakes will also be discussed. Finally, pupils will learn that, in the lower course, rivers are often at their widest and have the potential to form deltas.

### Lesson 2: Flooding

In lesson two, pupils will understand the theory of flooding; why and how rivers succumb to overbank flow. Rivers flood for many reasons: in response to heavy or prolonged rainfall, due to the topography of the landscape, and morphology of rocks and soils. Human activity also plays its part; with growing urbanisation often comes an increased likelihood of flooding. By examining a case study of flood events in the UK, the 2007 floods in Gloucestershire in which the River Severn and River Avon burst their banks, pupils will also recognise that flooding has both an immediate impact on the physical environment, but also significantly impacts the surrounding community.

### Lesson 3: The River Thames

Pupils will begin by locating the UK's major rivers before studying, in detail, the River Thames, which is the UK's second longest river. From its source on the outskirts of the village of Kemble at Thames Head in Gloucestershire, the River Thames flows through 346 km of South East England, before joining the North Sea, at its mouth at the Thames Estuary in Essex. This lesson will investigate the characteristics of the river and its surrounding landscape. It will also highlight the changing nature of human interaction with the river. Pupils will also understand why the River Thames is liable to flooding and the measures put in place to advert a major incident.

# Lesson 4: Mapping the River Thames

In the fourth lesson, the River Thames will again be the focus of geographical enquiry. Pupils will use three Ordnance Survey map extracts to investigate the features of the river and surrounding landscape; both rural and urban. They will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure

# This unit builds on the children's learning about rivers in LKS2 and provides the opportunity to study river systems in more depth.

• when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past

- using standard field sampling techniques appropriately (e.g. taking water samples from a stream)
  - collecting, analysing and presenting quantitative data in charts and

- River Derwent walk e.g. http://www.derbyshire-
- peakdistrict.co.uk/derbydewentriverwalkroute1.htm OR Pond dipping at
- Markeaton Park, and following course of the stream through the park from Markeaton Lane, through the lake, and then following it back towards school along
- the Britania Mill route and to its end near Agard Street:
- All lesson plans and resources for this module can be found on the One Drive.



- Children could use the 'Pirate Bunnies BBC Bitesize game to consolidate and practice what they have learned about the continents and oceans in this topic: https://www.bbc.co.uk/games/embed/education-ivor-piraterabbits?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fz 6vyf4j
- Older and more able readers could research each ocean, and create a fact file for each one, or work in groups to create a group fact file. Information can be found at https://www.kids-world-travel-guide.com/ocean-facts-for-kids.html

#### **Key Vocabulary:**

Tier 1	Tier 2	Tier 3			
Мар	Route	North	North		
Up	Location	South	America		
Down		East	South		
Land		West	America		
Water		Left	Asia		
		Right	Europe		
		Compass	Oceania/		
		Sea	Australasia		
		Ocean	Antarctica		
		Continent	Africa		
		Globe	Pacific		
		Atlas	Atlantic		
			Indian		
			Southern		
			Arctic		
			English		
			Channel		
			Irish Sea		
			North Sea		
			Celtic Sea		

**Golden Nuggets:** 

- 1. Children should know the names of the worlds continents and be able to locate them on an atlas or world map.
- 2. Children should know the names of the worlds oceans and be able to locate them on a map
- 3. Children should know the names of the UK's seas and be able to locate them on a map of the UK.

questions and interrogate evidence.

# Lesson 5: Waterfalls

Waterfalls are arguably the most impressive of the all features of a river. Pupils will understand how waterfalls are formed and their key characteristics. Three different waterfalls will then be located and investigated. Firstly the Niagara Falls in North America, which is not one, but in fact three different waterfalls; situated on the Niagara River flowing north from Lake Erie in the United States to Lake Ontario in Canada. Secondly, the Angel Falls in South America, located in Canaima National Park, Venezuela. The Angel Falls, at 979 metres high, is the highest uninterrupted waterfall in the world. Finally, Gaping Gill in North Yorkshire, at 100 metres is England's highest uninterrupted waterfall. The uses made of these waterfalls from hydroelectric power to tourism will also be investigated.

### Lesson 6: Fieldtrip

their maps as they go. E.g.

carry out with pupils:

- •
- •
- •
- •
- •

Key Vocabulary:

# Tier 1 River Waterfall Deep Shallow Flat Rainfall Rock Soil Distance Map

grid references, grid squares, distance, scale and direction as they answer

Prior to the fieldtrip, teachers should print a map of the route/area from Digimaps so that pupils can take their own copies in order to mark relevant information on



River fieldtrip activities and health and safety guidance can be found in the River Studies Fieldwork booklet saved in the unit One Drive folder:

Curriculum Planning > Subject Resources and Planning Support > Geography > UKS2 > Darwin's Delights > River Fieldtrip Teachers should choose at least one of the following activities from the booklet to

• What Lives in the River? What Does the River Look Like? How Wide is the River? How Deep is the River? How Fast is the River Flowing? How does the Sediment Size Change From Side to Side?

How Clear is the River Water?

Tier 2	Tier 3
Flood	Source
Flow	Mouth
Steep	Upper Course
Valley	Middle Course
Turbulent	Lower Course
Bank (river)	Erosion
Overflow	Transportation
Landscape	Deposition
Rural	Meander
Urban	Oxbow lake
	Delta
	Topography
	Morphology
	Contour lines
	Grid references
	Ordnance Survey
	Scale
	Hydroelectric
	Tourism

			Golden Nuggets:
			1. Children s
			2. They shou
			and depos
			3. They shou
			rainfall, to
	Cvcle B	Cvcle B	
	Bright Lights, Big City	Traiders and Raiders	Stargazers
		Objectives covered: 2, 6, 8	Objectives covered
	Objectives covered: 2, 5, 6, 7	Losson 1: Compass Directions 9 points	Loccon 1. Manuta
	Mapping the countries of the UK and major features and cities	https://digimapforschools.edina.ac.uk/learning-resources/resource/6-discovering-	Activity detail in Dia
	Using a blank map to research and map places and features using an atlas.	where-atlases-age-8-11.html	Whole School - Documents >
			Pupils name and th
	Lesson 1:	Follow Digimaps activity planning to:	biomes, political re
	Introduce unit using the following song	<ol> <li>Introduce 8 points of compass</li> <li>Challenge children to create their own mnemonic to remember the order</li> </ol>	
L	(https://www.youtube.com/watch:v=hvbizodegie/ and video		l

should be able to describe the characteristics of the upper, nd lower course of a river

uld be able to explain the meaning of erosion, transportation osition

uld be able to explain some of the reasons for flooding, including opography of the landscape and morphology of rocks and soil.

Cycle B

# d: 4, <mark>6, 7</mark>

## g Regions and Map Projections

gimaps resource saved in unit folder on One Drive.

Curriculum Planning > Subject Resources and Planning Support > Geography > UKS2 > Stargazers nen map different regions around the world e.g. hemispheres, egions etc

https://www.bbc.co.uk/te kingdom/zhtgrj6. These c	each/class-clips-video/g an be replayed through	geography-ks1ks2-the-ur hout the unit to support re	<u>nited-</u> etention	of the compass points going in a clockwise direction e.g. Naughty Elephants Spray Water				They then learn about different views, compa
Children should be given of their learning about each	or helped to make a bla of the countries in the	ank 'passport' to help then UK over the unit.	n record	(link above	) using compass dire	ctions on Digimaps.	שוויב ווומף נוומוופווצפ	Finally, they work toge
Lesson 2-5 Over four lessons children	should learn about dif	fferent aspects of each of t	the four	Lesson 2	Lesson 2: Latitude, Lor Recap latitude and long			
countries of the UK. Teachers may choose to focus on one country per lesson, or			Introduce types of se	ettlement (city, town	. village, hamlet) usin	ng the 'Settlements'	https://www.bbc.co.ul	
Location of each country on a map of the UK (make reference to which				https://www.bbc.co	.uk/bitesize/topics/z	x72pv4/articles/zrbvj	<u>hv</u> .	Introduce timezones v
<ul> <li>seas/oceans each country is surrounded by)</li> <li>Name and location of the capital city of each country</li> </ul>				Recap with children type of settlements	– which is the smalle have a cathedral? W	est type of settlement hich type of settleme	? Largest? Which nt would have more	https://www.bbc.co.u
Name and locati	on of key landmarks in	each country (both huma	n and	traffic? Pollution? Lit	ter? Why?	<i>,</i> ,		Carry out Timezones D
<ul><li>physical e.g. Tow</li><li>The flag of each</li></ul>	ver of London, Snowdo country	nia, Lock Ness etc)		In their books childre	en should make a list	under 4 headings (ci	ty, town. village,	time-zones.html - also
Children should have the	opportunity to add ima	ages of key features and te	ext to a	hamlet) of the facilit school, secondary sc	ies that <b>might</b> be fou hool, university, villa	ind in each type of se ge hall, shops, library	ttlement e.g. primary /, museum, stadium,	Whole School - Documents > Curri
map of the UK.				gym, pub etc.				Lesson 3: Light Polluti
You may also wish to inclu • Tasting/baking for	ude the following cultur oods from each country	ral explorations: v e.g. Welsh Bara Brith. W	elsh	Provide children wit	n a list of cities, towr	ns, villages and hamle	ts in the East	Follow 'Seeing Stars' le
Cakes, Cornish P	asties, Cheddar Cheese	e, Scottish porridge, Irish S	oda	Midlands – they sho	uld use Google maps	to locate them, and	then work out, from	Carry out introduction
<ul> <li>bread etc)</li> <li>Traditional dance</li> </ul>	es e.g. Scottish Highlan	d dancing		what type of settlem	ent each is. The nar	nes should be record	ed in a table in their	Make sure children un
https://www.yo	utube.com/watch?v=m	CibA4BD20s, Irish dancing	8.	books, along with a s	short description to s	how how they know	what type of	https://www.darksky.
( <u>https://www.yc</u> ( <u>htt</u> ps://www.yc	putube.com/watch?v=F putube.com/watch?v=5	<u>igGAZBDE454</u> ), Welsh dan <u>5 jMCsiYHTE</u> ) , Morris dan	ncing	Settlement edul 15.				
( <u>https://www.yc</u>	outube.com/watch?v=s	ArAC2_ow2k)	-	Suggested locations	to search for:			Lesson 4 and 5: Energ
<ul> <li>Learning some v</li> <li>https://www.you</li> </ul>	utube.com/	i nursery myme		Hamlets	Villages	Towns	Cities	Use NASA Earth's visib
watch?v=ug0jgt)	<u>(sMQM&amp;list=PLk0uiLc)</u>	(3vYPrFpk6QFSK0vxCOlgp)	XnC4,	Rowarth Unthank	Eyam Edale	Bakewell	Nottingham Leicester	https://earth.google.c
Scottish songs fo	or children ( <u>https://www.youtube.</u>	w.youtube.com/watch	<u>1090</u> ),		Tissington	Towcester	Lincoln	<u>6ExMTFINjk5MGQ2Zj</u>
?v=3hejk5KVQTk	&list=PLPc5YAw0ntC3	uq8CjY832ROSBqEIbR036)	) etc			Belper	Northampton	Which countries/conti
Children should create a f	act file, poster, leaflet o	or image and caption linke	ed to one	Discuss briefly – why	might someone from	m a rural settlement o	e.g. hamlet or village	What is the impact of
of the four countries of th of the UK in the classroom	e UK. If possible these 1 (or on a Geography di	should be displayed arour isplay) with arrows showin	nd a map	city want to move to a la	rger settlement e.g. a village?	town or city? why m	ight someone from a	the energy comes from
each country and capital o	city is and linked to the	relevant pupil work.	0					Introduce types of ene https://www.bbc.co.u
Key Vocabulary: Tier 1	Tior 2	Tier 3	1	Lesson 3				Alternatively W/TS/AR
Mountain	Features	United Kingdom		Recap types of settle	ement.			https://www.stem.org
Lake	Language	England		Watch second video	, 'Exploring Cities' at .uk/bitesize/topics/z	x72pv4/articles/zrbvj	hv. Discuss, what	non-renewable-energy
	Flag	Scotland		are the pros/cons of	living in a city? Whi	ch type of settlement	t would you prefer to	Use provided resource
		Wales		live in - wny?				Drive/ <u>https://www.ste</u>
		London		Split children into 4 g	groups, each group w	vill represent one typ	e of settlement	accessible for NtE/SEN
		Edinburgh		(namiet, village, tow reasons as to why th	information posters') t			
		Capital City		prompts to facilitate	discussion e.g. list o	f prompt vocabulary	including; traffic,	findings.
		Landmark		education, transport	, entertainment, noi te a purpose for this	se, pollution, jobs, na <i>e.a. alien has iust lan</i>	iture etc. Ided on Farth and	
		Physical		needs help deciding	where to live!).	e.g. ae		Teachers may wish to
Golden Nuggets:	he able to name and le	cate the four countries of	the UK	Each group should the	nen nominate a spok	esperson to take part	t in a debate –	writing in English e.g. o
2. Children should	be able to name the ca	pital cities of each of the f	four	chosen 4 children th	en debate the issue i	n front of the class.		Hold a debate about re
countries of the	UK.			Finally, in their book settlement they wou	s, children should wr Ild prefer to live in ar	ite down an explanat nd why. They may inc	tion of which type of clude whether or not	https://energysparks. aimed at LKS2, one air are not editable so Ntl
								Should the planning constrained and school/park etc?
				Lesson 4	cross curricular links	s with the History uni	t and looks at the	
				way early settlers e.	g. Vikings, would hav	e chosen their settler	ments.	Key Vocabulary:

lifferent world map projections and the reasons behind the ing satellite images of Earth with 2D world map

her to create their own thematic maps.

### gitude and Timezones

itude with this video clip: /bitesize/topics/zvsfr82/articles/zd4rmfr

th this video: /bitesize/topics/zvsfr82/articles/zjk46v4

#### gimaps activity:

ols.edina.ac.uk/learning-resources/resource/9-exploringaved on One Drive:

lum Planning > Subject Resources and Planning Support > Geography > UKS2 > Stargazers

son plan (on One Drive): es and Planning Support > Geography > Resources for Lessons > UKS2 > Stargazers > Lesson 3 main and plenary on page 1-2.

erstand the impact of light pollution on wildlife g/light-pollution/wildlife/

#### use

#### ss curricular links to science/electricity.

e light map to discuss energy use around the world. m/web/@27.44405656,-

58a,8916357d,35y,0h,0t,0r/data=CjISMBIgMGY3ZTJkYzdlO OGQ2OWE2ZTciDHNwbGFzaHNjcmVlbg

ents appear to be using the most energy? Can they locate e light map over the UK?

nis on the environment? Ask children to consider where to power all these lights?

gy using video at (NtE/WTS): /bitesize/topics/zttbcmn/articles/zktyvwx

classes could use 'Lesson 1' presentation from: uk/resources/elibrary/resource/501161/renewable-andresources (also on One Drive).

### /lesson outlines on One

n.org.uk/resources/elibrary/resource/501161/renewableergy-resources (these can all be edited to make more ), including the 'energy top trumps', and 'energy investigate the pros and cons of different energy sources. te the 'Renewables Student Record Sheet' to record their

nding into a 7<sup>th</sup> lesson if more time required) se this lesson to inform an extended piece of non-fiction scussion text or persuasive text – letter to MP etc):

newable energy – resources and lesson plans available at <u>c/activity\_types/129</u> (also on One Drive – two versions, one ed at UKS2 to support differentiation). Deabte role cards teachers may wish to create their own simpler version.

mmittee allow a new wind farm to be built near the

	Children learn about the pros and cons of aspects of physical geography for early settlers. They will learn about natural resources which early settlers looked for when deciding on a site to settle in. Powerpoint lesson outline and activity on the One Drive: Curriculum Planning – Geography – LKS2 – Traiders and Raiders Settlement Activity. Children should finish the lesson by creating their own fictional map (including key and compass points) to represent an ideal location for an early settlement – which shows the aspects of physical geography that early settlers would have looked for (as shown in Powerpoint). Lesson 5 This lesson builds on cross curricular links with the History unit and looks at the modern-day names of Viking and Anglo-Saxon settlements in the midlands. See 'Lesson 5' Powerpoint on One Drive for full lesson details: Whole School - Documents > Curriculum Planning > Subject Resources and Planning Support > Geography > Resources for Lessons > LKS2	Tier 1 Map Atlas Energy Coal Gas Nature Electricity Plants Sun Light Water Wind Wave Cost Jobs Money
	Lesson 6: Patterns of land use This activity develops observational and interpretative skills as pupils have to actively identify different kinds of land use on the maps. This helps children to think about why features are located where they are and how places have developed over time. When different places are compared at the same scale it highlights some of the similarities and differences between them. Use the 'Patterns of Land Use' Presentation (https://digimapforschools.edina.ac.uk/learning-resources/resource/patterns- land-use.html) to give examples of maps that show land use comparisons in four different coastal places: Newquay, Ceredigion on the west Wales coast; Weymouth, Dorset, on the south coast on England; Fraserburgh, Aberdeenshire on the east coast of Scotland, and Ullapool in the Highlands, on the west coast of Scotland. Model how to use one colour from the Drawing tools to highlight just one type of land use for example, built areas. Then progress to include other land use types such as woods and farm land from an agreed colour key using the options on Digimap for Schools (it's helpful to select Aerial from the Map Selector tool for this activity). Instructions for this can be found in the 'Patterns of Land Use' booklet saved on the One Drive: Curriculum Planning > Subject Resources and Planning Support > Geography > Resources for Lessons > LKS2 Now show children the 'Five Boroughs of Danelaw' map below: https://www.historic-uk.com/HistoryUK/HistoryofEngland/The-Five-Boroughs-Of- Danelaw/ Briefly explain the key and point out the locations of the Anglo-Saxons, Britons and Danelaw (Viking ruled land). Invite children to search for some of the main towns shown in the Danelaw area e.g. Whitby, York, Colchester and Stamford using Digimaps. Children should work in pairs to choose a 'Danelaw town/city', and then	Golden Nuggets: 1. Children s Greenwic hemisphe always in Prime Me 2. Children s or non-re 3. They shou types of e
	use the map selector to move from Aerial view to 1890s, then to 1950s, then to Ordnance survey (modern). How has their chosen location changes over time? Are woods/parks still there? How have the built-up areas changed? Maps with highlighted land use areas/key should be printed for individual books. Maps which show changes over time should be printed for whole class topic book and annotated with children's comments about how the land use has changed over time.	

Tier 2	Tier 3
Region	Time Zone
Renewable	Hemisphere
Non-renewable	Latitude
On shore	Longitude
Off shore	Prime/ Greenwich
Natural	Meridian
Stakeholders	Projection
Technology	Wind farm
Debate	Carbon dioxide
Pollution	Hydro-power
Wildlife	Solar-power
Advantages	Emissions
Disadvantages	
Risk	
Reliability	
Output	

should understand that the Prime Meridian runs through ch in London and splits the word into Eastern and Western eres; that time in countries to the **east** of the Prime Meridian is n front of that in the UK and time in countries to the **west** of the eridian is always behind that of the UK.

should be able to identify whether a type of energy is renewable enewable.

uld be able to identify advantages and disadvantages of different energy, including identifying those that emit greenhouse gases.

Objectives covered: 1, 4, 5, 6, 7

Objectives covered: 5, 6, 7, 8, 9



### Hot and Cold places

Locate Poles, Polar Regions, Equator. Use a globe to locate hot and cold places, and 'zoom' in to introduce other local factors such as altitude – eg Kilimanjaro, a cold summit near the Equator. Map and describe place examples and link vocabulary and spatial knowledge to places studied eg Kenya is on the Equator.

#### Lesson 1:

Introduce unit using the following video : https://www.youtube.com/watch?v=Wg-<u>pFtvsvmo</u> (also used in Cycle A). Explain that we will be learning about hot and cold places in the world. Reiterate that the hottest parts of the world are near the equator (nearer the sun), and the coldest regions are at the North and South poles - this is because they are furthest from the sun. Explain that some place near the equator can still be cold, if they are high - introduce the word 'altitude'. Demonstrate this by showing Mount Kilamanjaro on Googlemaps – Zoom out to show that it is in Africa, which we know is a hot continent, and show that it is near the equator. Then zoom in, to reveal the snow on the peaks of the mountain.

#### Year 2s may recall learning about continents from Year 1. Introduce or recap continents using the continents video/song:

https://www.youtube.com/watch?v=K6DSMZ8b3LE Children should be reminded that Australasia is also sometimes known as Australia or Oceania. Show a world map, ask children to tell you the names of each continent (if they can!) and label it. Which continents do they think will be hottest? Coldest? Why? How do they know? Reveal a world map that is colour coded by average temperature e.g.



Children should then colour their own world maps to represent how hot/cold each part is. Year 2 should add their own Key.

#### Lesson 2:

Explain that map can be used to show lots of different information about the world and show an example of a 'big cats around the world map' e.g.



https://www.tvshowpatrol.com/previews/big-cat-week-2017-schedule-nat-geowild/

Show where the equator is on your map (e.g. use a drawing tool to draw over the map on the IWB). Which of these big cats live in hot places? Cold places? Explain that over the next few weeks you will be learning about the different places in the world where big cats live, learning about their human and physical features. Provide children with some time to explore atlases and world maps that show a range of information e.g. temperature, rainfall, population, habitats, produce etc. Adults should circulate asking key questions e.g. can you find a country that gets a lot of rain? Show me a place in the world where lots of people live? Which continent has the least people living there? Etc. Older children and more able readers could answer a set of prepared questions in their books.

#### The water cycle Ma

The water cycle		
Maps		
Locate and map major rivers in the UK. Zoom in to places and features studied e.g.		
a local river or reservoir.	Recap map	
Create a Digimap story map to show findings of fieldtrip, recording images and text	https://wv	
descriptions of human and physical features found.	https://wv	
https://digimapforschools.edina.ac.uk/help/add-photos/	one	
Fieldwork Opportunities		
<ul> <li>when learning about the water cycle, weather and climate, to investigate</li> </ul>	Then play	
and record different weather phenomena through observation and by	Subject Resou	
using standard measurement devices (e.g. thermometers, rain gauges	3	
and anemometers)	Childron sh	
<ul> <li>take fieldtrips to more distant places (e.g. farm water treatment plant</li> </ul>	(instructio	
hotanical gardens) to investigate their physical and human geography, as	Notowho	
appropriate to the curriculum plan	<u>NOLE</u> : WIE	
Fieldwork Techniques		
• relating a large-scale plan of the local area or fieldwork site to the	the search	
a relating a large-scale plan of the local area of fieldwork site to the	Nata IVC	
environment, identifying readules relevant to the enquiry	<u>Note</u> : LKS2	
• recording selected geographical information on a map or large-scale plan,	Progressio	
using colour or symbols and a key	search for	
<ul> <li>taking digital photos and annotating them with labels or captions</li> </ul>	school in L	
using a simplified Likert Scale to record their judgements of	differentia	
environmental quality (e.g. in streets near the school)		
<ul> <li>developing a simple method of recording their feelings about a place or</li> </ul>	Lesson 2	
site	Further M	
<ul> <li>collecting, analysing and presenting quantitative data in charts and</li> </ul>	Recap grid	
graphs		
	Then in pa	
	<u>https://dig</u>	
Suggested Fieldwork Trip:	<u>hunt.html</u>	
Foremark Reservoir https://www.stwater.co.uk/our-visitor-sites/foremark-	Subject Resou	
reservoir/ or Carsington Reservoir https://www.stwater.co.uk/our-visitor-		
sites/carsington-water/	Lesson 3	

Ongoing 'mini lessons' throughout unit: In this unit children will monitor the weather daily, throughout the half term, gathering data from a school electronic weather station (e.g. https://www.amazon.co.uk/Youshiko-Official-Professionaldirection-Temperature). One child from each class could be chosen each data to retrieve the data, children should then add this information to a chart/graph in their books, which is built up over time e.g. a line graph to show daily rainfall, one to show daily windspeed, one to show temperature. NtE classes could add data onto a class chart displayed on the wall, and couple this with a visual daily weather chart to support vocabulary development.

#### Lesson 1: The Water Cycle (Links to science – lesson should be labelled geography and science)

https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-watercycle/zbcmxyc#:~:text=When%20the%20water%20vapour%20cools,and%20the%2 Ocycle%20starts%20again.

Show children the video above to introduce and explain the water cycle. Carry out water cycle investigation specified in Science Progression and Coverage document. Children then draw and label water cycle diagram in their books. NTE could use templates and word banks, more able children to draw their own diagrams and label.

#### Lesson 2: Mapping major rivers in the UK

Show children video about rivers: https://www.bbc.co.uk/teach/class-clipsvideo/geography-ks1--ks2-rivers/z6qsf4j. Make notes of key vocabulary including: lake, spring, source, mouth, estuary, meander, flood. With the children create a glossary for the working wall.

Children use Digimaps to investigate a major river in the UK e.g. Thames (search for Thames Link), Severn (search for River Severn) etc. Where does it start (source)? Where does it end (mouth)? What points does it pass through (e.g. Thames goes through many towns called X upon Thames!)? How long is it? Etc (see Digimaps lesson plan link below for outline guidance – River Journey and River Glossary).

ps and grid references using ww.youtube.com/watch?v=FvLPNmSNums and/or ww.ordnancesurvey.co.uk/mapzone/map-skills/grid-references/page-

Digimaps Grid References Game (on One Drive): urces and Planning Support > Geography > Resources for Lessons > UKS2 > Alchemy Island

bar!

2 will also have used this game in Cycle A – Urban Pioneers. on is ensured as LKS2 will search for 4 figure grid refs, while UKS2 will 10 figure grid refs using a grid reference marker. Children new to the JKS2 may start by looking for 4 figure grid refs to support ation.

lap Skills

irs or individually children complete the Digimaps Treasure Hunt Game: gimapforschools.edina.ac.uk/learning-resources/resource/treasure-(also on One Drive). urces and Planning Support > Geography > Resources for Lessons > UKS2 > Alchemy Island

Human and Physical Geography of Scotland/Map skills Show children a blank map of the UK. Can they tell you where England, Wales, Scotland and Northern Ireland are? Recap, what are the capital cities of each of these countries (London, Cardiff, Edinburgh and Belfast)? What are the seas/oceans surrounding the UK? For the working wall ensure that there is an annotated map of the UK showing the borders of the four countries, location of capital cities and labelled with North Atlantic Ocean, North Sea, Irish Sea and English Channel. Show children where Derby is on the map.

Use Google Earth to look at Scotland. What do they notice about the landscape of Northern Scotland? E.g. mountains, lots of water (lochs), very green. Use street view to show children a close up view of the mountainous regions (e.g. around Ben Nevis) and lochs. Now look at some of the islands of the Hebrides including the Isle of Arran. Use 'street view' to explore some of the mountainous areas, but also the coastal areas of the island. Recap the word 'topography' and make a list of the topographical features they can see for the working wall.

Open Digimaps view of the UK and use the population density overlay. What do children notice about the population density in Scotland compared to England? Point out that most of the population in Scotland is concentrated in a few large cities; Edinburgh, Glasgow, Inverness, Dundee and Aberdeen. Now add mountain ranges overlay over the top of the population overlay. How has the physical geography of Scotland affected its human geography?

Remove these overlays and then add GB overlay – British National Grid. Look at various areas in Scotland and discuss the map symbols the children can see. Can they work out what different symbols mean? List of OS map symbols is available here: https://www.ordnancesurvey.co.uk/mapzone/map-skills/mapsymbols/page-two.

Look at mountainous/hilly areas and discuss the contour lines. Do children know what these show? Use https://www.ordnancesurvey.co.uk/mapzone/map-

hould work in pairs to complete the Digimaps Grid References game ons within the game doc.)

en children search for the locations they need to find they must use the her than the place names – as place names don't all appear when using

l references, and 8 points of the compass.

#### Lesson 3-5:

Each lesson should focus on a different country which is home to big cats (e.g. Bengal Tiger in India, Snow Leopards in Russia or Mongolia, Lions in Tanzania, Lynx in Sweden). Teachers should choose countries with a range of physical features, e.g. from different climate zones, with different habitats etc. Children should research the following information:

- Name of country and location on a map. Which continent is it in?
- Physical features: What is the climate like? How much rainfall? Is it hot or cold?
- Physical features: What is the altitude is it mostly flat or very mountainous?
- Which big cats live in the country studied?
- Link to learning in science what is the habitat of the big cat being studied?
- Human features: Are humans having an impact on the habitats of the big cats? How? Why? E.g. expanding cities damaging habitats etc

Provide children with a 'passport' for the unit to record key information in. Lesson 6:

Children should finish the unit by making their own story maps to show what they have learned, adding information and pictures to a world map (and adding colour coding or a key for Year 2s who are able to).

#### **Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Hot	Temperature	North America
Cold	Features	South America
Low	Location	Asia
High		Europe
Flat		Oceania/
Mountain		Australasia
Weather		Antarctica
Rain		Equator
Forest		Climate
Snow		Habitat
Sun		Rainfall
Desert		Population
		Human
		Physical
		Country
		Continent

#### **Golden Nuggets:**

Children should know that parts of the world near the equator are hottest and that the coldest parts of the world are the north and south poles. Children should be able to name some hot countries and some cold countries.

https://digimapforschools.edina.ac.uk/learning-resources/resource/focusrivers.html. Children should use the image search feature to search for images of the rivers they are researching. What wildlife do they see? Human features? Habitats etc. They may want to switch between Aerial view and OS Maps views to make tracing the route of the river easier (use Map Selector).

Children should draw the path of their chosen river on a blank map of the UK, labelling the source and the mouth, and estuary if relevant, creating symbols and a key for these features. Children should print thumbnail images from Digimaps (they can be printed once downloaded) to go in their books alongside their maps. Children should make notes on the human and physical features they see. Lesson 3 (short lesson): Fieldtrip planning

#### Show children the BBC clip about lakes, reservoirs and the water cycle to recap https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-lakes-lochs-andreservoirs/zp4pp4j

Use Digimaps to search for either Carsington Water or Foremark Reservoir (children could do this on their own computers or could be done on IWB for whole class). Zoom in to 500 m scale. Discuss – what are the human and physical features they notice in the area? E.g. ask children – what do think the green diamond symbols represent (Foremark)? Use the key to show these show a recreational route (what does recreation mean?). If looking at Carsington - what do the orange circles mean? (cycle path) Look at the 'Tourism and Leisure' symbols on the key can they see any of these on the map? Discuss – is the landscape flat/hilly? How do they know? What symbols can they see? What sort of trees are in the area? Use 'Landscape and Landcover' key. Look closely at the outline of the reservoir can children see where the water comes from? E.g Foremark is filled from the North side, and if you follow the river you find that the source is a spring. What sort of activities do they think they will see people doing, from looking at the information on the map?

Children record Key Symbols (relevant to the fieldtrip location) in their books with an explanation of their meaning). NtE could match images of symbols with words.

#### Lesson 4, 5 and 6: Fieldtrip to Foremark Reservoir or Carsington Water

Children should stay in pairs and have a site map of the visit location (printed from Digimaps) and compass for each pair. Complete a walk around the chosen site (information on routes available on the websites). Children should have the opportunity to take photos of the different features they pass, matching them to the symbols on their map e.g. photos of picnic areas, woods, steep slopes, car parks, heath land etc. Teacher should prompt children to check their compasses which direction are we walking in? Check your map, which direction do we need to go in now etc.

Children should make notes of different human activities they see (e.g. sailing, kayaking, walking, cycling, picnicking, fishing etc) while on the visit in a simple table (e.g. as per BBC video clip about lakes). They should also make notes and simple sketches of any wildlife they see e.g. leaf shapes, flowers, birds, ducks etc.

At the end of the visit they should complete a simple Likert scale (e.g. numbers 1-5, or smiley – sad faces scale to record how they felt about different locations on their walk e.g. the woodland area, the bank of the reservoir, the play park etc)

#### Lesson 7: Documenting the fieldtrip

Children add their digital images taken on the fieldtrip to a Digimap of the fieldtrip area – see guidance at <a href="https://digimapforschools.edina.ac.uk/help/add-photos/">https://digimapforschools.edina.ac.uk/help/add-photos/</a>. Maps can then be printed and added to individual or whole class topic books. E.g. adding a photo of a picnic area or woodland and linking it with a symbol to the matching location on the map. Children could also upload images of their sketches e.g. of wildlife/vegetation. Likert scales can also be added to books.

#### **Key Vocabulary:**

3. Ch			
the	Tier 3	Tier 2	Tier 1
	Water cycle	Meander	River
	Precipitation	Flood	Lake

# of land.

Children should then complete 'Lesson 2 Grid Ref search' activity (they search for given grid references using Digimaps, and then identify the feature found, the symbol, and whether it is a human or physical feature.).

Lesson 4 and 5 Isle of Arran in pairs.

They should record in their books the map symbols they can see that show different human and physical features e.g. museum, castle, picnic site etc. They should make a record in their books of which each symbol they find represents (referring to printed key – on One Drive 'Explorer 25k Legend' PDF if needed). Note: Many symbols will only be visible when zoomed in at a 2km scale.

Children should then create their own 'treasure hunt' activity (like that completed in lesson 2) based on locations in the Isle of Arran.

#### Lesson 6

Maps and Symbols Children create their own map for a fictional island (on squared paper to represent grid lines). They should include map symbols to show physical and human features, including contours and a key. They can make up their own symbols, or use those from Ordnance Survey maps. They can add names for rivers, forests, farms, villages etc. Shading/details in coloured pencil. Their maps should also include compass directions and a scale.

Alternatively children could complete Digimaps Dream Island activity (https://digimapforschools.edina.ac.uk/learning-resources/resource/my-dreamisland.html and on One Drive), and create their island using Digimaps.

#### **Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Island	Distance	Contours
River	Steep	Scale
Hill	Slope	Grid lines
Mountain	Population	Grid references
Lake	Density	Eastings
Stream		Northings
Forest		Кеу
Wood		Ordnance Survey
Farm		Compass
Port		North, South, East,
Harbour		West
Village		Topography
Town		Human features
City		Physical features
Hamlet		Loch
Мар		
High		
Low		

#### **Golden Nuggets:**

- location.
- 2. Children should be able to use a 6-figure grid reference to find a given location on a map.

skills/relief-and-contours to explain how contour lines are used to show the height

### Isle of Arran/Map Symbols/Compass Directions/Grid Refs.

Recap map symbols, including contours. Children use Digimaps to investigate the

1. Children should be able to identify the 6-figure grid reference for a given

ren should be able to use map symbols and contour lines to identify uman and physical features of a location on an OS map.

	Map	Features	Source	
	Wood	Bosord	Mouth	
	wood	Record	ivioutii	
	Tree	Habitat	Reservoir	
	Water	Wildlife	Estuary	
	Weather	Activities	Spring	
	Cloud	Loisuro	Symbol	
	Ciouu	Leisure	Symbol	
	Rain	Recreation	Кеу	
	Wind	Route	Human	
	Sun	Temperature	Physical	
	Marm		Compass	
	vvarm	Bank (of river)	Compass	
	Hot		Evaporation	
	Cold		Condensation	
			Degrees Celsius	
	Golden Nuggets:			
	<ol> <li>Children should</li> </ol>	d be able to label feature	s of a river including source,	
	mouth. meand	er and estuary.		
	2 Children should	he able to label the star	ves of the water cycle	
	2. enharen shoule			
Scented Garden	Tremors			Pharaohs
Objectives covered: 4, 8, 9, 10	Objectives covered: 1 5	7.8		
Weather	This module will focus or	n mountains, volcanoos a	nd earthquakes lesson plans and	Objectives
		in mountains, voicances a	nu eartiquakes. Lesson plans and	Objectives covere
<ul> <li>Recording weather in one or more places in the school grounds and</li> </ul>	resources for each lesso	n can be found on the Ro	yal Geographical Society website.	
mapping location(s) on a topographical plan of the grounds.	https://www.rgs.org/sch	nools/teaching-resources	/mountains,-volcanoes-and-	Lesson 1 and 2
<ul> <li>Mapping weather data on a map of the UK and adding simple symbols.</li> </ul>	earthquakes/			
	Lesson 1			
	This loss on starts with th	o iconio nhotogranh of T	on-ing Norgov at the symmetric of	Recap continents
Fieldwork Opportunities	This lesson starts with th	le iconic photograph of i	enzing Norgay at the summit of	world map. Ask c
<ul> <li>investigate different weather conditions through observation and by making</li> </ul>	Mount Everest, taken by	Sir Edmund Hillary on 29	<sup>In</sup> May 1953, marking the first	on a world man –
and using simple measurement devices (e.g. to record wind direction, to	successful ascent of the	mountain. As a starter ac	tivity, and with no	that some from a
measure rainfall)	contextualisation from t	he class teacher, pupils a	re asked to identify questions	that come from a
	(and surmise answers): w	who what whore when	why how The development of	
<ul> <li>observe and record seasonal changes (e.g. to flowering plants and deciduous</li> </ul>		who, what, where, when,	wity, now. The development of	Locate Egypt on (
trees) in the school grounds and local area	geographical enquiry, as	king questions of eviden	ce and examining what it might	all of Africa and t
<ul> <li>collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate</li> </ul>	tell us, will start pupils of	n the road to thinking 'lik	e geographers'. Then, through a	all of Africa and th
their properties	series of maps and photo	ographs, both modern ar	d archive, pupils will then learn	
then properties	about the physical googr	capture of the mountain it	a landscape, tenegraphy and	Which countries
		apity of the mountain- it	s lanuscape, topography and	nearby? Children
Fieldwork techniques	weather. They will come	to understand that Mou	nt Everest can be a hostile and	
<ul> <li>marking information on a large-scale plan (e.g. of the school grounds or a local</li> </ul>	dangerous environment.	. Finally, pupils will hear l	now these dangers were faced by	labels with arrow
streat) using colour or symbols to record observations	Hillary and Tenzing in the	eir successful ascent of th	ne summit.	they can identify
street) using colour or symbols to record observations				They should also
(Note: Further resources and activities to support teaching on the weather for KS1	Lesson 2			including; Medite
can be found at: https://www.ras.org/schools/teaching-resources/weather-and-	In lesson two, pupils will	begin by addressing the	fundamental question, 'What is a	should use atlase
climate resources kay stage-ppe/	mountain?' They will the	en establish the location of	of the main continental mountain	
<u>climate-resources-key-stage-oney</u> )	ranges Significant and i	ntorosting mountain ran	gos will be highlighted. The	
		interesting, mountain ran		vvnat do children
Lesson 1:	nighest peaks in the UK v	will be identified before I	оокing, in depth, at a case study	about the north a
	of Snowdon. Pupils will u	use the Ordnance Survey	map of Snowdon and will gain an	(discuss location
Introduce the unit with this BBC clip https://www.hhe.co.uk/teach/class.clips	understanding of how to	pography is shown on a	map. In a mapping task, pupils will	and Concert and 1
indicate the unit with this bbc cip <u>https://www.bbc.co.uk/teach/cidSS-ClipS-</u>	learn the significance of	keys contour lines four	figure and six figure grid	and cancer, and t
video/geography-Ks1Ks2-the-seasons/zk8thbk. With the children, write a list of		distance seels seels	tion on their comments and the	they think they ca
the weather that happens in each season – which season are we in now? How do	references, grid squares,	, distance, scale and dired	ation as they answer questions	
you know? Children create and then label seasons pictures, separating their page	and plan routes.			Introduce biomed
into 4 sections and drawing images to represent each season				
During the independent drawing activity create weather station equipment with	Lesson 3			Curriculum Planning > Sub
During the independent drawing activity - create weather station equipment with			d is how mountains are formed	
	In losson three the key	TILACTION TO NO INVOCTION		Children should +
small groups of children (1 group at a time) (instructions at	In lesson three, the key of	question to be investigate		
small groups of children (1 group at a time) (instructions at <a href="https://sciencing.com/easy-homemade-weather-instruments-kids-7974126.html">https://sciencing.com/easy-homemade-weather-instruments-kids-7974126.html</a> )	In lesson three, the key of The role of plate tectonic	cs, the movement of the	Earth's crust, in this formation will	4 a ab ! !
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<ul> <li>small groups of children (1 group at a time) (instructions at <a href="https://sciencing.com/easy-homemade-weather-instruments-kids-7974126.html">https://sciencing.com/easy-homemade-weather-instruments-kids-7974126.html</a>) Each group to create one of the following; thermometer, rain gauge, barometer, wind vain or anemometer.</li> <li>At the end of the lesson, bring all children together and choose one child from each group to introduce and explain the piece of weather station equipment they have made.</li> <li>Explain that you will set up your own weather station in the school grounds and will record the weather over the half term. (note – there will be 4 classes setting</li> </ul>	In lesson three, the key of The role of plate tectonic be explained. Pupils will come to know that mount the Earth's crust moves. Mountains, Fault Block M formation models, moun located with particular re pupils will understand the	question to be investigate cs, the movement of the gain an understanding of ntains can be formed in o Three formations will be Mountains and Dome Mo ntains exemplifying each eference to North and Sc nat mountain landscapes	Earth's crust, in this formation will the structure of the Earth and lifferent ways, depending on how examined in detail: Fold untains. In addition to the formation will also be named and uth America and Europe. Finally, change over time through	to show where th Powerpoint). The Children then res Mediterranean) c headings:
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## red: 4, <mark>5, 6, 7</mark>

ts asking children to name and locate each continent on a children if they know which continent Egypt is in? Show Africa – does anyone come from a country in Africa or have family a country in Africa?

Google Earth and zoom in to 2000km scale, which then shows the names of countries in it.

s share a border with Egypt? Which other countries are en should fill in the blank map of Africa (on One Drive), adding ws pointing to Egypt, its surrounding countries and any others y (referring to Google Earth image still on main whiteboard). o locate and label the seas and oceans surrounding Africa, terranean, Red Sea, Atlantic Ocean and Indian Ocean (they ses to support this part of the task).

en notice about the landscape of Africa? What is different and south of Africa? Why do they think the north is drier? n of equator, referring to lines of latitude, tropics of Capricorn d the location of these over Africa etc). What sort of biomes do can see?

es with Biome Powerpoint (saved on One Drive)

Subject Resources and Planning Support > Geography > Resources for Lessons > UKS2 > Pharaohs

then use coloured pencils to *lightly* shade their map of Africa the 4 main biomes in Africa are (copy from slide 5 on hey should add their own key labelled with biomes shown.

esearch the 4 different biomes (Rainforest, Desert, Savanna, ) completing a fact file about each one to include the following

o countries with this biome

ation

#### Follow up sessions (these do not need to be a full lesson – it would be better to have shorter sessions more frequently to allow a bank of data to be collected):

Children should use the weather equipment they have made to monitor the weather each day for at least a week if possible (if the weather shows little change in this time, teachers may wish to extend the period over which the weather is monitored, to give children the opportunity to describe different observations). Equipment other than the rain gauge should be carried out each time (this will stop it from becoming damaged on the playground in between sessions!).

Children should collect information on:

- cm of rain fall
- wind direction
- wind speed (number of rotations of the anemometer in a minute)
- temperature
- air pressure (low, medium or high)

The location the measurements are taken should be recorded on a simple sketch map - Year should add symbols and a key to show which equipment was used where on the playground each time.

### Lesson 5: Weather Forecasts

Show some example weather forecasts and explain their purpose – discuss, why might it be important to know what the weather will be like? Which jobs would this be important for?

Provide children simple maps of the UK which show major cities. Provide simple written summaries of weather forecasts (e.g. those included in the following resource:

https://www.metoffice.gov.uk/binaries/content/assets/metofficegovuk/pdf/weat her/learn-about/met-office-for-schools/first-

explorations/metoffice forecastingandprediction firstexplorations 22-

04 creating-your-own-weather-forecast.pdf). Children should add weather symbols to the appropriate places on each map (this could be limited to one map/forecast for younger/less able pupils.

NtE pupils could work in a group learning, performing and recording spoken weather forecasts, adding large symbols to a large-scale map of the UK.

#### Lesson 6: Fieldwork visit to local park

Children should record, either by drawings or by taking digital photos, any seasonal changes they notice on route or at the park (e.g. to flowering plants and deciduous trees). Natural objects that show the season should be collected for a seasonal display back at school e.g. brown/orange/red leaves in Autumn, blossom, flower and seed heads in Spring, green leaves and flowers in summer etc.

#### **Key Vocabulary:**

Tier 1	Tier 2	Tier 3
Hot	Temperature	Season
Cold	Direction	Precipitation
Sun	Mild	Air pressure
Rain	Forecast	
Wind	Symbol	
Snow	Record	
Speed		
Weather		
Spring		
Summer		
Autumn		
Winter		
Fast		
Slow		

happens, and the type of volcano created are key issues that will be explored. Pupils will also become familiar with the structure of volcanoes and be able to name the key features in a cross section. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be featured as case studies.

### Lesson 5

With an average of 25 eruptions per year and approximately 600 million people living on or in the vicinity of volcanoes, we ask the question, 'Why do people live near volcanoes?' In the lesson pupils will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. They will also understand the inherent dangers of living in the foothills of a volcano, from lava, ash, gas to lahars (mud flows).

### Lesson 6

In the final lesson of the module, the spotlight turns to earthquakes. Every thirty seconds there is an earthquake somewhere in the world; each year there are approximately 100 earthquakes that cause serious damage. Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected- will be examined. The San Andreas Fault, western USA, will be highlighted as a case study. Additional material will also be provided on the Japanese earthquake and tsunami of 2011.

### **Key Vocabulary:**

Tier 1Tier 2Tier 3MountainLandscapeEarthquakeSmokeBoundaryVolcanoGasEruptionTectonic platesWeatherAshLava flowDirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoComposite volcanoCoreMantleCrustContour			
MountainLandscapeEarthquakeSmokeBoundaryVolcanoGasEruptionTectonic platesWeatherAshLava flowDirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoComposite volcanoCoreMantleCrustKantle	Tier 1	Tier 2	Tier 3
SmokeBoundaryVolcanoGasEruptionTectonic platesWeatherAshLava flowDirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCrust	Mountain	Landscape	Earthquake
GasEruptionTectonic platesWeatherAshLava flowDirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCrust	Smoke	Boundary	Volcano
WeatherAshLava flowDirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCrust	Gas	Eruption	Tectonic plates
DirectionPeakTsunamiRockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCoreMantle	Weather	Ash	Lava flow
RockAscentLahars (mud flows)FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCore	Direction	Peak	Tsunami
FormationActiveSymbolsDormantDistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreMantleCores	Rock	Ascent	Lahars (mud flows)
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DistanceExtinctRouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreCoreMantleCrustCore		Symbols	Dormant
RouteTopographyMoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreCoreMantleCrustCore		Distance	Extinct
MoltenContour linesViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreCoreMantleCrustCrust		Route	Topography
ViscousFold mountainsConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreCoreMantleCrustScale		Molten	Contour lines
ConvergeFault block mountainsDome mountainsErosionGrid referencesKeyScaleMagmaPlate/Plate tectonicsConvection currentShield volcanoCoreCoreMantleCrustCrust		Viscous	Fold mountains
Dome mountains Erosion Grid references Key Scale Magma Plate/Plate tectonics Convection current Shield volcano Core Mantle Crust		Converge	Fault block mountains
Erosion Grid references Key Scale Magma Plate/Plate tectonics Convection current Shield volcano Composite volcano Core Mantle Crust			Dome mountains
Grid references Key Scale Magma Plate/Plate tectonics Convection current Shield volcano Composite volcano Core Mantle Crust			Erosion
Key Scale Magma Plate/Plate tectonics Convection current Shield volcano Composite volcano Core Mantle Crust			Grid references
Scale Magma Plate/Plate tectonics Convection current Shield volcano Composite volcano Core Mantle Crust			Кеу
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Plate/Plate tectonics Convection current Shield volcano Composite volcano Core Mantle Crust			Magma
Convection current Shield volcano Composite volcano Core Mantle Crust			Plate/Plate tectonics
Shield volcano Composite volcano Core Mantle Crust			Convection current
Composite volcano Core Mantle Crust			Shield volcano
Core Mantle Crust			Composite volcano
Mantle Crust			Core
Crust			Mantle
			Crust

#### **Golden Nuggets:**

- 1. Children should be able to identify and name different types of mountain
- 2. Children will be able to explain the term dormant, active and extinct in relations to volcanoes.
- 3. Children will be able to name the key features in a cross section of a volcano.

# • Other facts

# The following websites could be used to support children's research:

- •

# Lesson 3

Use Google Earth to look at Egypt. What is the main biome of Egypt? Zoom in to about 200km – 100km scale – city/settlement names should appear. What do children notice about the location of the main cities in Egypt? They should realise that they are almost all near the river – why? Does anyone know the name of this river? Explain it is the river Nile. Use Digimaps population density overlay (in World Human Geography menu) to show that the majority of people in Egypt live near the Nile.

Zoom in further on Google Earth to look more closely at the settlements that are not near the Nile e.g. Siwa Oasis, Farafra, Kharga. How are people able to live here? Explain the term Oasis (the following video gives an explanation with reference to Siwa Oasis https://www.youtube.com/watch?v=nuJ6QTZdvxM).

Discuss – why is it so important for people to live near water? What do we use it for?

Watch BBC Geography video on water: https://www.youtube.com/watch?v=e0rzalqDhJY Discuss – how can we save water? Why do we need to? Make notes for working wall.

Children should create a poster persuading people to conserve water and explain ways that this can be done.

Lesson 4 and 5

# lesson outline.

Children will use a map\*/Atlas to plot the course of the Nile through Africa – they should then draw and label the river Nile on to their blank map of Africa (from lesson 1), ensuring that each country it runs through is labelled (including; Ethiopia, Sudan, South Sudan, Rwanda, Burundi and Uganda). They should draw and label the main tributaries (Blue Nile and White Nile), and Lake Victoria. Label the source and mouth of the river (source being the rivers that flow into Lake Victoria, and sources of the White Nile and Blue Nile, and mouth (where it meets Mediterranean Sea).

Extension - children could also add in the location of key cities along the Nile including Cairo, Luxor, Aswan, Khartoum, Juba and Jinja.

Discuss – can children work out which direction the Nile flows in? Confirm that it flows North, and that Egypt is 'downstream' from the other countries the Nile flows through – this means that what happens to the river in these other countries could affect Egypt's main source of water.

https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p#:~:t ext=Biomes%20are%20areas%20of%20the%20planet%20with%20a% 20similar%20climate,is%20a%20type%20of%20tundra. https://www.ducksters.com/science/ecosystems/desert\_biome.php https://kids.britannica.com/kids/article/biome/403913

## See Powerpoint 'The Ethiopia Dam and River Nile' (on One Drive) for full

\*e.g. https://kids.britannica.com/kids/article/Nile-River/346183 and https://en.wikipedia.org/wiki/Nile#/media/File:River Nile map.svg

<ul> <li>Golden Nuggets:</li> <li>1. Children should be able to name the seasons, and match seasons to their associated weather patterns.</li> <li>2. Children should be able to describe seasonal changes other than weather a g blossom floworing loss of leaves browning leaves etc.</li> </ul>	Children then learn being built, it's adv part in a debate, ta environmentalist,
e.g. biossoni, nowering, ioss of leaves, browning leaves etc	This could be used text.
	Lesson 6 What is an econor Use video and info https://www.bbc. %20%E2%80%93% ,What%20is%20th activity to introduce
	Children should th produced by manu main service indus Children could use
	https://primarylea https://kids.nation (easier text) https://www.worl (more detailed tex https://www.rese Egypt fig6 30577
	Ask children to fee wall. Children sho produce/industrie agricultural, servic industries relies on
	Key Vocabulary:
	Tier 1HotColdWarmDryRainWaterPowerEnergyFloodFarmFarmerRiverLakeAnimals
	Golden Nuggets:
	<ol> <li>Children s climate ar</li> <li>Children s and some</li> <li>Children s</li> </ol>

n about the Grand Ethiopian Renaissance Dam (Gerd) that is vantages and disadvantages and impact on Egypt. They take aking on the role of one of four stakeholders; Egyptian farmer, Ethiopian Politician or Sudanese father.

d as the basis for non-fiction writing in English – discussion

my?

ormation pages at:

.co.uk/bitesize/topics/zx72pv4/articles/z7jdnrd#:~:text=Quiz %20The%20economy-

ne%20economy%3F,makes%20is%20called%20economic%20 ice the term 'economy'.

nen research the main industries in Egypt – what items are ufacturing, energy production and agriculture? What are the stries (e.g. tourism)?

e the following websites for their research:

ap.co.uk/activity/egypt/level-2 (easier text) nalgeographic.com/geography/countries/article/egypt

Idatlas.com/articles/the-biggest-industries-in-egypt.html xt)

archgate.net/figure/Urban-Development-Map-of-<u>8522</u> (map showing location of different industrial areas)

edback on their findings and make notes for the working buld make a record in their books of the main es of Egypt, and group them according to whether they are ce, manufacturing or energy industries. Which of these n the Nile and availability of water?

Tier 2	Tier 3
Economy	Biome
Resources	Desert
Natural	Savanna
Manufacturing	Rainforest
Stakeholder	Mediterranean
Industry	Hydro – electricity
Temperature	Dam
	Reservoir
	Tourism
	Agriculture
	Oasis
	Source
	Mouth
	Population
	Settlement
	Climate
	Vegetation

should be able to name four main biomes of Africa, describing nd some of the vegetation and animals found in each. should know that Egypt is in Africa and be able to locate it, e of its surrounding countries, on a map. should be able to explain the importance of the Nile to

	Egypt.
	0/1
Tower, Turrets and Tunnels	Time Traveller
Objectives covered: 5,6,8,9,10	Objectives covere
Maps	
Create a Digimap Story map as a class to document the field trip	
(https://www.voutube.com/watch?v=1KSPYTJgpxl 3:00 to 22:00 mins for guidance	υκ
on how to do this	Mans
Create a man of a fictional place linked to a story	• Use man
cicate a map of a netional place inneed to a story.	+brough
Field used Owner during	through
riedwork Opportunities	secondar
• take a short journey by bus, tram or train to investigate a slightly more distant	and outc
site that contrasts with the immediate local area e.g. Tram journey at Crich	<ul> <li>Use histo</li> </ul>
Tramway museum.	
Fieldwork Techniques	<b>Fieldwork Opport</b>
• drawing a freehand map (e.g. of the school grounds, local street or park)	When lea
using a simple compass and cardinal compass directions (north, south, west, east)	and local
• taking digital photos (e.g. of huildings in the locality, things seen on a hus	developr
iournou)	buildings
• collecting and corting natural objects (e.g. logues, twigs, stoned) to investigate.	sgnbilua
• connecting natural objects (e.g. neaves, twigs, stones) to investigate	retail or l
their properties	
• using a simple recording technique (e.g. smiley/sad faces worksheet) to express	Suggested Fieldwo
their feelings about a specific place and explaining why they like/dislike some of its	This fieldwork cou
features	Friar Gate/Uttoxet
	as new developme
Expected Fieldtrip: Crich Tramway Museum visit (alternative trip: steam railway	factory site by Fria
iourney e.a. Butterly Station https://www.midlandrailway-butterley.co.uk/schools-	
visits/	https://digimapfo
	<u>incips.//uigimapio</u>
Voor 1 Should use the Crick Tramuou museum site man (or simplified teacher	geography-ideas-r
Year I should use the Crich Tranway museum site map (or simplified teacher	
Version), and Year 2 should use a Digimaps for schools map of Crich Tramway	Lesson 1
Village to prepare for the fieldtrip.	Choose from activ
https://www.tramway.co.uk/wp-content/uploads/2016/01/Crich-Tramway-	Geography ideas v
Village-Map-2016 .pdf	https://digimapfo
Year 2 Guidance on using Digimaps to plan and document a walk:	geography-ideas-h
(https://www.youtube.com/watch?v=1KSPYTJgpxl 3:00 to 22:00 mins for guidance	
on how to do this)	In activity 1 childre
Explore site man/Digimans man of Crich Tramway Museum (or alternative	mans to see how I
transport mise indep so that in the mass matching in the match	also outond this of
physical features do they think they will see? What do they notice? How do they	
think the area will be different from where the act and inc. From where they live?	modern US map.
think the area will be different from where the school is? From where they live?	historical maps to
Discuss landmarks the children might look out for (e.g. Maze). Discuss the Key –	Bishop Lonsdale is
what do the symbols mean. Can children use the key to identify locations of	the land currently
different features and landmarks?).	how the land used
As a class plot a route on the map that you will follow on your visit? What are the	expanded.
human and physical features they can see on the map? Children should create lists	
of human and physical features that they will see, and photograph on their	In activity 2 childr
fieldtrin	three schools add
	unee schools, auu
	or individual topic
	In activity 3 childre
	find their house?
	Extension –
	Children could lea
	Digimans historica
	original location o
	domolished (but
	demolished. ( <u>http:</u>
	demise-ot-markea
	should again use t
	maps.



os and graphs to investigate local issues and quality of life a neighbourhood survey with residents. (Could link up with ary schools as a transition project). Pupils to explain maps created comes of surveys

orical maps to compare changes in local land use over time.

tunities

earning about settlements, to investigate how buildings, land use al facilities have changed over time; and investigate local ment plans through visits to derelict sites, empty shops or s or places where developments (e.g. road, housing, industrial, leisure schemes) are proposed

#### ork Trip:

uld be linked to the learning in Art and Design – a walk around the ter Road area looking at historical, and modern buildings, as well ents including the new Cathedral School site, and the derelict ar Gate Bridge.

prschools.edina.ac.uk/learning-resources/resource/quick-primaryhistoric-twist.html

vities 1,2 and/or 3 from Digimaps document - 'Quick Primary with a historic twist!'. <u>prschools.edina.ac.uk/learning-resources/resource/quick-primaryhistoric-twist.html</u> (and also on One Drive).

ren locate Firs Primary School on Digimaps, then use historical land use in the area has changed over time. Children should then ctivity by locating Bemrose School and Bishop Lonsdale on the They should add location makers to each school. Then use o see how the land use has changed. They should recognise that is a new school, and that in the 1890s there was no building on o occupied by the school. They should also be able to observe d by Bemrose School has increased over time, as the school

ren should use the internet to search for historical images of the ding them to their maps. These could be printed for whole class c books.

ren use Digimaps to try to locate the street they live on. Can they How has their street changed over time?

arn about other changes of land use in Derby over time using al maps e.g. changes to Markeaton Park over time e.g. the of Markeaton Hall and Park, and when Markeaton Hall was os://www.derbytelegraph.co.uk/news/nostalgia/gallery/sadaton-hall-6621272 for photos and more information). Children the internet to search for historical images, adding them to their



#### Lesson 2 and 3: Crich Tramway Museum visit: Activities should include:

- Taking digital photographs to use back in school to document the trip, year 2 should note the location of key features on their maps as they go.
- Discussing human and physical features seen.
- Exploring the Maze – Year 1 - give directions for children to follow (forwards, left, right, backwards etc) and Year 2 to create a list of directions to get through the maze using north, south, east and west. Year 2 should use compasses at this point to support the activity.
- Year 2 should have compasses throughout the visit, and should be asked to comment on the relative location of different features e.g. is the maze north or south from the forest? What direction does the tramline run in?

#### Lesson 4:

Documenting the visit: Year 2 - see Digimaps instructional video for adding digital images and text to a Digimap https://www.youtube.com/watch?v=1KSPYTJqpxI. Year 1 to add photos of key human and physical features seen at Crich to a largescale site map – this could be done in small groups, or individually with thumbnail sized photos

Children could work in small groups with a teacher or TA to do this while the rest of the class write recount of the visit. Alternatively, adding images could be done as class, and used to support planning for a recount of the trip.

### Lesson 5 and 6:

Children to create their own maps using symbols (Year 2 should also create a key and add a compass). Maps could be based on a 'Key Text' read in class e.g. The Paper Bag Princess, and should include key features from the story e.g. cave, castle, forest, road etc. Children can add their own imagined elements as well. Kev Vocabulary:

Tier 1	Tier 2	Tier 3
Мар	Symbol	Кеу
Up	Record	North
Down	Route	South
Near	Features	East
Far	Location	West
Forest		Left
Soil		Right
Farm		Human
Hill		Physical
Shop		Landmark
Tram/Tramline		Vegetation

#### **Golden Nuggets:**

- 1. Year 1 should be able to use up, down, left, right to describe position. Year 2 should be able to use North, South, East, West to describe position.
- 2. Year 1 and 2 should be able to sort human from physical features e.g. soil,

# Lesson 2 and 3

Use Google maps street view to show children Friar Gate, focusing particularly on images of the Friar Gate Bridge, and also those that show a closer view of the derelict warehouse site. Ask children if they recognise the area? Has anyone walked past here? Show children where it is on the map in relation to the school. Ask children – does anyone know what this building/bridge used to be used for? Explain that the large building was once used to house trains and goods that were transported on trains from the station there – the bridge was for the railway line. Show Digimaps current OS map of the area, then use the historical maps to show where the railway line used to run. What is it used for now? Discuss the term derelict.

# Discuss as a class (or small groups):

- •
- (car parking) •
- school).

Now show images of the new Derby Cathedral School, which has now been built. Show where it is sited using the modern OS map on Digimaps – this can be compared to the aerial view which does not show the new school building. Use the line tool to mark out the area that will be visited for the field trip and that represents the 'site' e.g.





Gate Bridge etc.

As a class, create a set of survey questions to take on the fieldtrip asking local stakeholders about their views on the development of Friar Gate. Children should consider who they will try to ask e.g. pupils, teachers, parents at Derby Cathedral School, residents of the local area, people who work in the area etc.

### Fieldwork preparation.

Watch short film (approx. 11mins) 'Forgotten History: Derby Friar Gate' https://www.youtube.com/watch?v=3cYuEilcLuw.

• What are some of the views about the site in the video? What do they like about it now, while it is derelict? (e.g. street art, flowers and plants growing – nature)

What are the disadvantages of leaving it derelict? (E.g. vandalism, fires, drugs, litter, buildings becoming dangerous).

How has some of the site been redeveloped so far? How is it being used?

If the site is redeveloped – what do these people want to make sure developers do? (try to preserve/renovate the existing historical buildings) What big new development was being planned for part of the site when this video was made? (Derby Cathedral School). How did the people in the film think it would improve the area (might help the developers to raise enough money to restore the existing warehouse, might pressure them to develop the rest of the site to make it a safer area for the

Ensure children can identify the key landmarks e.g. main warehouse building, Friar

vegetation, hill, forest/shop, road, path, maze, bridge				
	Lesson 4 and Fieldwork tr	d 5 r <mark>ip to Friar Gate</mark>	e and Derby Cathedral Scho	ool
	Children visi	it Friar Gate and s of different ar	d the new Cathedral School.	. They should take
	main wareho	ouse etc (that t	hey can reach safely! – <b>disc</b>	cuss health and safety issues
	of building s	sites/derelict b	uildings with children befor	re visit.)
	It should be	possible to mal	ke links with the Headteach	er at the school to arrange
	for pupils to	look inside the	school and around the gro	unds. If possible, children
	school build	iew pupils or st ing? Location?	How do they feel about the	e rest of the Friar Gate site?
	How would	they like it to be	e developed and why?	
	A group of c	hildren could a	lso ask to interview people	working in local businesses
	about their v	views on the sit	e and how it should be furt	her developed. If possible
		cal residents.		
	Lesson 6			and the states have
	Children sho learned over	r the unit:	one of the following activitie	es to show what they have
	• Cre	eate an annotat	ted and labelled time line of	f images of the Friar Gate
	site	e to show how t	the land use has changed or	ver time. This could include
	site	e from different	t times (Digimaps) and aeria	al images. Screen shots from
	Go	ogle Earth coul	d also be used.	
	• Wr	rite a letter to lo e should be dev	ocal planners or the develop veloped in the future, and w	pers with ideas for how the
	vie	ws of people in	the video 'Forgotten Histo	ry: Derby Friar Gate' and any
	sta	keholders inter	viewed/surveyed during th	e fieldtrip.
	• Cre fut	eate their own s are developme	sketch map of the site show int. The sketch map should	include the site of the new
	Cat	thedral School,	and should include labels to	o explain what they have
	adu	ded and why e.	g. a new leisure centre, bec	ause it could be used by
	be	renovating the	warehouse/ a nature reser	ve to protect the wildlife
	tha	at has grown in	the area etc.	
	• Wr tim	rite a chronolog ne on the site a	fical report explaining how l	and use has changed over need for rail to transport
	coa	al and how this	changed due to improved r	oad networks.
	Key Vocabul	lary:		
		ier 1	Tier 2	Tier 3
	Ch.	Vlap anges	Historical Derelict	Aerial view Sketch map
	Т	ime	Site	Land use
	S	ame	Survey	
	Tra	nsport	Development	
		Rail	Redevelopment	
	Т	rain Car	Restoration	
	R	Road	Conservation	
	Br	ridge	Proposal	
	Bu	iilding Safe		
	Ui	nsafe		
	Dan	gerous		
	Sc	2001		

	Golden	Nuggets:
	1.	Children sl
		local area
	2.	Children sl
		through co
		_

Maps Progression Guidance						
EYFS	к	351	L	<s2< th=""><th colspan="2">UKS2</th></s2<>	UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using maps	Using maps	Using maps	Using maps	Using maps	Using maps	Using maps
Using maps Use directional language such as near and far, up and down, and behind and in front <u>Map knowledge</u> Use a simple hand drawn map to locate features around the classroom/playground. <u>Making maps</u> Contribute to group 'story maps' based on a class text e.g. Bear Hunt, drawing symbols to represent key locations in the story.	Using mapsUse a simple picture map to move around the schoolUse relative vocabulary such as bigger, smaller, like, dislikeUse directional language such as near and far, up and down, left and right, forwards and backwardsMap knowledgeUse world maps to identify the UK in its position in the world.Use maps to locate the four countries and capital cities of UK and its surrounding seasMaking mapsDraw basic maps, including appropriate symbols and pictures to represent places or featuresUse photographs and maps to identify features	Using mapsFollow a route on a mapUse simple compass directions (North, South, East, West)Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresMap knowledgeLocate and name on a world map and globe the seven continents and five oceans.Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South PolesMaking mapsDraw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)Use and construct basic symbols in a key	Using mapsFollow a route on a map with some accuracyLocate places using a range of maps including OS & digitalBegin to match boundaries (e.g. find same boundary of a country on different scale maps)Use 4 figure compasses, and letter/number co-ordinates to identify features on a mapMap knowledge Locate the UK on a variety of different scale mapsName & locate the counties and cities of the UKMaking maps Try to make a map of a short route experiences, with features in current orderCreate a simple scale drawing	Using mapsFollow a route on a large-scale mapLocate places on a range of maps (variety of scales)Identify features on an aerial photograph, digital or computer mapBegin to use 8 figure compass and four figure grid references to identify features on a mapMap knowledge Locate Europe on a large-scale map or globe,Name and locate countries in Europe (including Russia) and their capitals citiesMaking maps Recognise and use OS map symbols, including completion of a key and understanding why it is importantDraw a sketch map from a high viewpoint	Using mapsCompare maps with aerial photographsSelect a map for a specific purposeBegin to use atlases to find out other information (e.g. temperature)Find and recognise places on maps of different scalesUse 8 figure compasses, begin to use 6 figure grid references.Map knowledgeLocate the world's countries, focus on North & South AmericaIdentify the position and significance of lines of longitude & latitudeMaking mapsDraw a variety of thematic maps based on their own dataDraw a sketch map using symbols and a key,	Using mapsFollow a short route on an OS mapDescribe the features shown on an OS mapUse atlases to find out data about other placesUse 8 figure compass and 6 figure grid reference accuratelyUse lines of longitude and latitude on mapsMap knowledgeLocate the world's countries on a variety of maps, including the areas studied throughout the Key StagesMaking mapsDraw plans of increasing complexityBegin to use and recognise atlas symbols
			Use standard symbols, and understand the importance of a key		Use and recognise US map symbols regularly	
			Fieldwork Progression Guidance			

EYFS		KS1		LKS2		UKS2
EYFS pupils plentiful op freely explo setting and and to make in the imme the school ( park, shop, mosque). Th familiar with through firs exploration, and talk. Th	should have portunities to ore their EYFS outdoor area, e visits to places ediate vicinity of e.g. local streets, church or hey can become h these places it-hand sensory , observation hey should have or to ask	Pupils in key stage 1 should have a wide exploration and imaginative engagemen structured enquiries, which involve the u data to answer geographical questions. The within walking distance of the school pro- and conduct simple geographical enquiring pupils should have opportunities to visit area. As with younger pupils, key stage 1 firsthand sensory exploration, observation Fieldwork investigations in key stage 1 sl the Key Stage Curriculum Plan. Fieldword enhance and enrich pupils' knowledge a human and environmental geography.	range of fieldwork experiences, from free t with outdoor environments to more use of simple techniques to record field The school grounds and the local area ovide many opportunities for pupils to plan ies that involve fieldwork. Where feasible, a place that is different from the local L fieldwork should involve opportunities for on and discussion with peers and adults. hould be linked to the themes and topics in k opportunities should be planned to nd understanding of places and of physical,	Pupils in lower key stage 2 should continue experiences, including free exploration ar also undertake structured enquiries that it techniques to record data to answer geog and the local area will provide many oppor geographical enquiries that involve fieldw have more opportunities to visit unfamilia understanding of the wider world, and to As with younger pupils, key stage 2 fieldw opportunities for first-hand sensory explo- peers and adults. Fieldwork investigations themes and topics in the Key Stage Curric should enhance and enrich pupils' knowle	the to have a wide range of fieldwork and imaginative engagement. They should involve the use of specific fieldwork graphical questions. The school grounds portunities for pupils to plan and conduct york. In lower key stage 2, pupils should ar places to extend their knowledge and develop and apply their fieldwork skills. york should continue to involve poration, observation and discussion with s in lower key stage 2 should link to the culum Plan. Fieldwork opportunities edge and understanding of places, and of ranby	Pupils in upper key s experiences, includi more structured en- techniques to recor grounds and the loc conduct geographic should have more o possible) a residenti involve opportunitie discussion with pee should link to the th opportunities shoul understanding of pl
questions a	nd follow their	Fieldwork Opportunities	Fieldwork Techniques	Fieldwork Opportunities	Fieldwork Techniques	Fieldwork C

hould be able to identify some of the ways that land use in the has changed over time and why. hould be able to identify differences in land use over time omparison of maps from different time periods.

stage 2 should continue to have a wide range of fieldwork ing free exploration and imaginative engagement as well as quiries that involve the use of more specific fieldwork rd field data to answer geographical questions. The school cal area provide many opportunities for pupils to plan and cal enquiries that involve fieldwork. Upper key stage 2 pupils opportunities to visit unfamiliar places, including (wherever ial visit. As with younger pupils, fieldwork should continue to es for first-hand sensory exploration, observation, and rs and adults. Fieldwork investigations in upper key stage 2 nemes and topics in the Key Stage Curriculum Plan. Fieldwork Id be planned to enhance and enrich pupils' knowledge and aces, and of physical, human and environmental geography.

|--|

own interests. These early	Pupils in key stage 1 should be provided	Pupils should have opportunities to	Pupils in lower key stage 2 should be	Pupils should have opportunities to plan	Pupils in upper k
experiences will provide	with opportunities to:	plan and conduct geographical	provided with opportunities:	and conduct geographical investigations	provided with op
opportunities for language		investigations that include fieldwork,		that necessitate fieldwork, and to	
development as pupils	<ul> <li>investigate the physical and human</li> </ul>	and to develop skills in using a range of	<ul> <li>to use the school and its grounds as a</li> </ul>	develop skills in a range of standard	<ul> <li>to use the school</li> </ul>
name and describe what	features of the school and school	simple techniques for collecting,	site for studying aspects of physical and	techniques for collecting, analysing and	site for studying
they see in discussion with	grounds: naming and describing what	analysing and presenting what they	human geography by investigating	presenting what they learn through	human geograph
peers and adults. Young	they see (e.g. different areas including	learn through fieldwork, including:	questions such as 'Where does the	fieldwork, including:	questions such as
pupils should be provided	playground, car park, field, wildlife		water go when it rains?', ' How do we		reduce its plastic
with opportunities to:	area) and how these areas are used;	• using small world play, model making,	travel to school' and ' Where does the	<ul> <li>making models, annotated drawings</li> </ul>	we make our sch
<ul> <li>explore their setting's</li> </ul>	routes around the school site, people's	or the classroom role-play area to	food for school dinners come from?'	and field sketches to record	friendly?'
outdoor area, noticing and	jobs, places that have been/could be	represent a visited place (e.g. a shop,	<ul> <li>when learning about the water cycle,</li> </ul>	observations	<ul> <li>when learning</li> </ul>
naming its features (e.g.	improved, and so on	the library or Health Centre)	weather and climate, to investigate and	<ul> <li>drawing freehand maps of routes (e.g.</li> </ul>	local stream or ri
play equipment, different	<ul> <li>investigate different weather</li> </ul>	<ul> <li>adding details to a teacher-prepared</li> </ul>	record different weather phenomena	of a walk to a site in the local area)	physical features
areas and surfaces, flower	conditions through observation and by	drawing (e.g. doors, windows and other	through observation and by using	<ul> <li>relating a large-scale plan of the local</li> </ul>	of erosion and de
beds)	making and using simple measurement	features to the outline of a house)	standard measurement devices (e.g.	area or fieldwork site to the	by people now a
<ul> <li>experience different</li> </ul>	devices (e.g. to record wind direction,	<ul> <li>making annotated drawings to show</li> </ul>	thermometers, rain gauges and	environment, identifying features	<ul> <li>when learning</li> </ul>
weather conditions and	to measure rainfall)	variations (e.g. in a row of houses in a	anemometers)	relevant to the enquiry	investigate how l
their impact on the	<ul> <li>observe and record seasonal changes</li> </ul>	local street)	<ul> <li>when learning about biomes and</li> </ul>	<ul> <li>recording selected geographical</li> </ul>	local facilities hav
environment	(e.g. to flowering plants and deciduous	<ul> <li>drawing a freehand map (e.g. of the</li> </ul>	vegetation belts, to visit a woodland to	information on a map or large-scale	and investigate lo
<ul> <li>examine and discuss</li> </ul>	trees) in the school grounds and local	school grounds, local street or park)	study the trees, plants and animals, as	plan, using colour or symbols and a key	through visits to
natural objects (e.g. leaves,	area	<ul> <li>relating a large-scale plan (e.g. of the</li> </ul>	an ecosystem	<ul> <li>taking digital photos and annotating</li> </ul>	shops or building
twigs, stones)	<ul> <li>explore the local area of the school to</li> </ul>	school grounds or a local street) to the	<ul> <li>when learning about land use, to</li> </ul>	them with labels or captions	developments (e
<ul> <li>explore the immediate</li> </ul>	investigate the range of buildings,	environment, identifying known	investigate local buildings, land use, and	<ul> <li>making digital audio recordings for a</li> </ul>	industrial, retail o
local area through walks	roads, green spaces and other local	features	local facilities and explore issues of	specific purpose (e.g. traffic noise)	proposed
and visits to selected sites	features	<ul> <li>marking information on a large-scale</li> </ul>	environmental quality and value (e.g. by	<ul> <li>collecting, analysing and presenting</li> </ul>	<ul> <li>when learning</li> </ul>
During and after their	<ul> <li>visit some local facilities (e.g. shops, a</li> </ul>	plan (e.g. of the school grounds or a	investigating which spaces or places are	quantitative data in charts and graphs	activities, to inve
explorations, pupils should	library, a health centre) and talk about	local street) using colour or symbols to	valued by the local community)	<ul> <li>designing and using a questionnaire to</li> </ul>	location of prima
have opportunities to	what happens there and investigate	record observations	<ul> <li>when learning about economic</li> </ul>	collect quantitative fieldwork data (e.g.	tertiary business
record what they observe	why people go there	<ul> <li>using a simple compass and cardinal</li> </ul>	activities, to investigate local shops (e.g.	to compare how far people travel to	<ul> <li>when learning</li> </ul>
and notice by:	<ul> <li>take a short journey by bus, tram or</li> </ul>	compass directions (north, south, west,	to find out how far people travel to	different types of shop)	resources and tra
<ul> <li>using small world play or</li> </ul>	train to investigate a slightly more	east)	them and why) or investigate local	<ul> <li>designing and conducting interviews</li> </ul>	of sustainability i
the role play area to	distant site that contrasts with the	<ul> <li>taking digital photos (e.g. of buildings</li> </ul>	journeys and routes, including road	(e.g. to investigate which spaces/places	including how ev
represent a visited place	immediate local area	in the locality, things seen on a bus	safety, public transport provision and	local people value)	food or clothing)
<ul> <li>making drawings (e.g. of</li> </ul>	<ul> <li>visit a park or local green space to</li> </ul>	journey)	more sustainable travel choices	<ul> <li>using simple sampling techniques</li> </ul>	traded, as well as
their favourite place in the	observe its physical and human features	<ul> <li>making digital audio recordings when</li> </ul>	<ul> <li>when learning about natural</li> </ul>	appropriately (e.g. time sampling when	and recycling
outdoor area, what they	and investigate how people use and	interviewing someone (e.g. shop	resources, to explore issues of	conducting a traffic survey)	<ul> <li>take fieldtrips t</li> </ul>
saw at the park)	enjoy it	worker, librarian, nurse) about their job	sustainability in everyday life (e.g.	<ul> <li>using a simplified Likert Scale to</li> </ul>	environments to
<ul> <li>taking digital photos (e.g.</li> </ul>	• investigate environmental issues (e.g.	<ul> <li>collecting quantitative data (e.g. to</li> </ul>	energy generation and use, water	record their judgements of	physical and hum
of a collection of natural	lack of play facilities, where litter	create a pictogram of favourite places	supply and use)	environmental quality (e.g. in streets	areas (e.g. moun
objects, buildings in the	collects, road safety	to play or how pupils travel to school)	<ul> <li>take fieldtrips to more distant places</li> </ul>	near the school)	beaches) as appr
locality)		<ul> <li>using a questionnaire (e.g. to find out</li> </ul>	(e.g. farm, water treatment plant,	<ul> <li>developing a simple method of</li> </ul>	curriculum plan
<ul> <li>sequencing photos to</li> </ul>		the most popular options for improving	botanical gardens) to investigate their	recording their feelings about a place or	
recall features seen on a		playtimes)	physical and human geography, as	site	
visit or short walk		<ul> <li>collecting and sorting natural objects</li> </ul>	appropriate to the curriculum plan		
• drawing a map (e.g. of the		(e.g. leaves, twigs, stones) to			
outdoor area)		investigate their properties			
<ul> <li>counting (e.g. cars parked</li> </ul>		<ul> <li>using a simple recording technique</li> </ul>			
at the start/end of the day)		(e.g. smiley/sad faces worksheet) to			
<ul> <li>expressing their feelings</li> </ul>		express their feelings about a specific			
about places they visit,		place and explaining why they			
saying which features they		like/dislike some of its features			
like/dislike					

ey stage 2 should be oportunities:

bol and its grounds as a aspects of physical and ny by investigating is 'How can our school c waste?' and ' How can nool grounds more bee

about rivers, to visit a iver to investigate its (e.g. meanders, sites eposition) and its use ind in the past about settlements, to buildings, land use and ve changed over time; ocal development plans derelict sites, empty gs or places where e.g. road, housing, or leisure schemes) are

about economic estigate the range and ary, secondary and ses in the local area about natural rade, to explore issues in everyday life, veryday goods (e.g. ) are produced and is consumption, waste

to unfamiliar investigate the nan geography of those ntains, rural areas, ropriate to the Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:

• making models, annotated drawings and field sketches to record observations

• drawing freehand maps (e.g. of a site they have visited)

• relating large-scale plans to the fieldwork site, identifying relevant features

• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key

• taking digital photos and annotating them with labels or captions

• making digital audio recordings (e.g. to create soundscapes)

collecting, analysing and presenting quantitative data in charts and graphs
designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)

• designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)

using standard field sampling techniques appropriately (e.g. taking water samples from a stream)
designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance

• conducting a transect to observe changes in buildings and land use