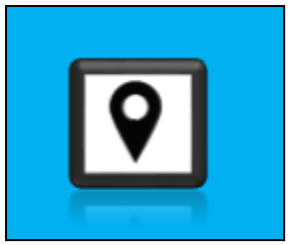
Perranporth Community Primary School Long Term Plan

Geography- What is where, how it got there and why we care

	Autumn 1	Autumn 2	Spring 1	Spring 2 Cornwall	Summer 1	Summer 2
Reception	**Me and My Family** Geography of our school and local geography	**Light up the sky** India- Diwali, Indian culture	**Starry Night** Planet Earth	**Perranporth My Home** Locality, local landmarks, route to bakery maps	**Sunshine and sunflowers** Africa- Kenya, Handa's surprise	**Who lives in a rock pool?** Physical geography- beach Route to beach maps
Year 1		**My Town Perranporth** School geography, locality, local landmarks, human and physical geography. Maps of Perranporth.	**Revisit and Review**			**Let's explore the UK** 4 countries and capital cities of the UK
Year 2		**Are all deserts hot?** Polar regions, climate, comparison Sahara desert.	**Revisit and Review**	**It's always sunny in Perranporth** Seasonal and daily weather patterns in the UK		**Who lives in a house like this?** Water Village- Kampong Ayer Brunei Comparison of houses
Year 3		**Land of fire and ice** Iceland- volcanoes and earthquakes	**Revisit and Review**	**Tourist town** Locality, Cornwall human and physical geography, land use		**Amazing Amazon** Brazil Comparing tropical rainforest with temperate forest
Year 4		**Winding rivers** Rivers in the UK, significant global rivers. Flooding Bangladesh	**Revisit and Review**			**Misty Mountains** Mountains in the UK 7 summits Comparison Cambrian mountains and Himalayas
Year 5		**Where does our food come from?** Global trade, fairtrade	**Revisit and Review**	**Down on the farm** Locality, agriculture, land use		**Cornish coasts** Perranporth coast Norfolk coast Brazil coast

Year 6		**Darwins Delights** Galapagos islands, Biodiversity, climate/biomes vegetation belts	**Revisit and Review**			**Frozen Kingdoms** Polar regions, Arctic indigenous peoples



Locational Knowledge

human and physical processes

place based study

Golden Threads

1. Place

Geography in Perranporth begins with the geography of our school. We begin with the pupils immediate locality before expanding to the UK and beyond, We believe that before children can make comparisons between other locations they need to fully understand their own local environment and their own sense of place.

2. Interaction

Our curriculum allows pupils to understand the interaction between human and physical processes. Pupils will understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent.

3. Communicate geographically

Fieldwork is a vital part of geography. Fieldwork allows us to take our learning into the real world. We are fortunate enough in Perranporth to have a unique local environment and our individual geography curriculum has been planned in a way to maximise this. Pupils develop their geographical skills starting with the basics in the Early Years and progressing to geographers who are able to use a wide range of resources/methods to present their findings in the final years.

			
Place	**Human and physical processes**	**Place based study**	**Communicating geographically**
EYFS- Au 1- Me and My family – Geography of our school **EYFS- Spr 1- Starry Night-** Planet earth, which planet do we live on? Where do we fit within the universe? **EYFS- Spr 2- Perranporth my home-** locality, local landmarks, journey to the local bakery	**EYFS- Su 2- Who lives in a rockpool** Human/Physical geographical features Perranporth beach- cliffs, sand dunes, chapel rock, Watering hole, lifeguard hut.	**EYFS- Au 2- Light up the sky- India-** Diwali, Indian climate, culture (food, clothes, music) Simple comparisons **EYFS- Su 1- Sunshine and sunflowers** Using Handa's surprise as the starting place, the children will learn about Africa and Kenya. They will learn about Kenyan animals and produce. They will make simple comparisons.	**EYFS Au 1 Me and my family-** Drawing house and who lives with them **EYFS Au 2 Light up the sky-** Locating India using an atlas. **EYFS Spr 1 Starry night –** Using google Earth to locate planet Earth **EYFS Spr 2 Perranporth my home-** recognise local landmarks, create sketch maps of journey to the bakery. **Fieldwork- to recognise local landmarks on a walk to the bakery.** **EYFS Su 1- Sunshine and sunflowers** Locating Africa and Kenya on an atlas. **EYFS Su 2- Who lives in a rockpool** Using prepositional language to describe landmarks and making simple maps of route to the beach **Fieldwork- to observe physical geographical features of beach in Perranporth** **Yr 1 Au 2 My town Perranporth-** Locate the Perranporth/ UK on digimaps Recognise the school using aerial photographs and plan perspectives

			Fieldwork- to observe Perranporth areas of transport, residence, economic activity. Create a simple map of Perranporth showing residential/transport/economic activity areas. **Yr 1 Su 2 Let's explore the UK** Locating the UK. Locating the four countries within the UK. Naming the capital cities of the four countries in the UK.
Yr 1 Au2- My Town Perranporth Geography of our school and locality **Yr Su 2- Let's explore the UK** Characteristics of the four capitals and countries of the UK	**Yr 3- Au 2- Land of fire and ice** Volcanoes and Earthquakes Iceland **Yr 3 Su 2- Amazing Amazon** Tropical rainforests and climate zones. Comparison Amazon rainforest and Sherwood forest.	**Yr 2 Au 2- Are all deserts hot** Polar regions, climate, physical geography. Where is home little pip? **Yr 2 Su 2- Who lives in a house like this?** Water village, Kampong Ayer Brunei. Comparisons homes in Kampong Ayer and homes in Perranporth.	**Yr 2 Au 2 Are all deserts hot? L**ocate Antarctica on a map. Comparing Sahara desert with Antarctica using venn diagram. Locating Arctic and comparing with Antarctica. **Yr 2 Spr 2- Its always sunny in Perranporth** Collect weather data in Perranporth Anaylse Perranporth weather data. Compare Perranporth weather data with capital cities of countries of UK **Yr 2 Su 2- Who lives in a house like this?** Locate Brunei on a world map Create a plan perspective for their homes **Fieldwork- Observe different types of homes in Perranporth**

			Create a map with a key to show the different types of homes in Perranporth, **Yr 3 Au 2 Land of fire and ice-** Locate the ring of fire, Iceland and the Westman islands **Yr 3 Spr 2 Tourist Town**- Create a sketch map showing opportunities for economic activity in Perranporth **Fieldwork- Survey to find out who comes to visit Perranporth** **Yr 3 Su 2 Amazing Amazon-** Describe and understand key aspects of climate zones. Locate Brazil on a world map.
Yr 2 Spr 2- Its always sunny in Perranporth Studying local and comparing with other weather in the UK.	**Yr 4 Au 2- Winding rivers** Rivers in the UK, significant global rivers. Flooding Bangladesh **Yr 4 Su 2 - Misty Mountains** Mountains in the UK 7 summits Comparison Cambrian mountains and Himalayas	**Yr 5 Spr 2- Down on the farm** Locality, agriculture, land use	**Yr 4 Au 2 Winding rivers –** I can locate the river Severn on a map. I can locate Bngladesh on a map. I can make a climate graph to show the average rainfall in Sylhet. **Fieldwork- Perrancoombe stream- Measuring the velocity of the current and following stream to its mouth- Atlantic Ocean** **Yr 4 Su 2 Misty Mountains-** I can explain the topography of the UK using a map. **Yr 5 Au 2- Where does our food come from-** I can annotate a map to show where we import and export items from. **Yr 5 Spr 2- Down on the farm-** I can use a map to help me explain about agriculture in areas of the UK **Yr 5 Su 2- Cornish coasts**

			Fieldwork- Observational fieldwork- are the waves constructive or destructive today? I can locate Norfolk on a map.
Yr 3 Spr 2- Tourist town Locality, tourism and regional tourism.	**Yr 5 Au 2- Where does our food come from?** Global trade, fairtrade **Yr 5 Su 2- Cornish coasts** Perranporth coast Norfolk coast Brazil coast	**Yr 6 Au 2- Darwins delight** Galapagos islands, Biodiversity, climate/biomes vegetation belts **Yr 6 Su 2- Frozen kingdoms** Polar regions, Arctic indigenous peoples	**Yr 6 Au 2 Darwins delight-** I can use maps to plot the route the Darwin took on HMS Beagle. Sketch maps of expeditions **Yr 6 Su 2 Frozen kingdoms-** I can locate the polar regions.

EYFS – Reception						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	Me and My family	Light Up The Sky	Starry Night	Perranporth My Home	Sunshine and Sunflowers	Who lives in a rockpool?
Questions to Ask	Who lives in your house? What is our school like?	Where is India? What is the climate like in India?	What is Earth?	Where is the bakery? What did we see on our trip to the bakery?	Where is Kenya? What is Kenya like?	What is Perranporth beach like? What can you find on our beach?
Vocabulary	school, family, home	India, Diwali, rangoli, diva lamp, temple	planet, solar system	Cornwall, beach, school, sea, map	Africa, Kenya, sunshine, flower	beach, rockpool, water, rock, sand dune, cliff, coastline, tide, shoreline
Future learning	EYFS Spr 2- Perranporth my Home (Locality) Yr 1 Au 2- My town Perranporth geography of the school, locality	EYFS Su 1- Sunshine and sunflowers climate in other countries		Yr 1 Au 2- My town Perranporth locality	Yr 2 Au 2- Are all deserts hot climate Climate in other countries	Yr 3 Spr 2- Tourist town- physical geographical features Cornwall Yr 5 Su 2- Cornish coasts- physical geographical features coast
Development Matters focus	Draw information from a simple map.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country		Draw information from a simple map. Understand that some places are special to members of their community.	Recognise some similarities and differences between life in this country and life in other countries. Recognise that some environments are different from the one in which they live	Explore the natural world around them

		and life in other countries. Recognise that some environments are different from the one in which they live. Understand the effect of the changing of the seasons on the natural world around them.				
Critical knowledge, skills and understanding	Explore the geography of the school. Discuss personal geography, where they live, their route to school. Describe route of journey to the local church.	Explore the natural world and begin to understand the effect of changing seasons. Explore where India is and what the climate/culture are like. Compare India and Perranporth.	Investigate Earth's place in space.	Use positional language to describe landmarks seen on journey to the bakery	Use the story Handa's surprise to explore Kenya Compare Kenya and England	Physical and human features at Perranporth beach
Fieldwork	Journey to the church- observational skills on journey			Journey to the bakery- observational skills on journey		Beach trip- geographical features of a beach
Map work		Locate India on a map	Use google Earth to explore Earth	Use google Earth to locate UK,	Locating Africa and Kenya on a map	Creating map of journey to the beach

				Cornwall and Perranporth Creating map of journey to the bakery		

Year 1		
	Autumn 2	**Summer 2**
Topic name	My Town Perranporth	Let's Explore the UK
Enquiry Question	What is Perranporth like?	What is the UK like?
Enhancements	Fieldwork- Areas of residence, economic activity and transport in perranporth.	
NC focus	**Geographical skills and fieldwork-** 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.	**Locational knowledge**- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Builds On	EYFS Au1- Me and my family- In this topic children learnt about the geography of the school. EYFS SPr 2- Cornwall- Perranporth my home- in this topic children learnt about their own local landmarks.	EYFS Spr 2- Perranporth my home- Children learnt about their locality and Cornwall. Yr 1 Au 2- My town Perranporth- Children built on learning from EYFS and began to think about England.
End Points	I can describe the human and physical geography of Perranporth. I can describe different areas of Perranporth such as residential areas and areas that make economic activity.	I can talk about the capital cities and countries of the UK.
Memory master	Initial memory master- Recognising photos of local landmarks/ and sketch maps made by the pupils in the previous year.	Initial memory master- **- 'Finish the answer' I live in . . .** Use Memory Master as an opportunity to revisit learning from Autumn 2. Can they remember where they live? Can they add any more information about Perranporth or can they go into any further detail about where they live? Do they know which county, country, or continent?

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<td>Key words</td>
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<tr><td>  </td><td>Human geographical features- things like roads, shops and houses. Things that have been built by people.</td></tr>
<tr><td>  </td><td>Physical geographical features- things like seas, mountains and beaches. They would be here even if there were no people around.</td></tr>
<tr><td>  </td><td>Perranporth- seaside resort town on the north coast of Cornwall. Our school is in Perranporth.</td></tr>
<tr><td>  </td><td>Cornwall- County in the South West of England. We live in Cornwall.</td></tr>
<tr><td>  </td><td>United Kingdom- England, Wales, Scotland and Northern Ireland together are known as the United Kingdom.</td></tr>
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<td>
 United Kingdom- Located off the northwest coast of Europe, the United Kingdom includes England, Scotland, Wales andd Northern Ireland.
 England- The biggest country in the UK.
 Scotland- Most northerly country in UK
 Wales- Wales is a country in the UK. People speak welsh and english there.
 Northern Ireland- The smallest country in the UK.
 Landmark- Landmarks can be natural or man made. They are easy to recognise.
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<tr>
<td>Vocabulary</td>
<td>Landmark, map, school, beach, town, house, office, transport, shop, residential area</td>
<td>country, capital city, sea, ocean</td>
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<td>Key concepts</td>
<td>Place- Perranporth, their immediate locality</td>
<td>Place- The UK
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<td>Critical knowledge, skills and understanding</td>
<td>Place- Locate Perranporth and know that’s where they live

Human and physical- Know what a physical and human feature is and name some in the school’s local environment.</td>
<td>Place- Know the countries and capital cities of the UK.
Know key landmarks/characteristics of countries of UK.
England- Windsor Castle/ Cheddar Gorge
Scotland- Edinburgh Castle/Loch Ness
Wales- Cardiff Castle/ Snowdon
Northern Ireland- Belfast Castle/ Giant’s Causeway
Know some London landmarks- Big Ben, London Eye, The Gherkin, Buckingham Palace, The Monument, Tower Bridge, The Shard.

Human and physical- Compare London and Perranporth</td>
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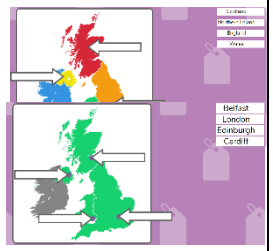
Mapwork	Use of plan perspectives and map of the school to locate human and physical features. Describe features and routes on a map. Use a map of the UK and locate Cornwall and Perranporth. Recognise key human and physical features of Perranporth. Create a map of Perranporth showing different areas including residency, transport and economic activity.	Use a map of the world to locate the UK Use a map of the UK the countries and capital cities
Fieldwork	Observe human and physical features of Perranporth.	
Planning	 **Phase 1- Memory Master Part 1**- Show Children picture 'my town Perranporth' phase 1 picture with title blocked out. Ask the children to identify what it is? How do they know? Can they recognise anything. Discuss what a map is and add quotes from children to Padlet. **Part 2**- What is a landmark? As a class discuss what a landmark is. Show children images of local Perranporth landmarks and other landmarks from the previous year. Use classroom or playground to sort landmarks into local and non local landmarks. Record with images and quotes on Padlet. **New learning** - Introduce geographical feature. Explain that all geographical features can be sorted into human/physical geographical feature. Provide children with an image and ask	**Phase 1- Where is the UK?** I can locate the UK  **Memory Master- 'Finish the answer' I live in . . .** Use Memory Master as an opportunity to revisit learning from Autumn 2. Can they remember where they live? Can they add any more information about Perranporth or can they go into any further detail about where they live? Do they know which county, country, or continent? Use a globe to show the children the planet. Explore any countries the children recognise on there. (They have previously learnt about the UK/ Africa) Do they know any other countries? Show the children where the UK is and where we are. Repeat using Google Earth. **Activity**- Use globes/atlases/ maps to find the UK. Evidence on Padlet. **Phase 2- What are the countries and capital cities of the UK?** I can name and locate the four countries and capital cities of the UK

	them to move to decide if it is human or physical geographical feature. Depending on cohort either provide small groups with images to sort with a teacher/TA or provide individual images to sort/ sort together as a whole class. Either evidence in books as a sticking activity or if just practical photos on Padlet. **SEND adaptations**- Provide less images for sorting/ TA support/ peer support. **Phase 2- Where in the United Kingdom do I live?** **Memory master question**- Revisiting EYFS Starry Night- What is Earth? Use Google Earth, globes. Can anyone spot where we live? Which continent do we live in. Sing the 5 continents song. Seven Continents Song - YouTube Model using Digimaps to search for a postcode. Zoom out on map to show UK- revisit which countries are in the UK (They have learnt this last year). Main part of the lesson 2 activities- 1-outside- Draw outline of UK on playground, which country is which? Which is the biggest? Which is the smallest? Where do we live? 2- inside- Prior to learning look up individual postcodes for children to search for with adult support on digimaps. Evidence with photos on Padlet. Prior to learning ask for post codes of family members in other parts of UK/other countries search for as a class. Discuss any significant locations within the UK. Have any of the children relocated to Cornwall from another location? Do any of their grandparents live in a different area of the UK? **SEND adaptations-** Use pictures of flags of UK as well as names when completing playground activity. Peer support. **Phase 3- Geography of my school plan perspective**	**Memory Master- Show the children the outlines of three countries and see if they can spot which one is the UK.** Draw a large UK on the playground. Can children remember which country is where? Bring the children back inside. Show the video below which introduces the capital cities of the countries of the UK. Children to complete two activities. 1- labelling countries of the UK. 2. Labelling capital cities of the UK. Both can be completed on Purple Mash, or using jigsaw puzzle maps, or on a paper map. Adapt as suited to meet needs of classes. What is the UK? - BBC Bitesize  **Phase 3- Where are these landmarks from?** I can recognise landmarks from countries in the United Kingdom and explain what the counties are like. **Memory Master- Matching up activity- Children to match an image of the country to its name and its capital.** Show the children the powerpoint about the countries in the UK and what they are like. As a whole class sort a few items into each country. Children take part in a scavenger hunt style activity where they have to find objects and match them up to the country. Pictures/objects suggestions- outline of the country, flag of the country, England- London Eye, Stone henge, full English, royal family Scotland- Loch ness, Edinburgh castle, haggis, bagpipes Wales- Millenium centre, Snowdonia, welsh cake, daffodil Northern Ireland- Titanic museum, Giant's causeway, four leaf clover, leprechaun **Phase 4- What is London like?** I can recognise London landmarks  **Memory Master- Matching activity- Children to match landmark to the country** Transport, travel and landmarks of London | Geography - William Whiskerson (youtube.com) Use video to introduce London Landmarks. Can children name any? Use pictures to recap- Big Ben, London Eye, Houses of Parliament, Tower Bridge, Gherkin, St Paul's Cathedral, Buckingham Palace, The Shard

Memory masters- Where do we live? Which country do we live in? Purple mash UK countries label activity to complete as a whole class.

Show pictures of different parts of the school and discuss favourites part of the school. Provide children with a basic outline of the school including grounds and ask them add different parts of the school to their plan perspective. Explain that this is a plan of the outline of the school from an aerial perspective. Can they note on their plan perspective their favourite part of the school? Children to record/dictate a basic sentence about the geography of the school. The library is next to . . . The pirate ship is. . . The field is . . .
SEND adaptations- take children for walk of school grounds if going straight to plan perspective is too abstract, sentence starters, TA/peer support

Phase 4- Geography surrounding my school

Memory master- Show children image of Higgins which revisits their learning from Perranporth my home. What is at picture of? Where is it?

Use digimaps to search for the school. Use toggle function on map selector to go from 1950s to ordnance survey map. Discuss the differences between the two maps and record quotes from children. (Add photos to Padlet) Discuss changes to school

Activity- Children to create own sketch map including at least three London landmarks. **Adaptation**- Children to use map template provided to add London landmarks.

Phase 5- Are there any similarities and differences between London and Perranporth?
I can compare London and Perranporth

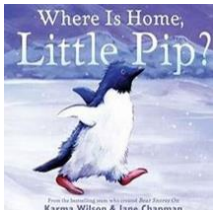
Memory Master- Finish the sentence. . . London is . . .
As a class revisit mind map about Perranporth made in the Autumn term. Discuss what is Perranporth like? Now discuss London. What is London like. As a class complete a table with Perranporth on one side and London on the other. Children to contribute ideas about things for each place. Now introduce similarities and differences. What is the same about both places and what is different. Children to record one similarity and one difference in books. Adaptation- Scribing for children, children using their own pictures/ providing images that relate to London or Perranporth as a stimulus.

Phase 6
Assessment
Repeat initial cold task quiz which will now be hot. Complete specific exploring the UK quiz, adaptation- can be filmed rather than completed on paper if appropriate.

	grounds and surrounding areas. The school used to have a swimming pool. On the maps we can see how there have been more houses built over time. Are houses a human or a physical geographical feature? Use google earth to search for the school. Choose the to have the layer showing everything and discuss icons in Perranporth. Discuss human geographical features and physical geographical features. Which do we have most of in our town? How is the land used in Perranporth? (Discuss economic activity- shops, cafes/restaurants/pubs, residential- houses, apartments, flats etc Transport- roads. Human and physical geographical features- houses, shops, restaurants, café, etc beach, sand dunes, cliffs. Children to select symbols of geographical features that we have and don't have in Perranporth. Children complete cutting and sticking activity of symbols- In Perranporth and not in Perranporth. **SEND adaptations**- Provide symbols on stickers for sorting and sticking activity. **Phase 5- Field work land use in Perranporth** Take children on walk down through the town and onto promenade. Make stops along the way and discuss human and physical geographical features. Then discuss how the land is being used. Economic activity? Transport? Residential? (Discuss old railway line in Perranporth) Take photos and upload to Padlet. **Phase 6- Post fieldwork** Following on from fieldwork children to make maps of Perranporth. They try to put key human and geographical features on their map and symbols of things from phase 4 lesson. They colour code their map to show transport, residential areas and areas of economic activities. **SEND adaptation**- focus on one area for map. Perhaps their house where do they live- residential area. **Assessment- Children complete assessment quiz.**	

Year 2			
	Autumn 2	**Spring 2**	**Summer 2**
Topic name	Are all deserts hot?	Its always sunny in Perranporth	Who lives in a house like this?
Enquiry Question	Are all deserts hot?	What is the weather like in Perranporth and the UK?	How does Kampong Ayer compare to the UK?
Enhancements			
NC focus	**Human and physical geography-** Identify the location of hot and cold areas in the world in relation to the Equator and North and South poles	**Human and physical geography** Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles **Use basic geographical vocabulary to refer to: key physical features-** season and weather	**Locational Knowledge**- name and locate the world's seven continents and five oceans **Place Knowledge**- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical geography-** Identify the location of hot areas of the world in relation to the Equator.
Builds On	**EYFS Au 2 Light up the sky-** India climate **Su 1- Sunshine and flowers-** Kenya equator	**EYFS- Light up the sky Au 2-** weather seasonal change **Year 1-** Science learning weather and seasonal change throughout the year **Year 2- Are all deserts hot? Au 2** weather and climate of polar regions	**EYFS- Spr 2- Perranporth my home-** Locality **Su 1- Sunshine and flowers-** Kenya equator **Year 1- Au2- My town Perranporth-** Locality **Su 2- Let's explore the UK-** National physical geography **Year 2-Au 2- Are all deserts hot-**Hot and cold areas **Spr2- It's always sunny in Perranpporth-** Local weather study
End points	I can describe the climate of the polar regions and explain the differences between them	I can describe and analyse weather in the UK.	I can understand the geographical similarities and differences between Perranporth and Kampong Ayer.

Memory master	**Phase 1 Part 1** **Memory masters** **List it** **Can you list the 7 continents?** **Can you list the 5 oceans**	**Phase 1 – What is weather?** **Memory Master- List it** **List as many types of weather as you can. (SEND adaptation- provide images for children to use as inspiration)**	**Memory Master-** Using a large wall map of the United Kingdom ask the children to come out and point to the location of where they live. Recap 4 countries and capitals of the UK.
Key words	**Antarctica**- Antartica is the 5th largest and southernmost continent on Earth. It is located in the southern hemisphere and is an area of land covered in ice. **Desert**- Deserts are the driest places on Earth. There are hot, cold and coastal deserts. They all have very liffle rainfall, few animals and plants and strong winds. **Africa**- Africa is the second largest continent on earth. Africa has over 50 countries and a wide variety of climates and wildlife. **Arctic**- The area around the North Pole, mostly an ocean covered in ice. **Penguin**- Most common flightless birds in Antarctica. They have a striking black and white coat. **Temperature**- How warm or cold the air is. Temperature is measured in degrees celsuis (°C) or farhenheit (°F)	**Weather**- Whats going on in the sky and clouds right now. **Rain**- Droplets of water that fall from the clouds in the sky. **Clouds-** Clouds are made from tiny droplets of water and can be white or grey. They come in all different shapes and sizes and are in the sky. **Sun-** The sun gives us daylight and heat. You can sometimes feel it on your skin. **Wind-** You cannot see wind but you can feel it. It is moving air and you can measure its speed and direction. **Temperature-** A measure of how hot or cold something is.	**Asia-** Asia is the largest Continent. It is made up of around 50 different countries and over 4 billion people live there. **Equator-** An imaginary line around the Earth that goes exactly midway between the North Pole and South Pole. It divides the earth into two halves- the Northern Hemisphere and Southern Hemisphere. **Water village-** Water villages are settlements that built on the water. Houses are built on stilts and residents travel by boats. **Boat-** A smaller watercraft used for carrying passengers or cargo. **Tropical Rainforest-** A wet and warm forest with a tropical climate. Rainforests are found near the equator. **Settlement-** A place where people live. They are sorted according ti their size and how many people live there. E.G. Hamlet, village, town, city.
Vocabulary	country, continent, ocean, sea, climate	Season, seasonal change, climate	continent, country, ocean, sea
Key concepts	Place based study	Locational knowledge, human and physical processes	Place based study
Critical knowledge, skills and understanding	Name and locate the world's five oceans Name and locate the world's seven continents Identify location of hot and cold places in relation to the Equator and North and South Poles	Name and locate the Equator and North and South Poles Identify daily and seasonal weather patterns in the UK	Name and locate Asia as a continent Comparison of human and physical features of Kampong Ayer with Perranporth Use simple compass directions (N, E, S, W) and locational and directional language to describe location of features and routes .
Mapwork	Use a world map in an atlas to locate the Sahara Desert	Use a world map to locate the Equator	Devise own map with a simple key to identify different homes observed

Fieldwork			Make observations to study and make comparisons of homes in Perranporth and Kampong Ayer
Planning	**Phase 1 Part 1** **Memory masters** **List it** **Can you list the 7 continents?** **Can you list the 5 oceans** ** Five Oceans Song - YouTube **https://www.youtube.com/watch?v=X6BE4VcYngQ** **Phase 1** **Where is home Little Pip?** I can locate Antarctica. I can understand what Antarctica is like.  Without giving any other information tell the pupils that you are going to read them a story called: *Where Is Home, Little Pip* by Karma Wilson and Jane Chapman Read through the story twice and then discuss the story. What kind of animal is Pip and in what sort of place does she live? Why was getting lost so dangerous for Pip? What might have happened to her given the conditions she encountered? Encourage the pupils to think about the geography of this place – particularly the	**Phase 1 – What is weather?** **LO I can describe different weather** **Memory Master- List it** **List as many types of weather as you can. (SEND adaptation- provide images for children to use as inspiration)**  Show the pupils the images in **Resource 1** and ask them to identify and describe what the **weather** is like in each. Put the photos on the tables and children move around the classroom annotating the photos describing the weather they can see. Bring the class back together and write up on the board, the key subject vocabulary as it emerges – **rain, sunshine, wind, fog, snow, tornado, drought, cloud, temperature** etc. Now ask the pupils to consider what the weather has been like since they got up in the morning? Is the weather exactly the same today as it was yesterday? How has it changed? Will it to be the same tomorrow? Ask the pupils to reflect upon how the weather has changed over the past 	**Phase 1- Where is Perranporth and where is Kampong Ayer?** **I can locate Perranporth and Kampong Ayer** **Memory Master-** Using a large wall map of the United Kingdom ask the children to come out and point to the location of where they live. Recap 4 countries and capitals of the UK. Using both the globe and the wall map of the world, explain that the Equator is an imaginary line drawn around the centre of the Earth which divides the world into two halves – the **northern hemisphere** and **the southern hemisphere**. **Resource 8** is a good map to use when explaining this. **Activity**- Give the children a copy of this map and ask them to write the name 'Equator' along the line and also 'northern hemisphere' in the area above the line and 'southern hemisphere' below the line. **Using a political map of the world in an atlas or a large wall map of the world, the children can now find out how many countries in the world the Equator passes through and produce a list. Children to record list of contries. Adaptation- Provide a selection of countries for children to check against map and tick.** Remind them that the settlement of Kampong Ayer is very close to this line. Which country do they think it is in? If Kampong Ayer is very close to the Equator it can only be in one of three continents. Which three are they? **Children to record list of continents. Adaptation- Provide a selection of continents for children to check against map and tick.**

landscape and associated weather conditions. What do the pupils already know about penguins? Where do they live?

Now tell the pupils that you are going to show them two short films about the continent of the world in which Pip lives – known as the 'white continent'. Using a large wall map of the world and the map in **Resource 1**

Ask them to consider which continent they think is known as the 'white continent' and why? Antarctica. Take time to discuss with the pupils what they already know about Antarctica and record key points. Be sure to use a globe to locate Antarctica in the far 'south' of the Earth rather than using the term 'bottom'.

Next show the pupils the two short films at www.youtube.com/watch?v=sIujRh4g6lw and www.youtube.com/watch?v=FQbWtF9ghkg and ask them to think particularly about the natural environment (the surroundings we see) in Antarctica – building on what they learned from the story of Pip the penguin. The films allow us to see a good deal and hear something of the place but what would we be feeling or smelling if we visited? What would the weather be like? Make a list of all the adjectives that the pupils suggest on the board. Before moving on, summarise the following key points for the pupils:

- Antarctica is in fact land with mountains and valleys covered by ice up to 5 km thick in places.
- 70 per cent of the world's fresh water is stored in the ice of Antarctica.
- It is the driest place on Earth and the world's largest desert.
- It is also the coldest and windiest place on Earth.
- It is surrounded by the Southern Ocean.

few months e.g. since the summer or half term?

Activity- Children to draw pictures of Perranporth weather today. Children to label their pictures of weather they typically experience in Perranporth.

Adaptation- Larger sheet to record ideas on. Take a photo of individual children outside earlier in the day/week to use in the lesson.

Phase 2- How has the weather been in Perranporth?

LO I can collect/analyse data about the weather in Perranporth

Memory Master- Label it- Provide icons of different weather for children to label

Observing the weather- For the month prior to the topic collect weather data at the same time every day. Maximum and minimum thermometer showing highest and lowest temperature over a 24 hour period. Wind speed. Wind direction. Rainfall. Cloud cover Oktas. Cloud cover is measured in units called **oktas** and each okta measures one eighth of the sky covered by cloud. Cut out eight squares from a large piece of card and have the pupils hold this up to the sky and estimate how many of the squares are covered. Record the data in a simple Excel spreadsheet. Look at the spreadsheet together. Can the children notice any patterns. (When was it windier, sunny etc)

Tell the children that Kampong Ayer is in the continent of Asia. Which country does this narrow its location down to? Now show the location maps in

Resource 9 and **Resource 10**. Kampong Ayer is located in the small country of **Brunei** (with the same land area as Devon and the same population as the city of Bristol in the United Kingdom) which is situated on the island of **Borneo.** Part of the neighbouring countries of **Malaysia** and **Indonesia** are also located on the island of Borneo.

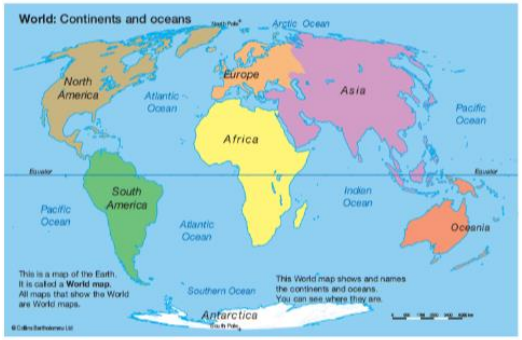
***INTRODUCE COLD TASK QUIZ**

Phase 2- What are homes in Kampong Ayer like?

I can explain what homes in Kampong Ayer are like.

Memory Master- Locating Brunei on a world map/globe

- The South Pole lies at its centre.
-



Activity- Children to make group/individual posters including key information about Antarctica.

Phase 2
I can understand what the weather is like in Antarctica.

Memory Masters map work - 1. Locating Antarctica/continents/oceans

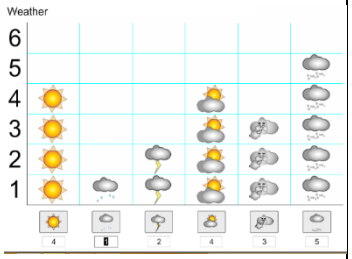
The focus for this session is understanding the weather conditions in Antarctica in relation to the South Pole/equator.
Show children a map of the world **Resource 1**.
Locate the North and South Poles and equator.

As a class record general statements about the weather according to the pre-recorded data. Evidence on Padlet- videos. Each group could have an area of the weather.

Phase 3- What does my Perranporth weather pictogram show?
LO I can analyse weather data

Memory Master- Finish the answer The weather in Perranporth has been . . .

*** Set 2do on Purplemash prior to lesson.**
Children create a pictogram to show number of days according to the pre collected data. Print pictograms. Annotate pictograms using sentences to describe the weather/what the data shows. Previous phase focus was on more general sentences about weather this session is about being specific. I.E it rained for 6 days etc Do the children notice anything unusual? Are they surprised by any of the data?



Adaptation- Choose one aspect of the weather not all. Provide stem sentences.

Tell the children that you want them to draw a picture for you. It's going to be a very special picture because it will be of a place they have never seen before. The place is called *Kampong Ayer*. It's not in England, Scotland, Wales or Northern Ireland – not anywhere in the United Kingdom. What they are going to do is to draw a picture once they have listened to the following description of Kampong Ayer which you are going to read to them:

Kampong Ayer is a 'water village' built in the middle of a wide river. In fact it is the largest water village in the world. Approximately 30 000 people live there in about 4000 dwellings. Because Kampong Ayer is near the sea the river in which it has been built is affected by tides. At high tide the river can be three metres higher than at low tide when a lot of mud is uncovered. Strong winds can quite often cause large waves on the river. Very heavy rain storms are another problem that Kampong Ayer has to cope with.

Activity- Provide the children with a piece of A3 plain paper and encourage them to draw what they think the homes at Kampong Ayer look like based on the description you have read. Encourage discussion and provide prompts that will help without giving too much away e.g. *how will people travel to and from their homes;* and *how will they prevent water flooding their homes?* Encourage the children to present their drawings to the rest of the group and to explain their rationale for what they have drawn. Prompt the children to explain their reasoning. What similarities and differences are there in what the children have envisaged about the

Show the pupils the film about Emperor penguins at www.youtube.com/watch?v=RYvachfdpPI. How do the pupils think that penguins are able to survive living as they do in the coldest, driest, windiest place on Earth? Make a list of all the things that any living creature would need to be able live in the Antarctic. What clues were there in the film e.g. standing together in huge numbers to protect each other from the icy wind and keeping the egg off the frozen ground and sheltered from the extreme weather. Give pupils resource 2.

Activity- Pupils write a diary extract as a penguin writing about the weather for the day/ days events.

SEND Adaptations- Can children show in a picture one way that penguins survive in Antarctica.

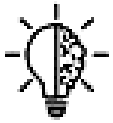
Extra information future of Antarctic penguins Emperor penguins: the icons of the Antarctic | WWF

CLIMATE CHANGE

In parts of the Antarctic peninsula, sea ice cover has reduced by over 60% in 30 years. Emperor penguins live and breed on the frozen sea ice. At least three-quarters of their breeding colonies are vulnerable to the predicted future changes in sea ice. Warmer temperatures can affect emperor chick hatching times, and they may hatch at times when food is more scarce.

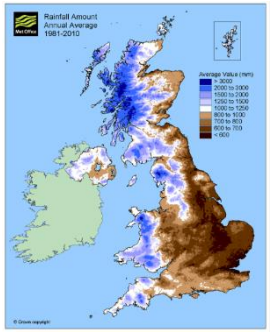
Phase 3/4

How does Antarctica compare with the sahara desert?
I can complete a venn diagram to show the similarities and differences between the Sahara desert and Antarctica
Phase 3- Sahara Desert



Memory Masters- Provide outline of Africa. Can pupils identify which continent it is? Can pupils recall any facts about Africa? (EYFS SU2 TOPIC)

Phase 4 How does our weather compare to the weather in London, Belfast, Edinburgh, Cardiff and beyond?



LO I can compare weather data

Memory Master- Picture prompt- Provide an image of one of the children's pictograms from the previous session. Children to discuss/record what the image shows.

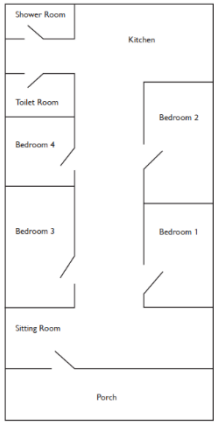
Provide videos/images/data showing weather from the capital cities of the UK. Compare the data with the Perranporth weather data collected previously in this unit. How does the weather compare. How does this data build on to the children's understanding of the characteristics of these capital cities so far? What are they like? Could the pupils make weather reports about the weather in each place? * How would our weather compare to weather in previously learnt about locations- Be sure to evidence equator, polar regions.

Phase 5 How do the seasons affect the weather?

LO I can describe how the weather changes in different seasons

Memory Master- Cops and Robbers- What has the weather been like in the capital cities of the UK?

settlement? Group pictures may work well to encourage discussion.



Next, distribute or project the photographs of Kampong Ayer in **Resource 12**. Encourage the children to comment on what they got 'right' and 'wrong'. What do the photographs show? Support the children to identify, recognise and describe what they can see and challenge them to reason and begin to explain their observations e.g. *Why will they need boats? Why are the houses on stilts? What connects one house with another? What do many of the houses have at the front? What are the roofs and walls made of? Why is each home only one storey – like a bungalow – with no upstairs? What things do they recognise as being something they would see on or around their own homes? What is missing and why might this be?* It might be useful at some stage to make two summary lists – *similar to our homes* and *a little different to our homes*. Take time to have a thorough discussion and encourage the children to *describe; observe and reason.*

Give the pupils a copy of the map in **Resource 3** and the satellite image in **Resource 4** which show the location of the Sahara Desert in the continent of Africa. How can the pupils tell from the satellite image that so much of the continent of Africa is desert? Take some time here to remind pupils that a continent is just a large area of the land on the Earth's surface which is divided up into many countries. Using the map in **Resource 5** support the pupils to name as many countries as they can which contain parts of the Sahara Desert. The Sahara desert is in 11 countries in Africa. Can the children use resource 5 to select the 11 countries. Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan and Tunisia

Now show the pupils the film at The Sahara desert | Ecosystems - YouTube

Note- this video is quite complex but provides a great visual of the Sahara desert.

Discuss the weather in the Sahara and how the temperature varies from daytime to nighttime. In the summer the temperature is between 30-50 degrees Celsius. At nighttime in the summer the temperature is between 10-20 degrees. In Perranporth in Summer the average temperature is 16 degrees Celsius. Discuss packing a suitcase for a visit to the Sahara.

Exploring the Sahara Desert, Morocco - Lonely Planet travel video - YouTube

Use above video without sounds to show how people that live in the desert dress. Ask children to explain why their heads are covered? What materials do they think they are wearing? Etc

Ask the children to decide if they are visiting in the daytime or the nighttime. What would they take? **Activity**- Provide children with the suitcase resource. Children to draw the items in their suitcases and label their drawings. Can the children explain their reasoning behind the items they have packed?

SEND Adaptation- Children to sort actual clothes into suitcase.

Show the pupils the time-lapse films showing the seasons of the year changing at:

www.youtube.com/watch?v=lmIFXIXQQ_E and www.youtube.com/watch?v=mzNUrZbalss

Spend time talking with the pupils about what they can see happening in the films. How are the places changing through the year? Ask the pupils to think about how the weather changes during the year. What is the weather usually like when they are away from school in August; around the time of their birthday; at school half-term; on Bonfire Night; at Halloween; during annual holidays; during religious festivals etc.? The important thing here is for the pupils to recognise that weather changes during the course of the year as the seasons change – winter, spring, summer and autumn – and that the same place will look and feel very different during the course of the year. Images such as that in **Resource 3** can assist here.

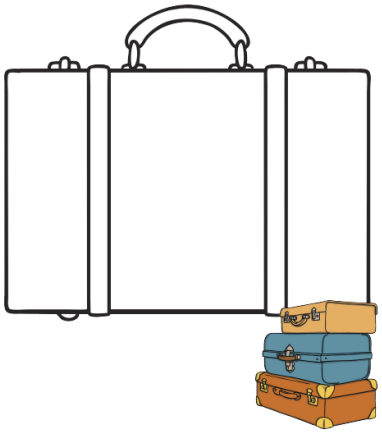
Activity- As a class make a large calendar- one piece of paper for each month on the carpet. Children add to each month with weather expected for each month. Use concrete resources if possible e.g. witches hat for Halloween. Can they put the months into the seasons? Record using photos on Padlet.

Extension- Show children a video of weather presenter. (HD) Bee Tucker

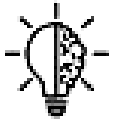
The inside layout of the traditional homes of Kampong Ayer will be different to that of the homes of most children in the United Kingdom, in that they are single storey and reminiscent of a Malay 'long house' design. The inside, therefore, is often one very long and wide reception room which stretches from the entrance porch and a sitting area to a kitchen, bathroom and toilet at the rear. This distance from front to back can be as much as 20 m. On both sides of the long room there are often display cabinets; book cases; photographs on the walls; free standing clothes racks; cupboards with cutlery and crockery etc. At Kampong Ayer the long rooms are boarded with wooden planks and rugs or rattan mats frequently lain on top. The bedrooms are positioned on both sides of the long room and accessed by doors from it.

Divide the children into pairs and have them very carefully observe the photographs in **Resource 13**, which are of the inside of Mohammed's home. What do they recognise? What things are similar to items found in their own homes or the homes of family members? What things do they not recognise or surprise them? What benefits do they think there are to having a long single storey home such as Mohammed's?

Resource 14 is a simple scale plan of Mohammed's home. Take time to explain the principle of plans such as this – particularly that the plan is clearly smaller than Mohammed's



Phase 4- Comparison Sahara Desert and Antarctica



Memory Master- Finish the sentence
The Sahra Desert is . . .

[BBC Spotlight weather host - YouTube](#)Make an appropriate weather report for a provided month of the year. What would they expect the weather to be like?

Adaptation Children chose one event and record usual weather during event.

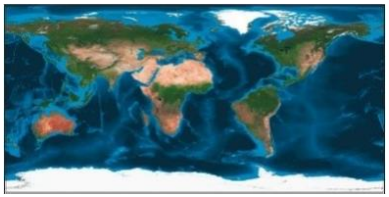
Phase 6- Assessment
Repeat quiz and depending on the cohort show what you know activity. Perhaps providing noun project and phase questions, or just noun project.

actual house because it would be useless if it wasn't! What would be the point of having a plan or map of the same size as the thing or place it was trying to show? Explain that maps are always smaller but accurate representations of places.

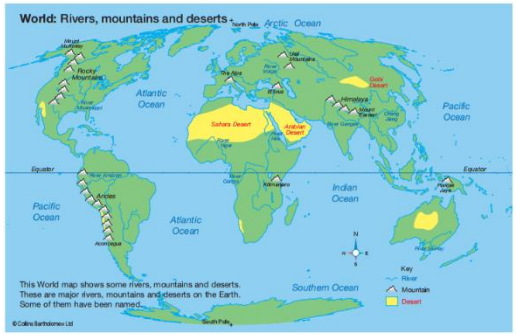
Draw the children's attention to a world wall map and highlight key countries such as the United Kingdom. This would be a good opportunity also, to discuss with children which countries around the world they have visited, lived in and were perhaps born in. The important concept here is that of **scale**. Every plan and map has a scale that we can use to calculate real distances and sizes. Draw the children's attention to the scale line on the plan of Mohammed's house and support them to work out the length, breadth and area of rooms and the house in general. **Activity**- Children make a plan perspective for their own home. **Adaptation**- Prior to lesson discuss children's homes with them. Provide template based on discussion.

Phase 3- Fieldwork
I can take part in fieldwork investigating the range of homes in Perranporth in comparison with Kampong Ayer.

Fieldwork- explore the local area of the school with the objective of investigating the range of



Discuss how the environment of the Sahara Desert compares with Antarctica? Encourage the pupils to see that the landscape is almost exactly the same, i.e. huge, windswept, barren, apparently lifeless, extreme and hostile etc. The only real difference being the presence of endless sand rather than endless ice and extremely hot and dry conditions rather than extremely cold and dry conditions. Children to complete a venn diagram showing the differences and similarities between Antarctica and the Sahara desert.



homes that exist in comparison with those at Kampong Ayer.

Children design their own symbols for the different categories of houses and homes and add them to the map with an appropriate key.

Phase 3- How do homes in Kampong Ayer compare to homes in Perranporth?

I can compare homes in Kampong Ayer to homes in Perranporth

Memory Master- Finish it. A water village is . . .

Revisit traditional homes in Kampong Ayer. Now discuss homes in Perranporth seen on the field work. As a class discuss findings from fieldwork and make comparisons. Children to record comparisons in books. Adaptations- Video children talking about the homes in Perranporth compared to the homes in Kampong Ayer.

Phase 5- What is Kampong Ayer like and how does it compare to Perranporth?

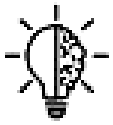
I can compare the physical geography of Kampong Ayer to Perranporth.

Memory Master- Matching up different types of homes

Tell the children that you are going to play them a recording of different sounds at www.youtube.com/watch?v=67QtXZsA2ME and they need to listen to very carefully with their eyes shut and really concentrating. Just play the

Phase 5
How is the Arctic different from the Antarctic?
I can explain how the Arctic is different from the Antarctic

Memory Masters- Locate North/South Poles



With the pupils, return to the map of the world in **Resource 3** and view the satellite image in **Resource**

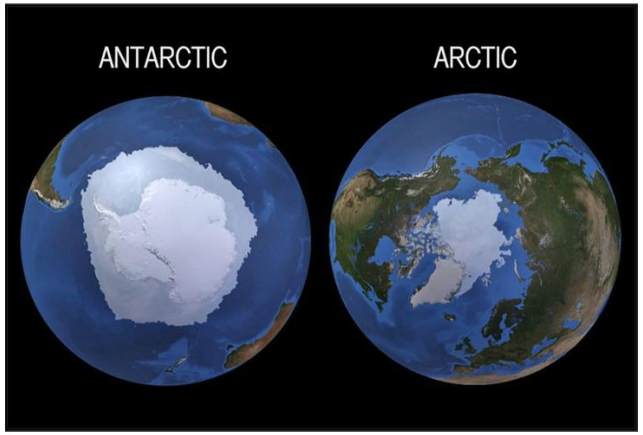
sounds rather than allowing the children to see the pictures as well. What sounds can they identify? Where might this recording have been made? What kind of place do they think it is? Why? Encourage discussion and thinking. What are the clues? Some children may mention 'jungle' or 'forest'. Where might they have heard sounds like this before?

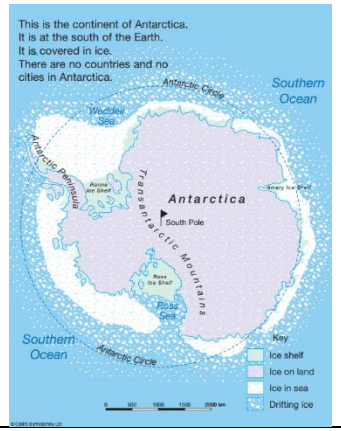
Next show the children the satellite photograph of Kampong Ayer in **Resource 39**.

Point out the village in the river and then the areas of green to the south and east of the village. What are these areas? How do they link to the sounds that the children have just listened to? This is forest, but not just ordinary forest. Now project the series of photographs in **Resource 40**. This is what most of the country of Brunei (in which Kampong Ayer is situated) is like – covered with **tropical rainforest**.
Encourage the children to come up with as many adjectives as possible, for what they have seen and heard so far, which describe tropical rainforests. Why is the forest in Brunei called **tropical rainforest**? Take time to explore these two important geographical terms. Show the children the film at www.youtube.com/watch?v=OS2VrgRFCzc How

	4. Remind them that the frozen area around the South Pole is called the Antarctic region and the frozen area around the North Pole is called the Arctic region – Arctic to the north and Antarctic to the south. Now encourage the pupils to align the satellite images in **Resource 8** with the two maps of Antarctica and the Arctic region in **Resource 9**. These are both areas covered in ice and if you were standing at the North Pole or South Pole the environment would look very similar. There are webcams used by geographers to monitor the environment during the course of a year at both the north and south poles. The South Pole webcam is at www.youtube.com/watch?v=cfChwrrEV20 and the North Pole webcam is at www.youtube.com/watch?v=8ul6LqZJl-E. Play both of these to the pupils. During the year something very important happens to the ice around the North Pole which doesn't happen to the ice around the South Pole. Can the pupils identify what this is? The map of the Arctic region in **Resource 9** also provides a clue. Support the pupils to compare the two keys on the maps of Antarctica and the Arctic region. Where is most ice found in Antarctica compared with the Arctic region? Under the snow and ice in Antarctica and the South Pole is land, not ocean (which is why Antarctica is a continent) whereas under the ice at the Arctic region and North Pole is an ocean of water – the Arctic Ocean. This is a very important distinction between the two locations which, on the surface, look very much the same. ** The future of the polar regions- discuss the threat to the polar regions due to climate change. **Activity**- Children record the key differences between antarctica and the artic region.		much rain falls in tropical rainforests in a year? What is the average temperature each day? Tropical rainforest grows in Brunei because it is always hot and wet as places situated close to the Equator usually are. **Activity**- Provide children with large pieces of paper to record differences/similarities between Perranporth and Kampong Ayer. Work in mixed ability groups to record as many ideas as possible. Each group to present to the rest of the class. Record photos for Padlet. **Phase 6** **Assessment** **Repeat initial cold task quiz which will now be hot.** **Complete show what you know task using phase questions and noun project vocab/video assessment.**

	SEND Adaptation- Provide children with key facts about Antarctica and Arctic regions and children sort the facts into two criteria.		


ANTARCTIC
ARCTIC


This is the continent of Antarctica.
It is at the south of the Earth.
It is covered in ice.
There are no countries and no cities in Antarctica.
Antarctic Circle
Southern Ocean
Weddell Sea
Antarctic Peninsula
Ronne Ice Shelf
Transantarctic Mountains
Antarctica
Amery Ice Shelf
South Pole
Ross Ice Shelf
Ross Sea
Southern Ocean
Antarctic Circle
Key
Ice shelf
Ice on land
Ice in sea
Drifting ice
0 500 1000 1500 2000 km

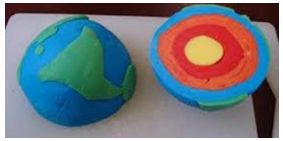
	 **Phase 6** **Assessment**		

Year 3			
	Autumn 2	**Spring 2**	**Summer 2**
Topic name	Land of fire and Ice	Tourist Town	Amazing Amazon
Enquiry Question	What is a volcano?	Is Perranporth a tourist town?	What is a rainforest?
Enhancements			Eden trip
NC focus	**Human and physical geography-** describe and understand key aspects of volcanoes and earthquakes	**Locational Knowledge**- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these have changed over time. **Place Knowledge**- understand geographical similarities and differences through the	**Locational knowledge-** locate the world's countries using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries **Locational knowledge**- identify the position and significance of latitude, longitude, Equator, Northern

		study of human and physical geography of a region of the UK, a region in a European country **Human and physical geography**- types of settlement and land use, economic activity	Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn **Place knowledge**- understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America. **Human and physical geography**- describe and understand key aspects of physical geography- climate zones, biomes and vegetation belts. Human geography- types of settlement and land use, economic activity including trade links and the distribution of natural resources.
Builds On	EYFS/Year 1 pupils have learnt about Perranporth, Cornwall, the UK. They have learnt about physical and human geographical features in My town Perranporth (Yr1 Au 2) In Year 2 pupils learnt about Antarctica, weather and Brunei. Throughout KS1 they have learnt about the continents/oceans.	**EYFS- Spr 2 Perranporth my home-** Local town **Year 1- Au 2- My town Perranporth-** Locality, economic activity **Year 2- Spr 2- its always sunny in Perranporth-** local weather **Su 2- who lives in a house like this-** Tourism **Year 3-Au 2 Land of fire and ice-** physical geography Iceland	**EYFS- Su 1- Sunshine and sunflowers-** climate Africa **Year 2- Su 2- Who lives in a house like this-** climate, rainforests Asia **Year 3- Au 2- Land of fire and ice-** climate, equator- ring of fire
End points	I can understand and describe key aspects of volcanoes	I can explain how the physical characteristics of Cornwall make it a tourist destination	I can understand and describe key aspects of a rainforest biome
Memory master	**Phase 1** **Part 1-Memory Master- Revisiting EYFS/KS1 Content** As a whole class on Purple mash- Labelling countries of UK activity. Move on to showing them blank map of Europe can they recognise where we are? KS1 geographical vocabulary recap- Use images provided to recap physical geography taught in KS1. Discussion of vocab	 **Memory Master- Physical and human geography Perranporth. The children have learnt about this in Yr 1. Show images of Perranporth and ask them to decide if it is a physical or human geographical feature.**	**Memory Master- Recalling weather learning from year 2- What is the weather like in Perranporth/UK. In Perranporth the weather is . . .**

Key words	 **Volcano**- A mountain or hill which features a vent at the summit, through which lava, rocks and hot gases can erupt  **Lava**-Hot, molten rock which breaks through the earth's surface. Magma is the hot molten rock underground.  **Rock**- Rocks are generally solid and contain minerals. Rocks can be created during volcanic eruptions, or through erosion. There are many different types of rocks.  **Volcanic Gas-**Volcanic gases are brought to the surface as they dissolve into magma. As magma turns into lava the gases leave the and enter the atmosphere.  **Ash-** Bits of rock dust that are thrown into the air during volcanic activity.  **Earthquake**- The ground trembles and moves because of two tectonic plates move past each other in the earth;s crust. As the plates move, the rock gets stretched or squeezed until it splits.	 **Tourism-** When people travel from where they l to another place for pleasure or relaxation.  **Tourist-** A person who is visiting and travelling t place for pleasure.  **Economic activity-** Any activity which sells good a service in exchange for money.  **Cornwall-** The most southerly county in Britain. Cornwall has miles of world renowned sandy beaches and is a popular holiday destination. Th south coast is calm whereas the north is known the its cliffs and surf.  **Beach-** A landform found along the coast of an ocean, sea or lake. Beaches are usually made of sand, gravel or shingle.	 **Climate-** The average weather conditions for a place usually measured over a long period of time. (30 years)  **Equator-** An imaginary line around the Earth that goes exactly midway between the North Pole and South Pole. It divides the earth into two halves- the Northern Hemisphere and Southern Hemisphere.  **Rainforest-** A tall, dense forest that receives lots of rain every year. Rainforests are full of biodiversity, there are lots of different species of plants and animals that live there. There are tropical and temperate rainforests.  **South America-** The fourth largest continent, made up of 12 countries. It is primarily located in the southern hemisphere. Most of South America has a tropical climate.  **Biodiversity-** There are over a million different known species in the world. There are many species of plants, fungi, insects, fish and animals. Each species depends on another for survival. This careful balance ensures the stability of the different ecosystems, which all interlink. The range of species within these ecosystems results in biodiversity. Biodiversity means the variety of life in a particular area. The more biodiversity there is, the healthier the ecosystem is. **Temperature-** A measure of how hot or cold something is.
Vocabulary	Tectonic plates, crust, mantle, inner core, outer core, eruption	Coast, beach, county, country, region	Region, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn
Key concepts	Human and physical processes	Place- locational knowledge	Human and physical processes/ place based study

Critical knowledge, skills and understanding	Name and locate world's volcanoes Mount Kilimanjaro (dormant volcano Tanzania) Mount Fuji highest mountain in Japan- active volcano. Mount Vesuvius AD 79 eruption destroyed the Ancient Roman cities of Pompei and Herculaneum. Eyjafjallajokull volcano- Iceland ash cloud 2010 Name and locate Europe as a continent Name and locate Iceland as a country in Europe and name physical and human features of the country Describe and understand key aspects of volcanoes and earthquakes (e.g. fault lines, structure of the Earth, Ring of Fire) What they are and why they happen. Recognise impact of volcano on land-use Describe human geography- settlements and land use (understanding effects of eruptions leading to advantages and disadvantages of living near volcano)	Name and locate countries and cities of the UK and geographical regions including their identifying human and physical features Describe the impact of key topographical features have on land-use with a focus on tourism	Describe and understand key aspects of a rainforest: rainforest biome has four main characteristics: high annual rainfall, high average temperatures, nutrient-poor soil and high levels of biodiversity. Explain reasons and consequences for deforestation giving opinions about these. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe how rainforests are found near the Equator and why. .
Mapwork	Use digital computer mapping alongside maps and atlases to locate Europe, Iceland and volcanoes studied		Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe how rainforests are found near the Equator and why.

Fieldwork		Observe, record and measure through the use of a survey the human features (due to the impact of physical features)	Eden project fieldwork
Planning	**Phase 1** **Part 1-Memory Master- Revisiting EYFS/KS1 Content** As a whole class on Purple mash- Labelling countries of UK activity. Move on to showing them blank map of Europe can they recognise where we are? KS1 geographical vocabulary recap- Use images provided to recap physical geography taught in KS1. Discussion of vocab. Photos on Padlet please. **Hill** **Mountain**   **Phase 1 Part 2** **Structure of the Earth** Structure Of The Earth | The Dr. Binocs Show | Educational Videos For Kids - YouTube Explain to the children that in order to understand about volcanoes they need to understand what the earth is made of. Watch video above and create an aid to help them understand the structure of the earth. Either playdoh models or layers of earth pin wheels as shown in link below. Teacher to provide different circle sized templates for children to use to make it wasier. Photos/videso on padlet please. SEND adaptations- peer/teacher support 	**Phase 1 What is tourism?** **I can explain what tourism is and what tourism attractions are.**  **Memory Master- Physical and human geography Perranporth. The children have learnt about this in Yr 1. Show images of Perranporth and ask them to decide if it is a physical or human geographical feature.** Ask the children what tourism is? Discuss as a class then watch video below to clarify what tourism is. KS2 Geography: Tourism - BBC Teach How many visitors do the children think Cornwall gets each year? (roughly 5 million a year) Why do the children think tourists are attracted to Cornwall? As a class make a list/mind map of any tourist attractions the children know of in Cornwall. Discuss the differences between the attractions. Are they physical or human geography (this	**Phase 1- What are the world's climates?** I can describe and understand key aspects of climate zones **Memory Master- Recalling weather learning from year 2- What is the weather like in Perranporth/UK. In Perranporth the weather is . . .** **Initial cold task quiz** The further north you travel in the UK towards the North Pole, the colder it becomes and the further south you travel towards the Equator the warmer it becomes. In comparison to many other places in the world, the United Kingdom is a small country, in terms of land area, and generally it is never very hot and never very cold. We have what is called a *temperate* climate.

Layers of the earth | layers of earth project | layers of earth model making | exhibition project - YouTube- layers of earth pinwheel link

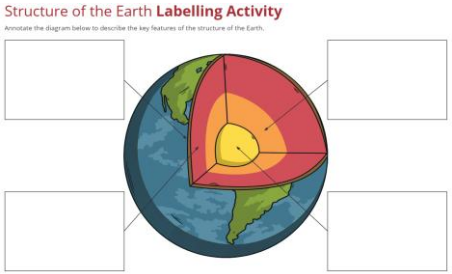
Phase 2

Where do Saethor and Tiry live?

I can understand what a volcano is. I can describe the key aspects of a volcano.

Memory masters- Earth structure

Cops and robbers activity- with subcategories provided- crust/mantle/outer core/inner core. SEND adaptation- Provide image below for support



How to make a volcano: A super quick and easy project | Natural History Museum - YouTube

A QUICK FUN INTRODUCTION TO VOLCANOES Use video above to show children very quick and exciting volcano. Have experiment prepared and ready to go prior to session.

Ask the pupils if they have a dog in the family or in the families of friends? Do they take the dog for a walk at any time? Where do they go? What's their favourite walk and which bits of the walk does the dog really appreciate? Now show the pupils the photograph of Saethor out for his daily walk with his dog Tiry in **Resource 1**. Ask the pupils to describe the walk they think Saethor and Tiry do every day? Encourage speculation and reasoning based on evidence they can see. What is it that they have walked up? Possibly a hill or a mountain. What does the ground appear to be made of? To focus the thinking of pupils here, show them the photographs in **Resource 2**. What is it that they have walked up? The photograph in **Resource 3** shows the same place in 1973. Take time here to discuss with pupils what they understand a volcano to be. What does a volcano do? How does a volcano form? Explain that a volcano is an opening in the Earth's crust that allows red hot (molten) liquid rock from

builds on learning from KS1) Provide children with maps of Cornwall. Children to choose tourist attractions of choice and add to map of Cornwall. **Adaptation** Children choose one tourist attraction of choice and label onto map. Children find tourist attraction on Ipad and print photo from attraction.

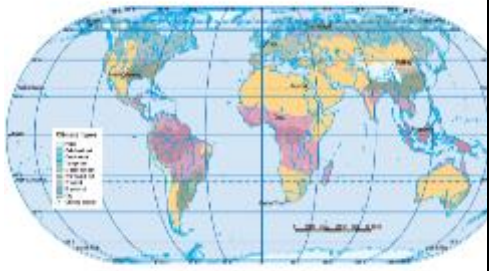
Phase 2 How is Perranporth affected by tourism?

I can make a sketch map to show areas of economic activity in Perranporth.

Memory Master- Finish it

Tourism is . . .

Recap prior learning on Tourism. Discuss the importance of tourism in Perranporth. (Children may have personal connections to tourism in Perranporth, e.g. letting out houses during summer months, family members having seasonal jobs) Explore the differences to tourism Rin different seasons. Has tourism in Cornwall changed in recent years? (staycations, COVID) *Perhaps invite a local shopkeeper/business owner in or zoom call to explain further* Raise the question- why do tourists come to Perranporth? Emphasise the significance of the beach. (3 miles of golden sands) Discuss opportunities for economic activity in Perranporth. (restaurants, cafes, shops,



Give out copies of the map and key in **Resource 6**. Explain that the Earth is divided up into different climates according to patterns of temperature and rainfall that places experience. Climate, on the other hand, is the average pattern of the weather that a place receives over 30 years Allow time for the pupils just to explore the map and in particular, to understand the different classifications of climate shown in the key. What kind of climate does the United Kingdom have according to the key? Using both of the maps in **Resources 6** and **7**,**Activity:** the pupils can now complete the table in **Resource 8** to identify the kind of climate they would mostly find in a number of countries around the world. For a number of the larger countries in the table they will have to list more than one category of climate. Ask the pupils what they notice about the location of the tropical areas on Earth in relation to the Equator and the Tropics of Capricorn and Cancer? The wettest places on Earth are all found around the Equator and between the Equator and the Tropics of Capricorn and Cancer. How does this compare with the pattern of the very driest areas on Earth? Which continent is the only one without a very dry area? The distribution of very dry areas on Earth is much more evenly spread than the location of the wettest areas – there are very dry areas in every continent except Europe.

Adaptation Children record climate for three countries they know in the world.

beneath the crust to reach the surface. This molten rock is called *magma* when it is beneath the surface and *lava* when it erupts and flows from a volcano. Along with lava, volcanoes also release gases, ash and rock. It's a super-hot mix that can be both incredibly destructive and creative.

Geography Lesson: What is a Volcano? | Twig - YouTube

Watch informative volcano video above. Discuss the key aspects of a volcano.

Activity- Children to use picture of volcano to describe the key aspects. (Activity 1 resource folder)/ alternatively children draw their own diagram and discuss what happens when a volcano erupts.

Adaptation - Children to dictate ideas/record the children explaining what happens when a volcano erupts.

Phase 3 Are Earthquakes and volcanoes linked?
I can understand earthquakes. I can locate the ring of fire.
Memory master- quick oral question 4 names of layers of earth

Volcanoes that have erupted recently are known as 'active' volcanoes. What are volcar
called which are very unlikely to erupt again and those which may erupt at some poir

What is an Earthquake? | Types of Earthquake | Earthquake Causes - YouTube

Show the pupils the video above for an explanation of earthquakes. Explain that both volcanoes and earthquakes are caused from plate tectonics. Both earthquakes and volcanoes show the enormous energy hidden under the earth's crust.

What we know so far is that Saethor and Tiry live somewhere where there are volcanoes. There are no active volcanoes in the United Kingdom (although there were many in the past) so how close are the nearest places with active volcanoes to where we live?

hotels, . . .) Children to make a sketch map showing the different economic activities in Perranporth. **Adaptation** Provide basic map of Perranporth for children to add to/ allow children to use IWB to create larger scale map.

Phase 3 Who comes to Perranporth?
I can take part in fieldwork to investigate who visits Perranporth.

Walk down into Perranporth and complete survey asking tourists- where they are from, why they have come to Cornwall and why particularly Perranporth. * Children will need to be briefed prior to trip about appropriate behaviour. Additional adults required on this visit for safeguarding purposes. Station children in one place perhaps the pedestrian area at the front of the beach car park. Perhaps adult to approach tourists and ask if they would be willing to answer three questions from the pupils. Decide on the three questions prior to visit and prepare children on appropriate behaviour for surveying members of the public. Evidence on Padlet.

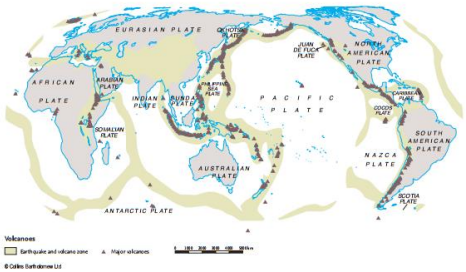
Phase 4 Who comes to Perranporth?
I can analyse the findings of our fieldwork.

Phase 2- What is a tropical rainforest and where are they in the world?
I can understand the importance of rainforests

Memory Master- List it- climate types (how many climate types can children recall from previous session)

Recap learning about climates from previous lesson. Show children images of different types of forests. Which ones are in the UK? Which ones are not found in the UK? Show children image of a rainforest. Have you heard of a rainforest before? What do the children know about them? Share world map and the locations of the main areas of rainforest. Can the children name any of the countries? Can they locate them on a map?
What is a rainforest/why are they so important?
https://www.youtube.com/watch?v=3vijLre760w
The Importance of Rainforests - YouTube
Watch video together and emphasise key points. Biodiversity- plant and animal species. Medicines- 25% of all our medicines come from plants growing in rainforest. Oxygen- "lungs of the world" 20% world's oxygen. Absorb 20% world's man-made carbon dioxide emissions. People- indigenous tribes.
Activity- Children make a poster of the importance of rainforests. **Adaptation** Children use provided images/vocabulary for a rainforest poster.

Not everywhere in the world has a volcano. In fact volcanoes and earthquakes only occur at very specific places around the globe. Look at **Resource 4** with the pupils. Ask them to look carefully at the distribution (how something is spread over an area) of volcanoes and earthquakes. What do they notice? Encourage discussion and feedback. On the outline map of the world (**Resource 28**) encourage the pupils to draw a single line in red joining up all the places on land and under the sea where volcanoes and earthquakes occur. In particular what do they notice about the land surrounding the Pacific Ocean? Geographers call this the *Pacific Ring of Fire* (**Resource 29**), which has a total of 452 active volcanoes – 75 per cent of the world's total. Ninety per cent of all earthquakes also occur here.

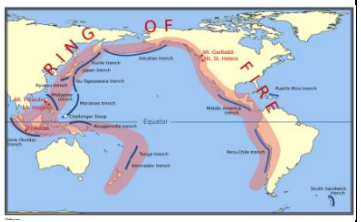


Ask children if anyone knows where the highest volcano in Africa is? Mount Kilimanjaro

Where Mount Fuji is? Highest mountain in Japan, dormant volcano

Mount Vesuvius? Active volcano Italy- destroyed Ancient Roman city Pompei
Pupils to mark previous volcanoes on their maps.

All but three of the world's 25 largest volcanic eruptions of the last 12 000 years have occurred at volcanoes in the Ring of Fire. Ask the pupils to locate Iceland on the map in **Resource 4**. Which two volcanoes are named? **PRIOR TO LESSON**- Ask the pupils if their families can remember anything about what happened when the Eyjafjallajokull (pronounced A-ya-feckla-lock-ul) volcano erupted in 2010 (photograph **Resource 30**). During the seven days between 14 and 20 April, a huge ash cloud covered a large area of northern Europe (**Resource 31**). This caused airports in 20 countries to be closed to commercial airlines. This affected 10 million passengers many of whom were forced to remain in holiday and business destinations for an extra week before they could return home – see the films at www.youtube.com/watch?v=57hUhLdyYyg and www.youtube.com/watch?v=e-TMtRh8AIs



Discuss the impact of living close to a volcano. What happens to humans when a volcano erupts or an earthquake happens? Would the children live near the ring of fire if they had a choice? Record main points from discssion on Padlet.

Next give out copies of the map in **Resource 32**. This shows the tectonic plates that make up the Earth's crust. How do the boundaries of the plates in this map compare with the red lines that the pupils drew on their outline map? Plate tectonics is easily illustrated to younger pupils by showing them a jigsaw – ideally a jigsaw for toddlers with about a dozen large chunky pieces. Explain that the 'skin' or *crust* of the Earth is

Memory Master- List it- List all the different ways economic activity is created in Perranporth.

As a class discuss findings from fieldwork. Were there any patterns to where tourists were visiting from? Why did people say they were visiting Cornwall? Why did people say they were visiting Perranporth? Does the data show any trends/common responses? Children share responses from surveys and with support analyse data. Children then record sentences about the data. Adaptation- Provide children with stem sentences/ allow children to dictate ideas.

Phase 5 Tourism in the UK/Iceland

Memory Master- Our fieldwork showed . . .

Recap findings from fieldwork. Class discussion as a class discuss the UK. Where have the children visited and why? Buckingham Palace, Alton towers, Edinburgh castle etc As a class make a list of places where the children would like to visit in the UK if money/transport were no option.
Show children the official statistics demonstrating the most visited tourist attractions in the UK in 2021 *teacher to check more availability of more recent data prior to the lesson. Are any of the attractions discussed on the list? Set partners/groups tasks of locating where the attractions are, children to find out location of attractions including counties and to discuss as a class. Where are the majority of attractions? Why is this? Are they human/physical in nature? (Predicting that most will be human in nature. Here are some physical geographical tourist attractions in the UK. Recap previous learning on Iceland. Compare Cornwall to Vestmannaeyjar islands if Iceland. How are they similar/different.

Most visited attractions in the UK 2021 | Statista

Phase 3 What are the layers of a rainforest?

I can describe the layers of a rainforest

Memory Master- Provide a world map for children to locate rainforests on

The 4 Layers of the Rainforest - YouTube

Watch the above video explaining the layers of a rainforest. Enlarge the layers of a rainforest matching activity. **Activity**- In groups can children correctly match the layers and statements. Show children

cracked and broken up into large pieces, which geographers call *plates*, just like the pieces that make up a jigsaw. Below the very thin crust (which ranges in thickness from a few kilometres below the oceans to 50 km under mountain ranges) is the mantle, which is 3000 km thick and made up of red-hot liquid rock called *magma*. The magma is under great pressure below the crust – rather like champagne in a bottle before the cork is removed .Direct the pupils back to the map of plates in **Resource 32** and get them to locate Iceland. What do they notice about the plates here? Iceland sits on top of where two plates meet. Which two plates are they? What does the map show about what is happening to the edges of the two plates below Iceland – are they moving together, past each other or apart? They are moving apart. **Resource 33** shows the boundary between the two plates crossing Iceland in more detail. Geographers call this boundary the *Mid-Atlantic Ridge* – see map **Resource 34**. What do the pupils think could happen to the magma when the plates above it move apart? It can force its way up between the plates and erupt out as lava through a volcano. Below Iceland two plates are moving apart and magma is rising up through the gap that is created.
Activity- Tectonic plates jigsaw. Provide children with cut up pieces for them to put back together. Either in groups or in individual books

Phase 4- Are there volcanos in Iceland?

Memory master- quick oral question 4 names of layers of earth

- List it activity two columns first column 7 continents, 2nd column European countries

- Seven Continents Song - YouTube

Give the pupils **Resource 4**, which shows the distribution of earthquakes and volcanoes in the world, together with the world map of countries in **Resource 5**. Which are the closest places that have active volcanoes? Italy, Iceland and the Azores (a group of islands that form part of Portugal). What do they notice about the distribution of volcanoes? In which of these three places do the pupils think that Saethor and Tiry live?The answer can be seen in **Resource 6** and **Resource 7**. Which of the three possible locations do the satellite image and map match up to? Iceland.

Activity- Resource 8 Europe map work Ask the children to locate Iceland. Look at the map and ask the children to explore which other European country is closest in size to that of Iceland in terms of land area? (Bulgaria) Can the children find the capital city of Belarus? Can they find out which country has a capital city called Vienna? **(3 Map skill questions to be recorded in books please)**

Return to the map of Iceland in **Resource 7**. Explain to the pupils that Saethor and Tiry live in a particular region or area of Iceland. Off the southern coast is a collection of islands that people in Iceland call *Vestmannaeyjar* or in English the *Westman Islands*. It

Annual Survey of Visits to Visitor Attractions: Latest results | VisitBritain

Phase 6

Assessment

Complete final hot quiz and show what you know written assessment, providing key noun project symbols, phase questions as stimulus for writing.

images of animals. Can the children suggest which layer would be the ideal habitat for each animal.
Extension- Can children use Ipads/topic books to research further about the layers?

Phase 4- Who are the Awa tribe and how will deforestation affect them?
I can explain who the Awa tribe are and consider the effects of deforestation

Memory Master- Image of the layers of the rainforest for the children to correctly label

Show children Awa of Brazil resource. Read

information and discuss together. **Activity**- Ask pupils to use the information in the resource and their imagination to write an account entitled 'A day in the Life of the Awá Tribe'. They could start by introducing themselves – what is there name and why? They could then describe their home and who they live with, and write about the activities they do, the food they eat and the animals they interactive with.

is one of these islands, *Hiemaey*, that Saethor and Tiry call home. Vestmannaeyjar is an archipelago. (A group of islands scattered closely together)

End of lesson revisit- Use a different colour pen to add other European countries to list created at start of the lesson.

Adaptation- Peer/teacher support. Enlarge maps to a3 if required.

Phase 5
How do geographers describe the Westman islands?
I can describe key geographical human and physical features of Iceland.
Memory master-

Picture prompt Pupils to use the noun project icons to recap human and physical geographical properties.


Use powerpoint of human/physical geography to aid if needed

Amazing Iceland 4K drone footage - YouTube

Watch the video above and explain that Iceland is known as the land of ice and fire. Discuss initial impressions with the children is it what they imagined? Show the pupils the map of Iceland in **Resource 15** with Vestmannaeyjar or Westman Islands highlighted in red. The islands form the most southerly part of Iceland and are part of its *southern* region. Iceland is divided into eight geographical regions.

Show the children the map of the regions of Iceland. **Resource 16.** Explain that we are going to learn about the different parts of Iceland today. Show children the video showing the South of Iceland and model recording key information about the South from the video. Model annotating on the map and recap the differences between key human geographical features and physical geographical features. Physical features- natural features of the environment. Human- Features created by people. Split the children into mixed ability groups. Give each group a copy of the map in the centre of an A3 piece of plain paper.

South Iceland Tour from Reykjavik Waterfalls Volcanoes and Glaciers - YouTube

Activity- Each group to research the key geographical characteristics of a different region and feedback to the class. Children to use images/description on the websites below to help them explain what different parts of Iceland is like. Children feedback to the class and children annotate maps of Iceland.

Adaptation Children dictate ideas/ use pictures to help demonstrate what life would be like for a child in the Awa tribe.
Ask pupils what they know about deforestation?
Show video below and discuss.
https://youtu.be/e1hoaTLZJcA
As a class complete deforestation diamond activity discussion and decide which they think is the most important deforestation statement.
.

Phase 5- Are the Amazon rainforest and Sherwood forest similar?

I can

compare the Amazon rainforest and Sherwood forest

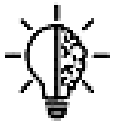
Memory Master- Finish it . . . The Amazon rainforest it

Begin

session with memory master activity

	Adaptation Mixed ability groupings, children to dictate ideas teacher to scribe. **Make the two websites below QR coded so children scan and are taken to website. Group back together and discuss findings. Teacher record overall class findings of human/physical geographical features of Iceland. Record with photos on Padlet please.** Iceland Regions - Iceland On The Web Visit Iceland Vestfiroir- Western fjords- remote wilderness area, bird cliff, mountainous hot pools, waterfall. Austurland-East Iceland- largest forest, lush farmlands, streams and mountains Hofuoborgarsvaeoi- capital region- Reykjavik- World's most notherly capital, creative city. Harpa- Oceanfront music and conference centre.  Sournes/Suourland- South Iceland- black sand beaches and lava fields. Largest glaciers, most active volcanoes. Vesturland- Western region- volcanoes, waterfalls, fjords, valleys Norourland eystra- Northeastern region Norourland vestra- Northwestern region North- Mountains, lava fields, rivers, whale watching, Dettifoss waterfall the most powerful in Europe. **Phase 6 Assessment** Quiz questions Explain the Earth's structure. What is a volcano? What is an earthquake? Can you name any volcanoes? What are the Vestmannaeyjar islands and where are they? Tell me about Iceland, what is it like there? (Provide a blank map of Europe for children to locate Iceland on)		to recap prior learning about Amazon Rainforest. Introduce Sherwood Forest Sherwood Forest, Nottinghamshire (youtube.com) Class discussion about initial similarities and differences. Teacher to support LA with information provided, MA independently read about two forests and complete venn diagrams of similarities and differences. As a class discuss at the end of the session what the main similarities and differences are. Alternatively provide statements/pictures/images for children to sort into Sherwood forest and Amazon rainforest. **Phase 6-Assessment** **Complete final hot task quiz** Show what you know writing activity/video using phase questions and noun project symbols.

Year 4		
	Autumn 2	**Summer 2**
		.

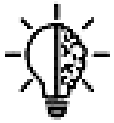
Topic name	Winding rivers	Misty Mountains
Enquiry Question	What is a river?	What is a mountain?
Enhancements	Perrancoombe stream fieldwork	
NC focus	**Locational knowledge-** name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography**- describe and understands keys aspects of physical geography, rivers. Describe and understand key aspects of human geography including types of settlement and land use	**Locational knowledge-** name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography**- describe and understands keys aspects of physical geography, mountains. Describe and understand key aspects of human geography including types of settlement and land use
Builds On	Yr 1 Au 2 exploring the UK, KS1 geography vocabulary river Amazon river Yr 3 Su 2 Amazing Amazon.	**Year 1- Su 2 Lets explore the UK-** brief UK Mountains **Year 3- Au 2 Land of fire and ice-** Volcanoes
End points	I can describe key aspects of rivers and locate rivers in the UK and beyond.	I can describe key aspects of mountains and locate mountains in the UK and beyond.
Memory master	**Phase 1- The water cycle and Cornish rivers**  **Memory master-**    **sea** **ocean** **river** **Provide children with KS1 vocab pictures (above) check basic understanding of each** **Sea- smaller than oceans, partially enclosed by land.** **Ocean- largest and deepest bodies of water on earth.** **River- moving body of water that flows into another body of water.**	 **Memory Master-** Countries and capital cities of the UK

Key words	 **River-** A moving body of water that flows from its source into another body of water that could be a lake, sea or even another river.  **Source-** The start of a stream or a river.  **Mouth-** Where a river flows into a large body of water.  **Tributary-** A smaller river or stream that flows into a larger river or stream.  **Meander**- A curve or bend in a stream or river.	 **Mountain-** Mountains are areas of land that are much higher than the land surrounding them. They are highger and usually steeper than a hill and are generally over 600 metres high.  **Mountain range-** a group or chain of mountains and smaller hills that are close together  **Summit-** The highest point on a mountain.  **Tectonic plate-** The earth's surface (the crust) is made up of different sections called tectonic plaes which fit together like a puzzle covering Earth. Tectonic plates are located all over the world they cover the Earth's inner layers and act as a sort of shell below the ground and sea.  **Topography-** the study of shape and features on the surface of the Earth. Including physical features such as mountains, rivers, lakes, forests etc and human features such as roads, cities etc  **Landform-** A natural feature of the Earth's surface. E.g mountains, hills, valleys and deserts.
Vocabulary	Water cycle, River Severn, flooding, monsoon, rainfall, Bangladesh	Sea level, remote, walking, peak, terrain
Key concepts	Human and physical process	Human and physical process

Critical knowledge, skills and understanding	Name the longest rivers in the world. (Nile) Name the longest river in the UK (Severn) *Local river Locate Bangladesh Describe and understand key aspects of the water cycle- Rivers- how they are formed, upper course, middle course, meander, lower course Describe impact of flooding in Bangladesh.	Name the 7 summits Africa- Kilimanjaro Europe- Mount Elbrus North America- Denali South America- Mount Aconcagua Asia- Mount Everest Antarctica- Vinson Massif Identify and describe how the physical features affect the human activity within mountain ranges. Compare the Cambrian mountain range with the Himalayan mountain range.
Mapwork	Use ordnance survey maps to locate local river for river study.	Use maps to locate mountains.
Fieldwork	Local river study- Velocity Perrancoombe stream/ following river to the mouth	

Planning

Phase 1- The water cycle and Cornish rivers



Memory master-

sea

ocean **river**

Provide children with KS1 vocab pictures (above) check basic understanding of each

Sea- smaller than oceans, partially enclosed by land.

Ocean- largest and deepest bodies of water on earth.

River- moving body of water that flows into another body of water.

Phase 1 What is a mountain and where are they?

I can explain what a mountain is and describe the location of mountains in Cornwall/UK

Initial cold quiz

Memory Master- Countries and capital cities of the UK

Earth's Landforms – Mountains - YouTube

Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range. The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet (fold mountains) https://www.youtube.com/watch?v=EorDD_BXaN4 This is how the mountains of the Himalayas in Asia were formed. Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt out of the gap that is left. As it cools down, the lava creates a long line of mountains under the ocean called Mid-ocean Ridge- the longest mountain range on Earth. The longest mountain range on land is the Andes in South America. Other mountains (usually those that stand on their own) are created by ancient volcanoes. About one-fifth or 20% of the surface of Earth is covered by mountain ranges.

Phase 1 part 2- Mountains in Cornwall/UK

Show children map of the UK. Are there any mountains in Cornwall? Do they know any areas of hills or mountains? Where do they think they are? Now show topographical map of the UK. What do the different colours tell you? Where are the highest areas of land? Where are the lowest areas?

Resource 20 and 21

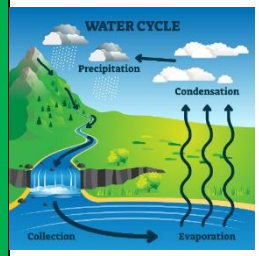
Activity- Children to locate Ben Nevis, Scafell Pike, Slieve Donald and Snowdon on copies of their maps.

Which is the highest in the UK?

Phase 2/3 What are the 7 summits?

I can find out about the 7 summits and their locations

Repeat cold task quiz- warm quiz



***Set up model water cycle before lesson**

In scientific and purely practical and functional terms, a river is a physical mechanism for returning excess precipitation from the land to the sea, where it originated. Within the *hydrological* or *water cycle*, water in a river is collected mostly from precipitation that has run off the land surface and not been evaporated or absorbed and stored in underlying *aquifers* (underground layers of rock or soil that store water). It is of course a vitally important process, without which most of the land surface of the world would be permanently under water. A simple experiment known as *Water cycle in a bag* can introduce the key concepts and processes of the water cycle to pupils in a practical way. Take a large bowl and fill it with several centimetres of water. Place a small yoghurt pot in the centre of the bowl of water, making sure not to get any water inside it. Cover the large bowl with cling film and fasten down securely to the side of the bowl. Put a weight on top of the cling film, over the centre of the small pot to push the cling film down into it slightly. Place the experiment on a warm sunny window sill for a few days. The pupils will find that the heat of the sun evaporates the water, the water vapour rises, condenses on the cool plastic then falls into the small container. This is a microcosm of what happens in the real water cycle.

www.youtube.com/watch?v=SvA11IuweNk

This is the fact that all of the water that has ever existed on earth is still present on earth today! Droplets of water as old as the earth itself go round and round the water cycle as part of anever-ending cycle. Encourage the pupils to think about the fact that a droplet of rainfalling on them today might have fallen on thousands of different people and things during its 'life'. Challenge the pupils to think about the last raindrop to fall on them and to tell its life story to date by including a variety of things, places and people it may have dropped on since the formation of the earth 5 billion years ago. **Activity-** Children tell the story of the raindrop through a cartoon strip evidence with cartoon strip. Links to previous water cycle science learning.

SEND adaptation- template to be provided, complete activity in group.

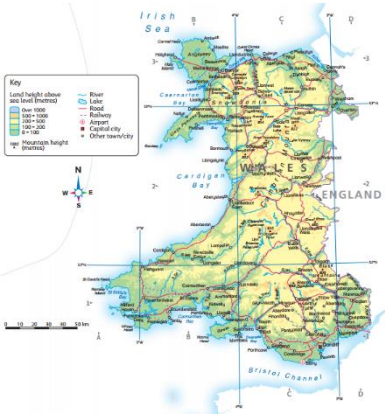
Views of the beautiful rivers of Cornwall - YouTube

Show children video above introducing rivers of Cornwall. Do children recognise any of the rivers? River Gannel Crantock is nearby.

Phase 2- How does the course of the River change from source to mouth?

Memory master

Memory Master- List it- 7 Summits



A mountain range is a large area where many mountains can be found close together. Among the greatest are the **Himalaya**, **Andes**, **Rockies, Alps, Urals** and **Atlas**. Use resource 7 and 9 to show children where mountain ranges are located, and in which countries. Show pupils resource 9 which shows how similar the mountain ranges look. **Activity**- Split the children into mixed ability groups and give each group a continent to reseach. Children research their continent and present to the rest of the class about the highest summit from their given continent. Evidence with videos of presentations on padlet.

Phase 4- How are the Cambrian Mountains different from the Himalayan mountains?

I can explain the differences and similarities between the Cambrian Mountains and the Himalayan mountains

List it – rivers of Cornwall

Divide children into pairs and give photograph of River AXE Explain that every river in the world flows from the land to the sea- from its source where it begins in higher ground, such as hills and mountains, to its mouth in lower ground along the coast. Tell the pupils that photos are of the course or route of a river from source to mouth. The pupils have to rearrange them into the correct order- source to mouth. Allow pupils plenty of space to complete activity. At the end of the activity encourage feedback and discussion during which pupils can justify and explain their decisions. Correct order- D; I; A; P; L; G; C; N; J; E; R; H; Q; F; O; M; B and K Provide children with subject vocabulary cards. Ask children to partner up the card with appropriate photograph.Tell pupils to look carefully at and discuss the geographical features they can see in each image. Place each card on the photograph to which they think it applies.

Photos uploaded to padlet please.

Phase 2 part 2 Preparation for fieldwork

Phase 3- Local river fieldwork and analysis

Photos of fieldwork on Padlet please and follow up write up.

Phase 4- Rivers in the UK and the longest river in the world

Cops and robbers- Features of rivers. Provide space for children to record explanations of features of rivers. Children then rob ideas from each other. SEND adaptation- Provide two words and two definitions for them to match up.

Memory Master- Compass directions activity

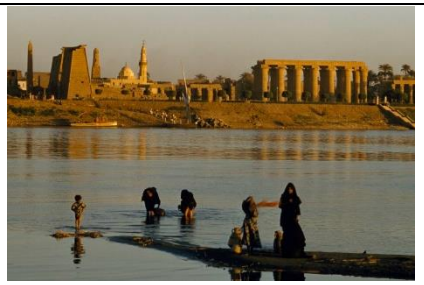
Refer back to resource 20 and resource 21. Ask the pupils what they notice about the distribution of higher ground and mountains across the country- particularly those areas shown to be higher than 500m. Which of the four nations of the UK has the largest area of high ground and mountains, and which has the least. Using compass direction, which areas of the UK have the greatest proportion of high ground and mountains? (North and west) Which areas have the smallest proportion of high ground and mountains? (South and east) Can the children identify or do they know the names of any mountain ranges in Scotland, Wales, England or Northern Ireland? Draw the pupil's attention to the area of the Cambrian Mountains in Wales using the map in **Resource 21** and also the larger-scale map of Wales in **Resource 22**. Now distribute copies of the photographs of the Cambrian Mountains in **Resource 23**. How do the mountains here compare with the pictures of the fold mountains of the Himalaya, Andes, Rockies, Atlas, Alps and Ural ranges that the pupils studied earlier in the enquiry in **Resource 9**? The mountain ranges of Britain are all very much lower, less rugged and more rounded than the fold mountains studied earlier. This is mainly because they are a great deal older. Most of the rocks, for example, that make up the Cambrian Mountains of Wales are around 400 million years old compared with the much younger age of the rocks of the Himalayas, which are around 55 million years old. So, rather like comparing a 10 year old with an 80 year old! Because the mountains of Britain are much older than the Himalaya, Andes, Rockies etc. the forces of erosion such as the rain, wind and ice have had eight times as long to wear them down and round them off!

Activity- Children use images from resource 9 and resource 23 to describe the differences between the mountains. Alternatively children can draw their own representations of the mountains.

Phase 5- How is climate change affecting the Cambrian Mountains?

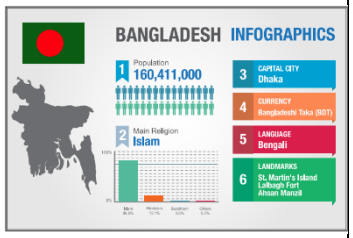
I can explain how the Cambrian Mountains are being affected by climate change

Give pupils Resource 11. Ask pupils to find find the following rivers: *Thames, Ouse, Dee, Mersey, Severn, Clyde, Forth, Test* and *Exe*. For each river find the source and the mouth. Which of these rivers do the pupils estimate to be the longest?



[Longest rivers in the UK | KS2 Geography | Year 3 and Year 4 - BBC Bitesize]

Now ask the pupils to look at what happens to all of these rivers as they enter the sea. In all cases, as the river approaches the sea it becomes much wider with large areas of mud banks on both sides. The River Severn (see map in **Resource 13**) is the longest river in the United Kingdom –just a few kilometres longer than the River Thames. It flows into one of the country's largest estuaries situated between Bristol and Cardiff, before entering the Bristol Channel. Children to record where the rivers in the UK are and which seas they flow into. Children to investigate further which counties the rivers flow through. Explore which river is the longest in the world. Are the children aware? Do they know which continent it is in?



https://app.discoveryeducation.co.uk/learn/player/7341306f-dfd4-49de-aff8-0f0b83bbfa44

Phase 5- What happens when a river floods?

Finish the answer. The longest river in the UK is . . .

Memory Master- Locating Cambrian mountains challenge- Provide three map images, which one is the Cambrian mountains?

Introduce the pupils to Derek Jenkins (**Resource 24**). He has a farm in the Cambrian Mountains in Wales. Divide the pupils into small groups and provide each group with a set of the photographs of his farm in **Resource 25**. Working together and just using evidence in the photographs, encourage the pupils to make notes in response to these questions. What is the landscape like? (height, shape, size, steepness etc) What buildings and machinery are there and what are they used for> Hoe does the farmer earn a living? What problems might the farmer have to cope with? Encourage feedback and discussion regarding their responses to the questions and summarise all of the possibilities on the board.

Give out copies of the text in **Resource 27**. Read through the passage with the pupils and then tell them to use different colour pens or pencils to:

- Underline in red all of the ways in which Derek earns a living – what he produces or provides to sell to others for a profit (this is the definition of an *economic activity*);
- Underline in green any problems he faces that can be considered *natural* or *environmental*;
- Underline in blue any problems he faces that are to do with *economic* factors such as prices he receives for what he produces at market;
- Underline in yellow things that Derek does in an attempt to overcome the natural problems created by the mountain environment.

Activity- As a class discuss the colours used. Which colour is there the most of? Is there anything that surprises them? Depending on the cohort either in groups/whole class or individually create a summary of the challenges that Derek Jenkins faces.

Phase 6
Assessment
Complete final hot task quiz
Show what you know activity including phase questions and noun project symbols

Show the pupils the two news reports at www.youtube.com/watch?v=b3wlJJrUDf8 and www.youtube.com/watch?v=R3ax_v1Bnjc and explain that the country referred to is

Bangladesh – see the maps in **Resource 75** and the infographic in **Resource 76**. Explain that almost every year the people of Bangladesh suffer from very serious flooding as rivers burst their banks and flow over the land, towns and cities – as they can see in the images in **Resource 77**. Ask the pupils to consider what they feel the greatest problems the people affected by the flooding will face – what will they eat? Where will they find shelter and, most importantly, from where will they get fresh water to survive? As a class rank the order of the issues facing people affected by flooding. So why does Bangladesh suffer from serious river flooding almost every year? Explain to the pupils that the first reason can be seen in the satellite image and map in **Resource 78** – what is it? Three mighty rivers – the Ganges from the northwest, the Brahmaputra fromthe north and the Meghna from the northeast meet in the middle of Bangladesh before flowing out into the Bay of Bengal. The second reason is that the relief of the country is very low and flat with nowhere in Bangladesh higher than 39 metres. The pupils are going to work out for themselves the third reason for the annual floods, they are now going to draw using the data below, to show average monthly rainfall in the city of Sylhet in Bangladesh.

Activity- Children make a climate graph showing average rainfall in Sylhet.

Month	**Rainfall in mm**
January	10
February	25
March	90
April	310
May	600
June	1200
July	900
August	800
September	500
October	250
November	30
December	5

What do the pupils notice about the pattern of rainfall in Bangladesh from their completed climate graph ? What happens during the period May–August? This is the main reason for river floods. How much rain falls during these four months? 3500 mm. By comparison Cardiff, the wettest city in the UK, receives just 1150 mm in the entire year and Dalness, the wettest place in the whole of the UK,

	receives a total of 3300 mm. So Bangladesh has more rainfall in just four months than the wettest place in Britain gets in a year! This is because every summer a strong wind called the *monsoon* blows in over Bangladesh from the southwest. Because this wind has blown for thousands of kilometres over the Indian Ocean before reaching Bangladesh, it is wet with lots of moisture, which falls as rain as soon as it reaches land. Phase 6- Assessment	

Year 5			
	Autumn 2	**Spring 2**	**Summer**
Topic name	Where does our food come from?	Down on the farm	Cornish coasts
Enquiry Question	What is fairtrade?	How has farming shaped Cornwall?	What is a coastline and how do they c
Enhancements	Fairtrade co-op visitors	SEF agriculture visitors	Perranporth trip
NC focus	Human and physical geography- describe and understand key aspects of human geography including- economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	**Locational knowledge-** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. **Place knowledge**- understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	**Locational knowledge-** locate the wor focus o Europe (including the location South America, concentrating on their physical and human characteristics, co **Locational knowledge-** name and loca UK, geographical regions and their ide characteristics, key topographical geat use patterns; and understand how sor changed over time **Place Knowledge-** understand the geo differences through the study of huma region of the UK, a region within South

		Human and physical geography- describe and understand key aspects of physical geography- including: climate zones, biomes and vegetation belts. Human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	
Builds On	**EYFS- Sunshine and flowers Su –** Pupils learn about Africa, Kenya and produce. **Year 2 Who lives in a house like this Su 2-** climate/biomes links **KS1- Geography vocabulary** port **Year 3- Amazing Amaazon Su 2-** climate/biomes/vegetations links	**EYFS- Spr 2- Perranporth my home-** locality **Year 1- Su 2- Let's explore the UK-** **Year 2- Spr 2- It's always sunny in Perranporth-** local climate **Year 5- Au 2- Where does our food come from?-** global climate	**EYFS- Su 2- Who lives in a rockpool-** Introduct **Year 3- Spr 2- Tourist town-** Focus on locality, **Year 4- Au 2- Winding rivers-** Bangladesh floo **Year 5- Spr 2- Down on the farm-** Topography
End points	I can describe trade and explain the principles of fairtrade	I can explain how farming has shaped Cornwall and how land use has changed over time.	I can explain what a coast is and descr
Memory master	**Phase 1 part 1- Memory masters** **7 continents- Can children list 7 continents. Offer bonus points for largest continent (Asia)** **Smallest continent- (Oceania)** **KS1 Vocabulary recap Port-**  **Significant places quiz on purple mash- Can children label significant places correctly**	**Phase 1- What is farming and what farming happens in Cornwall?** I can describe the farming that happens in Cornwall. **Memory Master- Finish it . . .** **Provide children with sentence starter- Cornwall is . . . allow children to finish sentence and revisit previous learning on Cornwall. Children will have learnt about weather/climate, tourism etc**	**Phase 1- What is a coast?** **I can explain what a coast is and describe** **Memory Master- 8 points com**

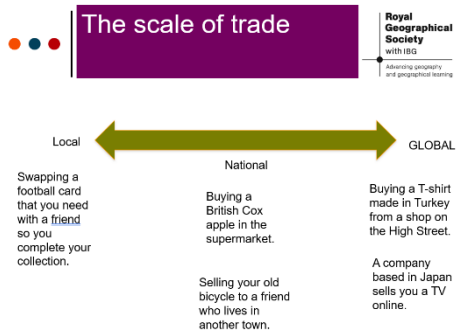
Key words	 **Trade-** The buying and selling of goods and services we want and need.  **Import-** Goods or services purchased from one country and brought into the UK.  **Export-** Goods or services made in the UK and sold to another country.  **Fairtrade-** A way of buying goods designed to make sure that the producers of these goods in developing countries are paid a fair and stable price for the goods that we buy from them.  **Economic activity-** Any activity that deals with making or selling or products or services for money.  **Natural resources-** A natural resource is something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, minerals and fossil fuels.	 **Agriculture-** Agriculture is the science of farming, it includes the cultivation of soil for growing crops, rearing animals to provide food, wool and other products, and harvesting grown crops as effectively as possible.  **Arable-** Arable farms are those which produce crops (e.g. wheat or vegetables)  **Pastoral-** Pastoral farms are those where animals are raised for meat, wool or dairy products.  **Cornwall-** The most southerly county in Britain. Over 70% of Cornwall's land is farmed in some way. With much of the county's countryside used as grass pastures of beef and dairy cattle.  **Climate change-** the process of our planet warming up. The changin climate has made our weather more extreme and unpredictable.  **Economic activity-** Any activity which sells goods or a service in exchange for money.	 **Coastline-** The coast is the land along a se boudary of a coast, where the land meets called the coastline.  **Coastal Deposition-** when the sea loses e drops the sand, rock particles or pebbles carrying.  **Sand dune-** a hill or ridge of sand piled up wind. Dunes may form wherever there is loose sand and enough wind to move it. E deserts are common places for dunes.  **Erosion-** Erosion is a process where natur water, wind, ice and gravity wear away at soil.  **Caves-** Caves occur when waves force the cracks in the cliff face. The water contains other materials that grind away at the roc cracks become a cave.  **Cliff-** A cliff forms where high land meets land is battered by powerful waves at sea wearing the rock away.
Vocabulary	Goods, services, global, regional, local, natural resources	Climate, weather, crops, produce, North, East, South, West, hamlets, settlements	Shoreline, waves, settlement, tide, moon, climate change
Key concepts	Human and physical processes	Place based study- Cornwall	Human and physical processes
Critical knowledge, skills and understanding	Locate countries in the world and determine highest value exports for those countries. Understand trade on a local and global scale. Explain import/export links with the UK. Understand how the human and physical geography of a country determines its highest value export. Explain the fairtrade approach to global trade	Locate Cornwall and understand how land use has changed in Perranporth/Cornwall. Describe how the Cornish climate affects land use. Describe how the land use varies across the UK in relation to farming.	Locate Cornwall and the north coast su Locate Norfolk Explain what a coast is. Identify features of coasts such as bea stack and stump. Explain how some of Understand different types of waves. Understand coastal erosion and some to combat coastal erosion.

Mapwork	Use maps to locate countries.	Use maps to identify farming regions in the UK and farming areas in Cornwall.	Use maps to explore local coastal re Use maps to locate Norfolk coast
Fieldwork			Beach fieldwork- Observe coastal feat Investigate- are the ways constructive and record findings.
Planning	**Phase 1 part 1- Memory masters** **7 continents- Can children list 7 continents. Offer bonus points for largest continent (Asia)** **Smallest continent- (Oceania)**  **KS1 Vocabulary recap Port- Significant places quiz on purple mash- Can children label significant places correctly** **Phase 1 part 2-How did trade get global? I can understand what trade is. I can explore how and why trade became global.** Starbucks in Shanghai, China  Begin the lesson with a logo quiz (*How did trade get global?* PPT). Pose the question: Do you recognise these company logos? (Toys R Us, Toyota, Pringles, Apple, Starbucks, Shell, Hello Kitty, Lacoste). Explain to pupils that these companies operate on a global or international scale and you can buy products made by these companies all over the world. Put this fact into context by telling pupils that a class of children in Australia, India, China etc. are also likely to recognise these logos and discuss the two images of Starbucks in Shanghai (China) and Ikea in Saudi Arabia (The Middle East) with the	**Phase 1- What is farming and what farming happens in Cornwall?** I can describe the farming that happens in Cornwall. **Memory Master- Finish it . . .** **Provide children with sentence starter- Cornwall is . . . allow children to finish sentence and revisit previous learning on Cornwall. Children will have learnt about weather/climate, tourism etc**	**Phase 1- What is a coast?** **I can explain what a coast is and describe some co** **Memory Master- 8 points compass a** Show children images of different coasts on p try to answer- What is a coast? (A coast is a st This land could be made of things such as rock KS2 Geography: Coasts and energy - BB Watch first 2 minutes of the video for an in Formation of caves, arches, stacks and st Pupils create a cartoon strip showing how formed. **Phase 2 Perranporth coast/fieldwork preparation** **I can explain how the Perranporth coast has chan** **Memory Master- Coastal features ma** Use digimaps to locate Perranporth and surro feature to show how the coast has changed. coastlines moved? Are there more roads? Chil they have noticed. *See Rachel for tips on hov maps for children to annotate/work in groups **Fieldwork- prep How have waves and tide sh** **Are the waves constructive or destructive to** The shoreline is affected by waves (produced the gravitational effect of the moon and sun). appear to roll in and out constantly on a beac from the shore twice a fay by a much greater shore they can be either destructive or constr

pupils. Provide pupils with a clear definition of the term 'trade': 'the buying and selling of goods and services we want and need'. Explain it involves an exchange of goods (and/or services) in return for other goods and services or money.

Explain that when thinking about trade geographically it is important to think about scale (local, to national, to global), and how trade links people from different locations.

Use the PPT slide 10 to model examples of trade being carried out at different scales (local, national and international/global). Highlight to pupils that trade has occurred since civilisation began, but only at a local scale because people had no contact with others from distance places. During the Stone Ages, for example, trade links were relatively local and tended to only connect people from the same small communities. Explain to pupils that trade has changed considerably through time. In the past goods and skills were exchanged on a **local scale** within communities, through time trade has grown to a **global scale**. Nowadays it links people from locations all over the world. Improvements in technology, transport and communications allow money and items to be exchanged across longer distances and more quickly.



Activity- Children will research how and why trade has changed through time. Assign groups with one of three trade time periods- Stone ages, 17th Century, 21st Century.) Pupils to create a section of trade timeline to present to their peers. Pupils to write at least three bullet points on how trade was carried out during this time and at least two reasons why trade was carried out this way. Pupils can illustrate timeleines and/or stick on images and use captions.

SEND Adapations- Read information to children. Peer support for the group work. Children to record answers using video/images.
Global-Trade-Trade-Timeline-Information-Sheets.pdf (barlowsprimary.co.uk)

Evidence with either sections of timeline recorded in books/photos on padlet

Begin with a discussion about agriculture. What do the pupils already know? Use the powerpoint to introduce the terms arable and pastoral. Over 70% of Cornwall's land is farmed in some way, with much of the county's countryside dominated by grass pastures for beef and dairy cattle and areas in the east and far west for vegetables and cereals. Show children Cornwall food and Farming's vegetable calendar with the months and the year and the seasons covered. Can pupils work out which season is which? Discuss what the weather is like in Cornwall. Discuss how Cornish weather compares to the rest of the UK. (The children have learnt about this in Year 2 and Year 3) Explain that due to Cornish climate- relatively warm, frost-free winters and early springs, Cornish farmers can produce crops from the fields all year round. Plenty of rain means grass grows well and the dairy cows that graze the pasture produce milk that is rich and creamy. As well as being sold in liquid form, the milk is made into cream, butter and more than 50 different types of cheese. **Activity-** Children to create a poster explaining what agriculture is. Children to include key information from this first lesson.

Phase 2 What were farming settlements like?

washed up the beach, which is called the back
swash is stronger than the backwash. If the sw
(constructive wave) some of the sediment car
build up the beach. This means the beach incr
the backwash (destructive wave) very little se
strong backwash material will be removed and

Constructive waves - YouTube
Destructive waves - YouTube

Phase 3- Fieldwork

How have waves and tide shaped the beach?
Are the waves constructive or destructive too
I can take part in observational fieldwork on

Observe the wave action from the water's edg
using distinctive floats such as dog biscuits. W
Record the observations.

Wave Frequency.

Estimate the frequency of the waves, i.e. the r
given point.

Wave frequency can be estimated by counting
shore in 5 minutes. Calculate mean wave freq

Time
Minute 1
Minute 2
Minute 3
Minute 4
Minute 5
Total number of waves in 5 minutes

In 5 minutes there were 72 waves.
The frequency of waves in 1 minute= number

minute

Before leaving beach film record video from c
or work together to record whole class statem
Padlet.

Phase 2- I recognise that food brought in our supermarkets comes from all over the world.

Memory Master
Labelling countries in the UK.
[Five Oceans Song - YouTube](#) **Naming the 5 oceans**
Finish the sentence
Trade is . . .

*PRIOR TO LESSON
ASK ALL CHILDREN TO BRING IN FOOD WRAPPER/CONTAINER
Revisit the definition of trade:' the buying and selling of products we want and need'.

Explain to pupils that everything *we want and need* cannot be always obtained within the national borders of the UK, so we must import these goods from other countries in the world to meet demand. Ask the pupils to consider their favourite food and ask: where were the ingredients to make that food grown? Could they have been grown in the UK? If no, what factors prevent it from being grown here? Have a look at some of the wrappers/containers brought in. Where are the items from? Are there any trends to where most items come from?

I can explain how farming settlements have changed over time.

Memory Master- Provide children with the following to match up. Hamlet, village, town, city. Truro, Newquay, St Agnes, Rose

Explain that agriculture has always been significant to Cornwall in terms of economic activity. Currently the main industries in Cornwall are agriculture, forestry, and fishing. Historically mining would have been a key industry in Cornwall however the last working mine closed in 1998 and the scale of the industry dwindled long before this. Within agriculture the way that land is used has changed over time. Stone age- farming.



These early settlements consist of groups of houses and other structures usually set amid fields enclosed by earth or stone banks. Ancient farmhouses were circular built with a stone wall which would have supported a conical timber and thatched roof. The houses were grouped in clusters (usually fewer than 20 houses) forming small rural hamlets or villages. The first fields were small and curvilinear, and the field patterns developed piecemeal, with new fields added to existing ones

Phase 4- Norfolk coast/coastal management
I can explain how coastal erosion is affecting the N managed

Memory Master- Erosion explanation to choose which accurately describes coastal eros

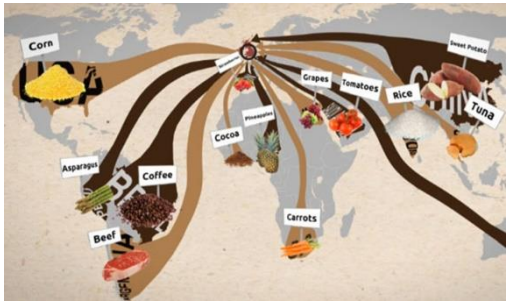
Split children into groups and ask children to s
Group 1- Hemsby,
Group 2- Happisburgh,
Group 3- Overstrand,
Group 4- Trimingham,
Group 5- Mundesley on digimaps. (All located
Provide a small amount of time for children to you have asked them to search for this locatio map of UK.
Show two images of Nicola's house in Happisb discuss differences in two photos. What has h
Provide children with QR code to article below
Happisburgh: The Norfolk village crumblin
What is accelerating the erosion of the No
https://app.discoveryeducation.co.uk/learn/ 48a9541a9317
Split the class up and provide each group with erosion is being prevented in their given area. codes for links below or allow to search for ar protection document.

Group 1. Bacton and Walcott (sand)
Group 2- Mundesley Beach (groynes) (Mo need to do a second search around groyn
Group 3- Sea Palling- (Off Shore reef)
Group 4- Overstrand (revetments)
Group 5- Overstrand (rip rap/rock armour)

Vast sand scheme to protect Norfolk coas

Mundesley Beach | Norfolk | UK Beach Gu
Mundesley Beach
Groynes | The Geography Site (geography

Display the shopping list on the PPT. Go through the items with the class and assess pupils' pre-existing knowledge of the source of the items.



Activity- Pupils use the *Food Sources and Images (*see resources*) sheet*, which includes the shopping list item images, name, and source location.

Explain to the pupils they first must use atlases to clearly label and shade the relevant countries on their *Blank World Map* (see resources – enlarge to A3) and the Pacific, Atlantic and Indian Oceans. Next, they cut out and stick the food images at their source location.

Make sure pupils include a map key: the colour of countries where we import the shopping list items from. Evidence with maps in books.
SEND Adaptations- Provide less food items to stick on map.

Extension: Use a ruler to measure the distance from source to sale (the UK) and the map scale to calculate the distance travelled by each food and add this to the map.

Phase 3- What does the UK export?
I can find out which products the UK exports, and which countries the UK exports the most to.
Memory Masters- A-Z of countries
Provide multiple choice answers for definitions of import/export- pupils to select correct one

as the settlement expanded. The field boundaries consist of low banks. Lanes lead from between the fields to the open moor which was used as grazing land for livestock. Early farmers lived in loosely defined hamlets, cultivating the land and growing crops in small irregular-shaped fields, maintaining herds and flocks and sharing communual grazing land with neighbouring settlements. During the Bronze age long parallel field boundaries were laid out. New settlements consisted of groups of round houses scattered throughout the fields and all of the higher ground beyond the fields was used as common grazing land.

Then farming moved to the 3-field system- 2 used each year with one left to fallow. Medieval times- Each peasant owned strips of land in each field. Peasants were allowed to graze animals on common land.

During 18th Century land was enclosed- divided up so each farmer had all of his land in one place. The industrial revolution changed the landscape of the UK from rural (green) to urban (grey). Before the industrial revolution there were no tarmac roads or planes so people had to rely on the community to provide for them. There were local farms only able to provide for a few large towns. Majority of land in the UK was grasslands and few farmlands

20th Century British farms greatly increased production (produced more food than ever before). New varieties of cereal and fertilizers. Tractors replace horses/donkeys, motorized equipment, animal housing and biotechnology- selective breeding.

Sea Palling Beach | Norfolk | UK Beach G
Palling

Overstrand | Visit Norfolk Overstrand

RipRap | The Geographyy Site (geography

Each group to present to the class about t
mechanism.

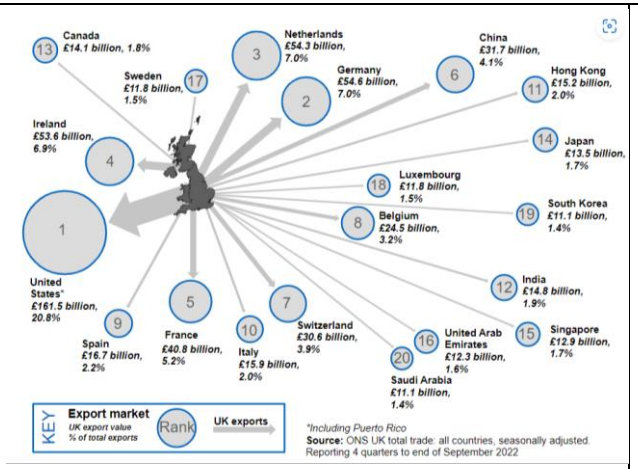
Phase 5 Global coastal erosion
I can compare the coastal erosion in Norfolk to At

Memory Master- Norfolk Coast recap- cops and robbers, true or false statements about Norfolk coast

As a class discuss previous session and Norfolk coast erosion (building on from memory master activity) Discuss climate change, what do they already know? 'Climate change is the process of our planet heating up. Since the industrial revolution it is estimated that human activity has caused the earth to warm by approxim our weather more extreme and unpredictable. Clin all over the world but certain species are suffering natural habitat melting. Apes like orangutans in rai droughts cause bushfires. Farming communities in temperatures, increased rain, floods and droughts. Introduce the idea of coastal erosion affecting seve Bangladesh yr 4 rivers topic country prone to flood levels. Revisit South America and Brazil.
Climate change: The Brazil resort town disappearin (youtube.com)
Compare coastal erosion in Norfolk to coastal erosi

Phase 6
Assessment
Revisit initial quiz- hot
Show what you know- Writing activity including n questions

Explain these countries are the UK's **'top trading partners'** because the most money is made through trade with these countries.



Pose the questions:

- Are the countries the UK exports to more or less developed countries?
- Which country is the UK's top trading partner?

Explain that there are patterns of global trade: usually more developed countries export valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee.

The UK is a more developed country and exports valuable manufactured goods.

The physical and human geography of the UK determines what we export. The climate, land mass available for growing, and natural resources (physical) and skills, wealth and education/skills of population (human).

Pose questions to the pupils:

- Could the UK export coffee beans or gold? Why? (Points to discuss: UK climate is temperate maritime so certain things cannot be grown, natural resources available off shore such as fish and oil or underground such as diamonds, gold, copper).
- How might the skills and education of the population affect what we export? (Points to discuss: highly skilled and educated workforce, high average income, cost of labour is higher than some less developed countries).

UK's biggest trading partners are USA, Germany and China

Some of UK's top exports are- cars. Medicine, aircraft parts, gold, financial services.

Activity- Split children into groups and give each group a different time period with key information from that era. Can they work together to create an accurate aerial picture of a farming settlement. Children present their group work in chronological order as a class.

Phase 3 How has farming changed in Perranporth?

I can explain how farming and land use have changed in Perranporth.

Memory Master- digimaps activity using grid references

Use Digimaps to discuss land use in Perranporth/surrounding areas. How is the land used? What is the main source of economic activity for Perranporth town compared to wider areas of Perranporth? How has this changed? Use the sliding tool to explore how the maps have changed over time. Focus on the airfield- aerodrome on 1950s map. Locate the Anchor Barrow campsite.

Share the following information from Tony Chapman- Owner of Anchor Barrow Campsite. The fields at Anchor Barrow were purchased by my grandfather in the late 50's. The family farm was situated in Barkla shop however quite a few of the fields in Perranporth were used to support the farm. The fields farmed included those directly below St Georges guest house which were rented by my Grandad however an increase in rent many years ago meant it was no longer cost effective. Since then sadly no one has touched them and they are

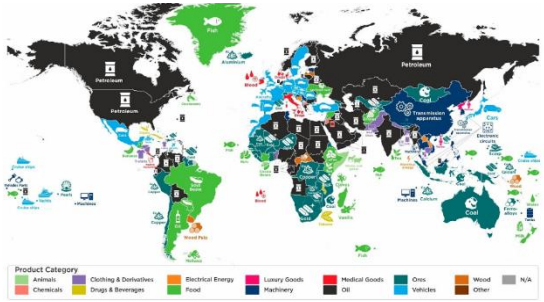
Dome of UK top imports are- crude oil and gas from Norway, the USA and the Middle East , clothing from China, computers from China. Cars from Germany, fruit from Spai, fish from Iceland.

Activity- Children complete import and export links activity marking on the map the countries that we import/export from.

Phase 4- Highest value imports
I can understand how the human and physical geography of a country determines its highest-value export.

Memory master-

Picture prompt Pupils to use the noun project icons to recap human and physical geographical properties.(Learnt in KS1/ yr3/4)



Use link below [Mapped: Visualizing the Top Export in Every Country (visualcapitalist.com)]

incredibly overgrown and unused. Also the sloping fields bordering Bethan View (One of the fields was sold off for the development of bethan view). These fields were always traditionally farmed for hay for feeding cattle over the winter months. I remember as a child helping to load all the rectangular bales onto the trailers and riding back to the farm on the top of the stack (would definitely get in trouble for that these days).

The fields at Anchor Barrow were always kept as grassland for producing hay and grazing, my family used to run there cattle all the way from Barkla shop along the roads. This would require a number of people to block of entrances to make sure the cows didnt run into peoples gardens etc. The original barn was contructed in the late 80's to offer shelter for the cattle during bad weather and also storage for hay reducing the transport distance. During the early 2000's the butchers shop was becoming more demanding and sadly my uncles wife fell ill. This unfortunately was the end of farming for our family. The fields were still farmed for hay by external contractors until 2019 when we took our last harvest. The fields surrounding bethan view are still cut twice a year by Bob trevail to feed his cows in rose.

Why do the children think the land is now being used as a campsite?

Can children think of any other examples they know of in Perranporth or surrounding area where agricultural land is now being used for something different? If children don't mention them provide post codes for Healeys, Callestick and ask them to locate using digimaps. Do children know what they are? How have they changed their land use for greater economic activity? Why is this unique to Cornwall/Perranporth surrounding areas- tourism, dairy. TR4 8JB- Four burrows solar farm 41 acres of ex-grazing and arable land now used as a solar farm. TR8 5AY Carland Cross wind farm. Evidence on Padlet photographs children using digimaps. Children to annotate Anchor Barrow campsite/ Bethan View housing development with details of how the land had been used previously.

Focus on three countries meaningful to children in class, (UK, France, Spain?) Discover what highest-value export is.
Explain that the physical geography of a country determines what it can produce and what it can export. Highlight three key physical geography features that effect what a country can export: natural resources, bodies of water (coasts, rivers, lakes), and climate.
Go through the photographs related to each aspect of physical geography and discuss with the pupils.

- **Natural resources** and oil rig image: if a country owns the land or sea above an oil or natural gas reserve, they can extract the oil or natural gas from the rock deep under the earth's crust and export it to other countries. Oil is a very valuable natural resource in the modern world and we are very dependent on it (fuels transportation, plastic products, and even lipstick). More than 90% of proven oil reserves are in just 15 countries (World Trade Organization 2012).
  Pose the question: what other natural resources can you think of? (Copper, iron, wood, fish etc).
- **Bodies of water** (coasts, rivers, lakes): whether a country is coastal or landlocked, or has rivers and lakes determine its exports. For example, Greenland is an island and highest value export is fish.
- **Climate**: the weather and climate of a country determines what products can be grown there. For example, palm oil (vegetable oil) comes from oil palm trees which only grow in warm climates like those in Africa, and fruit such as mangoes only grow in tropical climates such as central and South America.

Drying cocoa beans in Ghana, Africa

Cocoa beans only grow in a tropical climate.

Ideal temperature is 18°C - 32°C.

Annual rainfall of 1,500mm - 2,000mm is ideal.

Phase 4- How does agriculture differ across Cornwall and the UK?

I can describe how different areas of Cornwall/UK are used agriculturally.

Memory Master- cops and robbers agriculture in different areas of Cornwall

Provide children with an outline map of Cornwall. Using information from SEF visit children annotate the map with areas/significant places things are grown in Cornwall.
Fish Cornwall- The practice of farming fish and shellfish is known as aquaculture. In Cornwall main aquaculture species are mussels and oysters. Largest aquaculture operation is in St Austell Bay, using rope culture systems. Oysters are farmed in the Helford and Camel Estuaries. Finfish aquaculture in Cornwall- few small-scale trout farming operations. Marine aquaculture takes up space in the environment and is geographically restricted by exposure and the power of Cornwall's tides, waves and weather systems.
Can children apply knowledge about farming in Cornwall to farming in the rest of the UK? Show the children the topographic map of the UK. What do they notice? What do they know about any regions of the UK.
Farming in Britain (projectbritain.com)
Distribution of farming types in the UK | gcse-revision, geography, agriculture, distribution-farming-types-uk | Revision World
Food and farming in the UK | KS2 Geography | Year 3 and Year 4 - BBC Bitesize

	Explain the human geography of a country determines what the highest-value export is. The level of development of a country allows or limits the value of the products it exports and money that can be made from their exports. For example: the education and skills of the population, technology and communications, manufacturing facilities and high-tech machinery for production are all necessary to produce and export expensive and complex manufactured items. Use the USA case study to demonstrate that products that require lots of knowledge skill from experts and are complex to make are valuable exports. E.g. computer products, cars, air crafts, space crafts etc. More developed countries have the transport links, technology, and communications to produce these products, which sell for high prices, making lots of money for the country and companies based in that country. Introduce the contrasting case study of rubber farming in Liberia and explain the climate allows rubber to be produced there, and that the civil war and low level of education and literacy mean primary goods are the country's highest-value export. **Activity**- Split children into groups. Assign groups an area of the world North America, Central America & the Caribbean, South America, Europe, Middle East & Central Asia, Africa. First pupils go to the Business Insider website Mapped: Visualizing the Top Export in Every Country (visualcapitalist.com) They scroll down to their focus area's zoomed-in map and choose 4 or 5 different highest-value exports to explore. They then need to determine which country each highest-value export belongs to as country names are not included on the online highest valued export map Next, pupils consider the human and physical geography of each country: climate, natural resources, coastal, forests, level of development, education, transport and technology etc. and record on the *Highest Value export document.* *Research* highest-value exports and country's geography. Remind about safe searching tips when using internet. Option 1 Ask each area group to report back to class record as a class-photos on Padlet. Mindmaps with conclusive findings/summaries on Padlet. Option 2 Make new groups with one person from original group and pupils take in turn to inform group about their findings- Record with photos on Padlet. Mindmaps with conclusive findings/summaries on Padlet. **SEND adaptations**- Recording ideas in different ways. Provide clear area of world and export to research.	Use the websites above to research about areas of the UK Provide children with an area of the UK to find out about. As a class annotate a copy of a map of the UK with key agricultural information. **Phase 5 How is climate change connected to agriculture?** I can explain how climate change is linked to agriculture   **Memory Master-** **Show image to the left but block out key. Provide pupils with criteria of the key. Can they successfully match up each area to correct category.** **Video Discovery education- Farming for the future** https://app.discoveryeducation.co.uk/learn/videos/6f41125d-81d9-45fd-bc57-b6508cbe4f1a Watch the video/ use studio board to explore article. What are the main challenges humans are facing? How do we feed that many people in a sustainable way? Should we change the way that we eat? How can we waste less food? **Activity 1- As a class debate one of the following record key points from debate on Padlet -** **Should we eat less meat?** (Our school dinner menu is meat free on a Monday could this go further? Could we all do this in our homes?) **Should we only eat food we can grow?** (Food miles contributing to climate change, how would this impact trade links/ economic activity?) **Activity 2- Future farming** https://youtu.be/GCXhdAGx3NI Use video above to explore future of farming. Are the children surprised by any of the predictions? Discuss as a class. Which area of farming in the future interests the children the most and why? **Activity 3-** Pupils to either write about an area of farming in the future that interests them the most. Why does it interest	

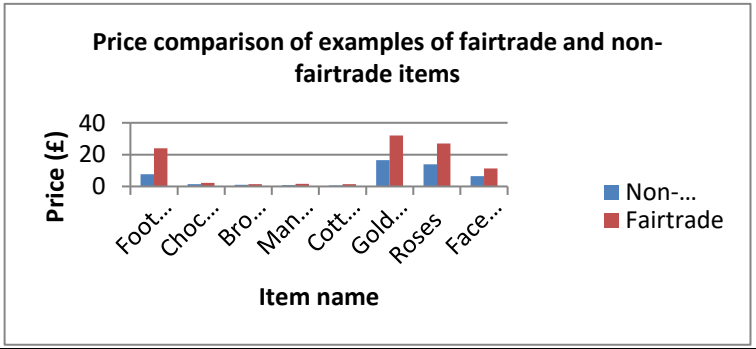
Phase 5- Investigating fairtrade
I can understand the positive impact that buying fairtrade has on communities in other countries.
Memory Masters- Walkabout Bingo
Provide template with following questions. Children record answers and who provided answer
What is trade?
What is an import?
What is an export?
What are the world's highest value imports/exports?

Introduce the terms less developed and more developed. Define the fairtrade approach to global trade- (slide 5) Go through benefits to fairtrade and discuss as a class. Look at the resource showing the difference in price between fairtrade and non-fairtrade products. Discuss why items are more expensive.

Play the negotiating game- to provide opportunity for children to experience negotiating price for products and fair trade. Photos on Padlet
The Negotiating Game - Fairtrade Schools

Activity- Pupils create a poster using template provided. They write reasons why people should pay more for fairtrade products and the positive impact of buying fairtrade products on people in developing countries.

Links in with CO-op fair trade visit (Photos on Padlet)



them? How will it help? Or Pupils write persuasive piece of writing to persuade the reader to waste less food/eat less meat.

Additional information link agriculture/farming and climate change

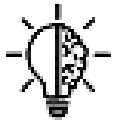
Food production is said to be responsible for over one quarter of harmful greenhouse gas emissions- direct driver of climate change. Livestock rearing contributes to global warming though the methane gas the animals produce but also via deforestation to expand pastures etc. * Children may be knowledgeable in the farming of palm oil. (Used in many products, forests cleared so palms can be planted, wildlife homes destroyed etc unsustainable) Climate change affects farmers- increased extreme weather. Particularly developing countries- higher temperatures, increased rain, floods, droughts. Food waste- In the UK households waste 6.6 million tonnes of food and 4.5 million tonnes of that is food that could have been eaten. The process of getting food on our plates takes a lot of time and resources such as water, energy and transportation. Transportation of food and rotting food can produce greenhouse gases.

Phase 6
Assessment

Complete final hot quiz and show what you know written assessment, providing key noun project symbols, phase questions as stimulus for writing.

	Phase 6- Assessment **Complete assessment quiz**		

Year 6		
	Autumn 2	**Summer 2**
Topic name	Darwin's Delights	Frozen Kingdoms
Enquiry Question	What makes the Galapagos islands unique?	What are the polar regions like?
Enhancements		
NC focus	**Locational knowledge**- identify the position and significance of latitude, longitude, euator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones **Human and physical geography-** describe and understand key aspects of physical geography climate zones, biomes and vegetation belts.	**Locational Knowledge**- Identify the position and significance of the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Human and physical geography-** Describe and understand key aspects of physical geography including climate zones. **Human geography**- the distribution of natural resources including energy, food, minerals and water.
Builds On	**Yr 2 Au 2- Are all deserts hot? Su 2- Who lives in a house like this?** Location of hot and cold areas in the world in relation to the equator and north/south poles. (Arctic and Antarctic circles) KS1 Vocab- sea, ocean, vegetation, weather **Yr 3 Au2 Land of fire and ice- ring of fire, Su 2 Amazing Amazon-** Latitude, longitude, northern/southern hemisphere climate tropics of cancer and Capricorn, biomes **Yr 4 Au 2 rivers-** Climate Bangladesh **Yr 5 Au2 Where does our food come from?** Climates, economic activity and distribution of natural resources	**Year 2- Au 2- Are all deserts hot?** Climate zones, Arctic and Antarctica **Su 2- Who lives in a house like this?** Climate zones **Year 3- Su 2-** Rainforest biome **Year 6 – Au 2- Darwin's Delights** Climate zones/ biomes

End points	I can describe and understand the human and physical geography of the Galapagos islands	I can describe and understand the human and physical geography of the polar regions
Memory master	**Phase 1 Part 1- I can identify the position and significance of latitude, longitude, Equator, Northern Hermisphere, Southern Hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic circles.**   **Memory Masters** Use Purple Mash quiz Globe Positions Quiz 1 to revisit latitude, longitude, equator, and hemispheres	**Phase 1- Where are the polar regions?** **I can locate the polar regions**  **Memory Master- Provide an image of a world map. Ask children to record knowledge of the polar regions.**
Key words	 **Galapagos Islands**- An archipelago of volcanic islands situated in the Pacific Ocean. Part of Ecuador in South America. There are 13 main islands and over 120 islets. The islands have a unique climate and are surrounded by a rich marine life. **Equator**- An imaginary line around the Earth that goes exactly midway between the North Pole and South Pole. It divides the earth into two halves- the Northern Hemisphere and Southern Hemisphere. **Climate**- The average weather conditions for a place usually measured over a long period of time. (30 years) **Biome**- Biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live. Some of the world's main biomes include rainforest, desert, savannah, grassland, woodland and tundra. Each biome has characteristics that make it unique. **Vegetation belt**- The plant life within an area of a biome. **Biodiversity**- There are over a million different known species in the world. There are many species of plants, fungi, insects, fish and animals. Each species depends on another for survival. This careful balance ensures the stability of the different ecosys-tems, which all interlink. The range of species within these eco-systems results in biodiversity. Biodiversity means the variety of life in a particular area. The more biodiversity there is, the healthier the ecosystem is.	**Arctic**- The area around the North Pole, mostly an ocean covered in ice. There are 8 countries that have land within the northern polar circle these are, Canada, Greenland, Iceland, Norway, Sweden, Finand, Russia and the USA. **Antartica**- the 5th largest and southernmost continent on Earth. It is located in the southern hemisphere and is an area of land covered in ice. **Polar**- The area around the north or south pole. **Climate zone**- An area that has its own distinct climate, vegetation and wildlife. Some of these zones found around the world include: temperate, tropical, arid, mounainous, polar and mediterranean. **Natural resources**- materials or substances that are produced by the environment. Humans use natural resources to survive. They can be used to heat homes, transport people around the world, feed and clothe them. **Indigenous peoples**- Indigenous peoples have unique cultures and traditions passed down for generations, contributing to cultural diversity worldwide.

Vocabulary	Ecuador, South America, Pacific Ocean, Southern Hemisphere, Northern Hemisphere, season, naturalist, geologist, biologist.	Northern Hemisphere, Southern Hemisphere, vegetation, temperate, tropical, mediterranean
Key concepts	Place based study	Place based study
Critical knowledge, skills and understanding	Locate the Galapagos Islands. Locate the Hemispheres Understand significance of time zones. Understand some of the reasons for geographical similarities and differences between countries linked to biomes. Climatic belts- Mediterranean	Locate the polar regions. Identify and describe how the physical features affect the human activity within the polar regions. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemishpere, Southern Hempishpere, the Tropics of Cancer and Capricorn, Arctive and Antarctic Circle and time zones (including day and night) Describe and understand climate zones, land use, food and water supplies of the Polar Regions.
Mapwork	Create maps of Darwin's voyage identifying patterns (such as land use, climate zones)	
Fieldwork		

Planning		
	Phase 1 Part 1- I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic circles. **Memory Masters** Use Purple Mash quiz Globe Positions Quiz 1 to revisit latitude, longitude, equator, and hemispheres  **Phase 1 Part 2- I can understand and explain time zones** Use digimaps activities to learn about time zones. Pupils complete time travelling activities and record findings on time zones. **Phase 2 Plotting Darwin's route** **Memory Master- Revisit time zones and any other areas of weakness from phase 1 part 1**.	**Phase 1- Where are the polar regions?** **I can locate the polar regions** **Memory Master- Provide an image of a world map. Ask children to record knowledge of the polar regions.** Display the Earth diagram and use this to introduce or recap on the location of the Northern and Southern Hemispheres and key lines of latitude and longitude, such as the equator and Prime Meridian. Locate the Arctic Circle at 66.5° North (66.5°N) and the Antarctic Circle at 66.5° South (66.5°S) and discuss any similarities and differences between their locations. Ask the children to share what they know about either location, making a bank of knowledge statements to revisit later in the week. Provide the children with the Earth labelling sheet to complete, and check their work through a summary discussion. **Phase 2- Which time zone are the polar regions in?** **I can explain how time zones affect the arctic and Antarctic** **Memory Master- Provide children with key lines of latitude and longitude and ask them to match up** Recap on Earth's rotation to explain day and night with the children, then show them the Polar day and night diagram. Ask them to describe what the diagram is showing, focusing on the North and South Poles. When the children have explained what they can see, use a rotating globe, and a torch as the Sun, to bring the diagram to life. Focusing on the Arctic Circle, ask the children to observe what happens to the daylight during a day in the Arctic summer and winter, then demonstrate what happens to the Antarctic Circle using the same technique. Encourage them to explain that at some times of the year, the poles are in near-constant daylight, known as polar day, or Midnight Sun. At other times of the year, the poles are in near-constant darkness, known as polar night.

Retrieval grid

Its 4 o'clock in London. What time is it in Paris?	Moving west 15 degrees usually means. . .	Moving East 15 degrees usually means .. .	What is the IDL?

1 point	2 points	3 points

Use physical and online maps to plot the route that Darwin took on HMS *Beagle*. Highlight places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern

Allow the children time to explore and demonstrate the concept of polar day and night using tabletop globes and torches, then give them the Polar day and night sorting cards. Encourage them to sort the cards into two groups: true or false. Share and compare their answers with others, then hand out the Polar day and night answer sheet against which the children can check their work and clarify any misconceptions. As an extension, the children could use all the provided resources and photographs of their experiments with globes and torches to write an explanation about polar day and night.

Phase 3- What is the polar climate like?

I can identify and describe different climate zones

Memory Master- Finish It The rotation of the earth. . .

Show the children the Climate zones map. Encourage them to make observations about the location of the different climate zones. Ask the children to share what they already know about the polar climates, using the knowledge and information gathered through completing their virtual expeditions. Ask the children to use the Arctic information sheet and Antarctic information sheet to delve more deeply into the climatic differences between the two polar regions and complete the Polar regions question sheet. When complete, discuss the children's work, addressing any misconceptions.

Phase 4- Are they any natural resources in the Arctic?

I can describe the natural resources available in the Arctic

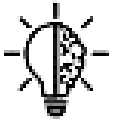
Memory Master- Cops and robbers climate zones

Ask the children to use the Natural resources recording sheet and online research to list a range of different natural resources, where they are found and the ways in which humans use these resources. Ideas could include wood for furniture making and building, fish for food and oil and natural gas for cooking and heating. When the children have listed the

Hemispheres. Use scaled maps to estimate how far Darwin travelled in total.

Phase 3 (2x lessons) Biomes, vegetation and biodiversity

Memory Masters



Finish the answer

Weather is . . .
Climate is . . .

Recap biomes- what is a biome? What biomes do the children know about?

Introduction to Biomes - YouTube

Complete the world biomes climate zones activity- Perhaps as a class depending on cohort. Photos on Padlet rather than recording in book for this part.

Find out about the climate of the Galapagos islands. Which biome do the islands belong to?

Biomes websites

Galapagos Vegetation Zones | Plant-life per zones and islands (voyagers.travel)

Galápagos Islands (nationalgeographic.org)

Introduce vegetation belts as plant life within a biome. Ask pupils to find out about the vegetation they would expect to see on the Galapagos Islands

Vegetation websites

natural resources, ask them what sort of natural resources they think are available in the Arctic. Take the children's answers and the reasons behind their thinking, then ask them to read the Natural resources in the Arctic information sheet. Encourage them to discuss the information and complete the Natural resources in the Arctic question sheet in pairs, using further research to add more detail to their answers. Ask the children to discuss their work in groups, identifying any similarities and differences.

Phase 5 Indigenous communities and climate change

I can understand how climate change is affecting indigenous communities in the Arctic

Memory Master- Natural resources in the Arctic- 1 point, 2 point, 3 point questions

Show the children the Indigenous peoples of the Arctic information sheet. Ask them to read the information in pairs, then choose one of the groups to study further. Encourage them to use online research to complete the Indigenous people recording sheet. Once they have collected the information, ask the children to complete an Indigenous people editable template on computers or tablets. At the end of the session, ask them to share their work with other groups. Encourage them to evaluate how the climate and landscape affect the lives of people in the Arctic, how the people have successfully adapted to these conditions and whether their ways of life share any similarities or differences. 'What is climate change? Do you know any facts about climate change? How do you think climate change affects the polar regions?' After an initial discussion, invite the children to work in pairs to read the Climate change blog text. Ask them to identify important facts and information and consider the cause and effects of climate change. Invite the children to answer the Climate change question sheet. Ask 'What conclusions can we draw, on the evidence we have, about climate change?'

Phase 6- assessment

Complete final hot task quiz

	Flora - Galapagos Travel Guide - Visit Galapagos Islands (galapagosunbound.com) Natural Habitat Adventures | Know Before You Go | Galapagos Islands | Plants of the Galapagos Islands (nathab.com) - Biodiversity There are over a million different known species in the world. There are many species of plants, fungi, insects, fish and animals. Each species depends on another for survival. This careful balance ensures the stability of the different ecosystems, which all interlink. The range of species within these ecosystems results in biodiversity. Biodiversity means the variety of life in a particular area. The more biodiversity there is, the healthier the ecosystem is. The Value of Biodiversity - Discovering Galapagos The Galapagos Islands | Places | WWF (worldwildlife.org) Future threats to the Galapagos islands Pupils to work as groups to research then feedback to whole class. Class to write up findings on climate, biomes, vegetation belts, biodiversity on the Galapagos Islands.	Show what you know writing activity/video using phase questions and noun project symbols.

Phase 4 (2 lessons)
Expedition across the Galápagos Islands

Plan an expedition across the Galápagos Islands that will help them take in the incredible sights and sounds. Use a range of materials, including online tourism sites, to find out about travelling between the islands, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay. Draw a detailed sketch map of their route, labelling places that they plan to stop and stay. Write a report to accompany their map for the expedition. Include top sights, typical weather conditions currency, language, things they will need to take etc.

Phase 6- assessment
Complete final hot task quiz
Show what you know writing activity/video using phase questions and noun project symbols.