







Geography Long Term Plan

Journeying together with hope and aspiration

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

How does our vision impact Geography at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of geography at Gainsborough Parish.

 <p>Dignity</p> <p>We ensure respect for the world's diverse people, places and resources, from our local area to the wider world.</p>	 <p>Community</p> <p>We build on the concept of community to develop fieldwork and an understanding of the geography of our local area making connections about how we live compared to other people around the world.</p>
 <p>Hope</p> <p>We aim to nurture a deep understanding of our world so that we can contribute to protecting our environment for future generations.</p>	 <p>Wisdom</p> <p>Our geography curriculum fosters curiosity and fascination about the world and its people, enabling a rich, deep knowledge and understanding to inspire the next generation of geographers.</p>

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Characteristics of effective learning</u>	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> ● Playing and exploring – children investigate and experience things and have a go ● Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements ● Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things 					
EYFS Statutory Educational Programme: Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					

<p>How might Geography look within EYFS? Development Matters statements in bold</p> <p><i>(Examples of what this could look like)</i></p>	<p>Talk about members of their immediate family and community <i>(Dedicated talk time, share information about local community heroes and people who help us, invite local heroes into school, fantastic families)</i></p> <p>Draw information from a simple map <i>(look at environment, introduce new vocabulary, familiarise children with road/town the school is located, look at aerial views of school setting and wider areas and recognise features, compare and contrast similarities and differences of areas, offer opportunities for children to draw maps of their immediate environment and/or maps from imaginary story setting settings)</i></p> <p>Understand that some places are special to members of their community <i>(Name and explain purposes of different buildings, take children on visits of our local area (Including regularly walking to church and the library)</i></p> <p>Recognise some similarities and differences between life in this country and life in different countries <i>(Teach children about places of the world that contrast with locations they know, use relevant, specific vocabulary to describe contrasting locations, use images/video-clips/shared texts and other resources to bring the wider world into the classroom, dedicated talk time and sharing observations)</i></p> <p>Explore the natural world around them <i>(provide frequent opportunities for outdoor play and exploration, create opportunities to discuss how we care for our natural world around us, offer opportunities to sing songs and join in with rhymes, draw pictures of the natural world e.g animals and plants)</i></p> <p>Describe what they see, hear and feel whilst outside <i>(encourage observations of the natural world, listen to children describing things they have seen outside, name and describe different plants and animals that they might see in different areas)</i></p> <p>Recognise some environments that are different to the one in which they live <i>(teach children about a range of contrasting environments both local or national, model vocabulary needed to name specific features of the natural world and man-made, share non-fiction texts that share an insight into contrasting environments, children communicate their understanding through play, role-play etc)</i></p> <p>Understand the effect of changing seasons on the natural world around them <i>(guide children’s attention to weather and seasonal features, provide opportunities for children to record the weather, children respond to the weather (choosing coats/hats/rain boots), select texts to share about changing seasons, throughout the year give children many opportunities to observe these changes first hand)</i></p>
<p>Vocabulary</p>	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics) Geographical vocabulary children may be exposed to:</p> <p>Village, town, city, country, world, globe, Earth, near, far, map, symbol, key, path, street, road, bridge, field, farm, animals, shops, building, sea, river, lake, stream, forest, woods, weather and seasons, park, beach, jungle, desert, rainforest, polar region, landmark, man-made, natural, aerial, location, area, similarities, differences.</p> <p>Key vocab concepts supported by Word Aware</p>
<p>End of year Expectations: (ELG)</p>	<p>Understanding the World ELG: People, Culture and Communities <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
What is it like to live here?	This builds on EYFS map work and exploration of places special to their community and leads on to learning about the countries of the UK. This prepares them for Year 1 summer term maths learning about position and direction. The leads onto 'What it is like to live near the coast?' by preparing children to compare.	Are all settlements the same?	This builds on learning in KS1 'What is it like to live near the coast?' and 'Why is our world wonderful?' as pupils learn what impacts where people chose to live. This leads on to 'What are rivers and how are they used?' later in LKS2 as children learn about reasons for land use and 'How does population change?' in UKS2. Links are made with settlements in history in LKS2 (Mayans, Romans, Anglo Saxons, Vikings).	Why do people visit the Andes?	This builds on KS1 learning 'How is Peru different to Gainsborough?' and LKS2 learning 'Why do some places have mountains, earthquakes and volcanoes?' as children learn about tourist attractions based on human and physical features. Links are also made with history schemas Mayans. This prepares pupils to study areas in Africa and Asia in KS3
What is the weather like in the UK?	This builds upon EYFS learning about seasonal change and KS1 'What it is like to live here?' and leads on to 'Would you prefer to live in a hot or cold place?' later in KS1 where children learn about the weather around the world and 'Who lives in Antarctica?' in LKS2.	Where does our food come from?	This builds on 'Why is our World Wonderful?' in KS1 as pupils learn about what food grows around the world and why and leads to 'Is globalisation a good thing?' Where pupils are taught about trade links and 'Can humans live sustainably?' in UKS2.	Is globalisation a good thing?	This builds on 'Why is our world wonderful?' in KS1 and 'Where does our food come from?' in LKS2 and leads onto 'Can humans live sustainably?' as trade links are explored. and prepares pupils for understanding of urbanisation and international development in KS3
What is it like to live near the coast?	This builds upon EYFS learning about environments and 'What is it like to live here?' earlier in this year and leads on to 'Are all settlements the same?' where children look at human and physical features of different settlements and 'What are rivers and how are they used?' in LKS2 where children build on their knowledge of physical geography.	What are rivers and how are they used?	This builds on 'What is it like to live near the coast?' as pupils learn how rivers are formed and used and leads onto 'Can I carry out a local fieldwork study?' Where pupils further develop their use of fieldwork to answer enquiry questions.	Can I carry out a local fieldwork study?	This builds on KS1 learning 'What is it like to live here?' and LKS2 learning 'Are all settlements the same' and 'What are rivers and how are they used?' . and prepares pupils for using fieldwork in contrasting locations in KS3

Geography Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
Why is our world wonderful?	This unit build on EYFS exploration of the natural world around them as children learn about human and physical features around the wider world and leads into 'Are all settlements the same?' in LKS2 where children look at human and physical features of settlements and 'Is globalisation a good thing?' in UKS2 where children learn about how the world is more interconnected.	Why do some places have Earthquakes, Mountains and volcanoes?	This builds on 'Why is our world wonderful?' and 'How is Peru different to Gainsborough?' in KS1 as pupils look at how these physical features are caused and leads onto 'Would you like to live in a desert?' in UKS2	Would you like to live in a desert?	This builds on 'Would you prefer to live in a hot or cold place?' in KS1 and 'Are all Settlements the same?' and 'Who lives in Antarctica?' as pupils learn about the location and features of the world's deserts and prepares pupils for focusing on polar and hot deserts in KS3
How is Peru different to Gainsborough?	This unit builds on EYFS exploration of maps as children map their local area and on 'Why is our world wonderful?' as they compare the human and physical features to Peru. It leads on to 'Why do some places have Earthquakes, Mountains and Volcanoes?' and 'Why do rainforests matter?' in UKS2	Who lives in Antarctica?	This build on 'Would you prefer to live in a hot or cold place?' in KS1 as pupils learn about the human and physical features of Antarctica due to its position on the Earth and leads into further learning of human and physical features in 'Would you like to live in a desert?' and 'How does population change?' in UKS2	How does population change?	This builds on 'What is it like to live here?' in KS1 and 'Are all settlements the same?' in LKS2 as pupils learn about reasons for migration and prepares pupils for understanding population and urbanisation in KS3.
Would you prefer to live in a hot or cold place?	This units build on EYFS understanding of the seasons affecting the world around them, and 'Why is our world wonderful?' and 'How is Peru different to Gainsborough?' as pupils learn about the globe and why the temperature is different around the world. It leads on to 'Who lives in Antarctica?' in LKS2 and 'Would you like to live in a desert?' in UKS2	Why do rainforests matter?	This builds on 'Why is our world wonderful?' and 'How different is Peru to Gainsborough?' in KS1 as pupils learn about the location and features of the rainforests including the damage dome by humans which leads onto 'Can humans live sustainably?' in UKS2	Can humans live sustainably?	This builds on 'Why is our world wonderful?' in KS1 and 'Where does our food come from?' and 'Why do rainforests matter?' in LKS2 as pupils learn about energy sources and the benefits and draw backs of renewable energy and prepares pupils for learning about how human and physical processes change the climate in KS3.

Essential Knowledge in the Key Stage One Geography Curriculum – Cycle A

*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p style="text-align: center;">Autumn Term 1</p> <p style="text-align: center;">What is it like to live here?</p> <p><i>Locating where we live and creating maps of our school, using locational language to describe where things are.</i></p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets: <u>Locational Knowledge:</u> Name, locate and identify characteristics of the four countries of the UK (Gainsborough as part of England).</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through studying human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: Key human features: town, country, road, path, building,</p> <p><u>Geographical Skills and Fieldwork:</u> Use simple compass directions (N.S.E.W) and locational and directional language (near, far, left, right) to describe location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human features, devise a simple map, and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds...</p>	<p>1) Where do we live? Where is our school?</p> <p><i>Using aerial photographs</i></p> <p>2) What can we see in our classroom?</p> <p><i>Developing an understanding of maps by creating maps of the classroom – start by creating maps physically with 2d shapes representing tables for example.</i></p> <p>3) What can we find in our school grounds?</p> <p><i>Learning to draw maps using simple pictures or symbols and to locate features using directional language.</i></p> <p>4) What are the different places in our school?</p> <p><i>Use aerial maps of the playground and simple compass directions/locational language to describe key features</i></p> <p>5) How do we feel about our playground?</p> <p><i>Learn that surveys are a type of fieldwork the geographers use to gather information and develop our own surveys.</i></p> <p>6) Can we make our playground even better?</p> <p><i>Use the results of our fieldwork (surveys) to design a map of our improved playground.</i></p>	<ul style="list-style-type: none"> ● I know that I live in the town of Gainsborough which is in the country of England. (1) ● I know that aerial means from above. (1/2/3) ● I know that fieldwork is when geographers go outside and find out about a place (3) ● I know that a map is used to find out information about a place. (2/3) ● I know that North is always shown towards the top of a map with an arrow. (2/3) ● I know that simple compass directions are North, South, East and West. (3) ● I know which way is left and which way is right. (3/4/6) ● I know that a key explains the symbols on a map. (4) ● I know that a survey is a set of questions that is used to gather opinions. (5/6) 	<p>Town, Country, aerial, location, map, key, symbol, direction, compass, features, North, South, East, West, left, right, near, far, next to, behind, survey, opinion, fieldwork, questionnaire, fieldwork</p>
<p style="text-align: center;">Retrieval</p>	<p>Recall learning from EYFS: A map is a drawing of a place. Recall special places in our area (eg:park, church, Old Hall) Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 1 What is the weather like in the UK?</p> <p><i>Learning about the countries and cities that make up the UK, identifying seasonal and daily weather patterns and finding out more about the hot and cold places in the UK.</i></p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets: <u>Locational Knowledge</u>: Name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p><u>Human and physical geography</u>: Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: Key human features: city, country,</p> <p><u>Geographical Skills and Fieldwork</u>: Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (N.S.E.W) and locational and directional language (near, far, left, right) to describe location of features on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human features. 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.</p>	<p>1) Where is the UK?</p> <p><i>Name and locate the four countries of the UK, including their capital cities, on a map. Use atlases and globes.</i></p> <p>2) What is the weather like today?</p> <p><i>Keep a weather diary and discuss how we change behaviour in response to different weather (clothing, what we do in free time, etc). Collect data about the weather (fieldwork – being a geographer) this could be rain gauge/weather vane/wind sock</i></p> <p>3) What are the four seasons? Why do we have seasons?</p> <p><i>Learn about the four seasons (BBC video) and why we have seasons. (BBC video)</i></p> <p>4) Is the weather the same everywhere in the UK?</p> <p><i>Investigate the UKs hot and cold places, using weather maps with a simple key so that children learn that the North of the UK is colder than the South of the UK.</i></p> <p>5) How do people prepare for the weather?</p> <p><i>What do people do in different parts of the UK due to the weather? (EG. Skiing in Scotland as there is more likely to be snow there, beach holidaying in Cornwall/Devon as is warmer there)</i></p>	<ul style="list-style-type: none"> • I know that the UK is short for the United Kingdom. (1) • I know that a country is a land or nation with its own government. I know that the UK is made up of four countries; England, Northern Ireland, Scotland and Wales. (1) • I know that a capital city is the city where a country's government is located. I know that the four capitals of the UK are London, Belfast, Edinburgh and Cardiff. (1) • I know that geographers use fieldwork to find out about the weather. (2) • I know that the four seasons are spring, summer, autumn and winter and that these occur due to how close a country is to the sun at different points of the year. (3) • I know that the North of the UK is colder and the South of the UK is warmer. (4) 	<p>United Kingdom (UK), country, England, Northern Ireland, Scotland, Wales, atlas, globe, capital city, London, Belfast, Edinburgh, Cardiff, seasons, spring, summer, autumn, winter</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Naming the weather and seasons and identifying clothing to wear in each weather. Recall BOLD from units that lead into this: What is it like to live here? Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 1</p> <p>What is it like to live near the coast?</p> <p><i>Children name and locate continents and oceans of the world, learning about physical features of the coast and how humans have interacted with this over time.</i></p> <p>LYFTA Link: Continents and oceans (KS1)</p> <p>'The Beachcomber' (Rob collects plastic from a Cornwall beach)</p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets:</p> <p><u>Locational Knowledge:</u> To name, locate and identify characteristics ... of the United Kingdom and its surrounding seas.</p> <p><u>Human and physical geography:</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean</p> <p><u>Geographical Skills and Fieldwork:</u> Use world maps, atlases and globes to identify the United Kingdom and its oceans. 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.</p>	<p>1) Where are the seas and oceans surrounding the UK?</p> <p><i>Use maps and atlases to identify that the UK is an island and to locate the surrounding seas. Label these on a map of the UK. Use compass points to describe their locations (To the North of the UK is the North Sea)</i></p> <p>2) What is the coast? What are some physical features of a coast?</p> <p><i>Define the term coast and identify UK coasts on a map. Identify and name some physical features of a coast (beach, cliff, sea, cove)</i></p> <p>3) What are the features of the Jurassic coast?</p> <p><i>Identify the physical features of a coast.</i></p> <p>4) What are the features of Skegness?</p> <p><i>Identify the human features of a coast.</i></p> <p>5) How do people use our local coast?</p> <p><i>Investigate how people use our local coast through fieldwork, collect data about what people are doing at the coast (tally chart). Present our findings about how people use our local coast.</i></p>	<ul style="list-style-type: none"> ● I know that the English Channel, Irish Sea, North Sea and Atlantic Ocean surround the UK. (1) ● I know that a coast is the part of the land adjoining the sea. (2) ● I know that a physical feature is something that is on the Earth naturally. (2/3/4/5) ● I know that a human feature is something that has been made or built by humans. (2/3/4/5) ● I know that geographers use fieldwork to learn more about a place (5) 	<p>Sea, ocean, English Channel, Irish Sea, North Sea, Atlantic Ocean, North, South, East, West Human features, physical features, beach, cliff, ocean, sea, coast, cove</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Revisit names of environments in our locality (eg: River, woodlands, farms). Recall BOLD from units that lead into this: What is it like to live here? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Lower Key Stage Two Geography Curriculum – Cycle A

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>Are all settlements the same?</p> <p><i>Children explore different types of land use and consider the difference between urban and rural. They make land use comparisons between their local area and Paris.</i></p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how these have changed over time.</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country.</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical geography, Human geography, including types of settlement and land use.</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six grid references, symbols and key (incl. Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure,</p>	<p>1) What do people consider when choosing where to live?</p> <p><i>Describe the differences between 3 main types of settlements, village, town and city. Locate counties and cities of the UK (particularly those near to our local area) using maps, atlases and digital mapping. Compare urban and rural, discussing usual land uses in both.</i></p> <p>2) How is land used in my local area?</p> <p><i>Identify the human and physical features of the local area, including land use, using OS maps of our local area, creating sketch maps to present.</i></p> <p>3) Can I explain the location of features in my local area?</p> <p><i>Fieldwork: Recap land use and landmarks in local area. Discuss reasons why human and physical features are in particular locations. Why have humans chosen to use land in certain ways? (take photos)</i></p> <p>4) How has my local area changed over time?</p> <p><i>Use secondary sources (photos/historical maps) to identify changes over times and begin to offer reasons for these (Gainsborough Heritage Centre – possibly trip)</i></p> <p>5) How is land used in Paris?</p> <p><i>Use maps, atlases and digital mapping to locate France and Paris. Use secondary sources to locate and</i></p>	<ul style="list-style-type: none"> ● I know that a settlement is a place where people live. (1) ● I know that the United Kingdom is divided into 48 counties, we live in the county of Lincolnshire. (1) ● I know that a city is larger than a town (usually with a population of over 100'000) and that Lincoln is the nearest city to our school. (1/2) ● I know that fieldwork, including sketch maps, is used by geographers to observe and present the human and physical features in an area. (2) ● I know that a grid of squares is used on a map to help people locate things (2) ● I know that to use a grid reference I start at the left hand side and move East to the first 2-digit number before moving North to the second 2-digit number. (2) ● I know that France is a major country in Europe and Paris is the capital city. (5/6) 	<p>Settlement, village, town, city, counties, urban, rural, grid references, fieldwork, secondary sources, sketch maps, recreational, commercial, residential, agricultural, landmarks, Europe, France, Paris, Similarities, differences.</p>

	<p>record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p><i>describe the human and physical features of Paris (noting it is also built on the banks of a river) and land use.</i></p> <p>6) How does land use in Paris compare to my local area?</p> <p><i>Compare the land use in Paris to the land use in Gainsborough, discussing reasons for these choices.</i></p>		
<p>Retrieval</p>	<p>Recall BOLD from KS1 units that lead into this: What is it like to live near the coast? And Why is our world wonderful? Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 1</p> <p>Where does our food come from?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how these have changed over time.</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country.</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical Geography, including: biomes and vegetation belts. Human Geography, including: trade links and the distribution of natural resources including food</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six grid references, symbols and key (incl Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure, record and present human and physical features</p>	<p>1) How can our food choices impact the environment?</p> <p><i>Identify the negative effects on the environment cause by food production (creating grasslands for cattle, methane emissions from cows/sheep, compare emissions from meat production to that from meat free produce, food imports)</i></p> <p>2) What does it mean to trade responsibly?</p> <p><i>Why do we import food? Advantages/disadvantages. Locate Cote d'Ivoire, what biome? (https://www.youtube.com/watch?v=-XbP4cn8xhU) Learn about fair trade and the importance of this. Identify problems faced by workers and how organisation help to limit these.</i></p> <p>3) How do we get our chocolate?</p> <p><i>Learn about the journey of the cocoa bean, measuring distances on maps. (Cote d'Ivoire is the largest supplier to the UK – Cocoa beans enter the UK by two major ports Hull (LOCAL) and Liverpool)</i></p> <p>4) Where does our food come from?</p> <p><i>Identify that different foods grow in different biomes and say why – use biome maps with a key. (longitude/latitude/equator/hemispheres) Why don't we get all of our food from the UK? (biomes) Explore packaging to see where food has come from, this is why we can get food out of season in our country. Locate on world maps and measure with a ruler use the scale to work out the distance.</i></p>	<ul style="list-style-type: none"> • I know that animal-based foods are generally associated with the highest green house gas emissions and that this damages the environment. (1) • I know that responsible trading means that people are treated fairly and are all paid a fair price for their work. (2, 3) • I know that a biome is an area of the planet with similar climate and landscape where similar plants and animals live (So food grown). (2, 3, 4) • I know that it is hotter closer to the equator so different foods can be grown in hotter climates. (2, 3, 4) • I know that food miles are how far food travels from producer to consumer. (4) 	<p>Biome, equator, Northern Hemisphere, Southern Hemisphere, climate, climate zone, environment, global warming, emissions, trade, fair trade, food miles, producer, consumer, map, atlas, key, qualitative data</p>
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	<p>in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>5) Are our school lunches local sourced?</p> <p><i>Explore ways to gather info, design and use data collection methods (questions to ask our school meals provider), answer the enquiry questions using qualitative data.</i></p> <p>6) Is it better to buy local or imported food?</p> <p><i>Prepare a presentation using learning throughout the unit, could be a speech/blog/vlog/poster to share their findings.</i></p>		
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Retrieval

Recall **BOLD** from KS1 units that lead into this: Why is our world wonderful? Recall **BOLD** from this unit throughout the unit.

<p>Summer Term 1</p> <p>What are rivers and how are they used?</p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used, particularly focussing on the River Trent in our locality.</p> <p>LYFTA Link:Rivers</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country (Rivers comparisons)</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical Geography, including: the water cycle. Human Geography, including: land use</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (Including OS survey maps) to build on their knowledge of the UK and the wider world. Use field work to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>1) What is the water cycle?</p> <p><i>Teach the parts of the water cycle so that children can describe and understand the processes of the water cycle.</i></p> <p>2) How is a river formed?</p> <p><i>Learn the journey of a river from sources to river mouth, identify key vocabulary on this journey (could make a model).</i></p> <p>3) Where can we find rivers?</p> <p><i>Name and locate some of the world's longest rivers.</i></p> <p>4) How are rivers used?</p> <p><i>Identify range of ways that rivers can be used (by wildlife as well as humans). "Let's say we lived in a time when there were no planes. We all work on the land and we want to trade our good with people far away from Gainsborough..."</i></p> <p>5) What can we find out about our local river?</p> <p><i>Revisit the journey of a river learning about the River Trent from source to river mouth. Fieldwork sketch maps.</i></p> <p>6) What features does our local river have?</p> <p><i>Identify and locate human and physical features of the River Trent on OS maps and photographs. History of how the river was used.</i></p>	<ul style="list-style-type: none"> • I know that the water cycle shows the continuous movement of water within the Earth and its atmosphere. (1/2) • I know that the 4 stages of the water cycle are condensation, precipitation, collection and evaporation (1/2) • I know that a river is a moving body of water that drains the land. (2) • I know that a river starts at a source, which is usually in high ground (2) • I know that rivers lead to the sea or a lake and this is called the river mouth (2) • I know that the Nile is the world's longest river and it is in Africa. (3) • I know that the River Amazon is the second longest river in the world and it is in South America. (3) • I know that the River Trent is the third longest river in the UK. (5,6) • I know that the source of the River Trent is in Staffordshire and it empties into the North Sea. (5) 	<p>Water cycle, condensation, precipitation, collection, evaporation, river, source, river mouth, meander, Continents, Europe, Africa, South America, North America, Asia, Australasia, Antarctica, River Trent, River Nile, Amazon River, latitude, longitude, Southern Hemisphere, Northern Hemisphere, Equator,</p>
<p>Retrieval</p>	<p>Recall BOLD from KS1 units that lead into this: What is it like to live near the coast? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Upper Key Stage Two Geography Curriculum – Cycle A

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>Why do people visit the Andes?</p> <p>Children consider the climates of mountain ranges and why people choose to visit the Andes looking at the human and physical features that attract tourists, mapping recreational land usage and comparing this to their local area.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in South America</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical Geography, including: climate zones, Mountains. Human Geography, including: land use</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (Including OS survey maps) to build on their knowledge of the UK and the wider world. Use field work to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>1) Where are the Andes?</p> <p><i>Locate the Andes using maps/atlasses, recap using grid references to locate, (longitude/latitude/equator/hemispheres/continents) identify the seven countries that the Andes pass through.</i></p> <p>2) What is it like in the Andes?</p> <p><i>Use secondary sources to explore the human and physical features of the Andes.</i></p> <p>3) Why do people visit the Andes?</p> <p><i>Key human and physical characteristics that attract tourists to the Andes. Research a key area (each group research a different one then present to rest of class).</i></p> <p>4) What is there to do in our local area?</p> <p><i>Fieldwork? Local area walk with OS map to answer this question. Children to decide how to gather this information (photographs/sketch map/list/adding symbols to OS key)</i></p> <p>5) How are the Andes different to our local area?</p> <p><i>Create a Venn diagram to compare location in the Andes to our local area. Children present their idea to the class. Using geographical vocabulary (population, vegetation, climate, leisure, transport)</i></p> <p>6) Why do people visit the Andes?</p> <p><i>Children could create a tourist leaflet to show why people visit the Andes.</i></p>	<ul style="list-style-type: none"> ● I know that the Andes mountains are in South America (1) ● I know that the Andes are the longest mountain chain in the world (1) ● I know that the Andes contains the highest mountain in the Americas (Argentina's Mount Aconcagua) (1) ● I know that South America is in the Southern hemisphere (1, 2) ● I know that the Tropic of Capricorn is an imaginary line that circles the south of the Earth and it runs through South America (1, 2) 	<p>Andes, mountain range, South America, latitude, longitude, Southern Hemisphere, Northern Hemisphere, Equator, grid references, climate zones, biomes, tourist, population, leisure, vegetation, transport, Tropic of Capricorn,</p>
<p>Retrieval</p>	<p>Recall BOLD from KS1 units that lead into this: How is Peru different to Gainsborough? And LSK2 Why do some places have mountains, volcanoes and earthquakes? Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>Is globalisation a good thing?</p> <p>Exploring the impact of globalisation on the world to determine whether globalisation is a good thing or not.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps.</p> <p><u>Place Knowledge:</u></p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Human Geography, including: economic activity, trade links</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries. Use the eight points of a compass, four and six figure grid references, symbols and key (Including OS survey maps) to build on their knowledge of the UK and the wider world. Use field work to observe, measure, record and present human and physical features in the local area (use of resources linked to globalisation) using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>1) What is globalisation?</p> <p><i>Share some stimulus to promote discussion (eg. Food that is imported, people from other cultures learning together in our school, a world map with links across it such as trade). Two things have greatly helped globalisation: transport and communication. How has transport impacted? Let's say that we live way back in time, it's the early 1500s and I live here in England. The only ways to travel are using animals (carts/carriages) or by sailing ships. A carriage has past and has dropped a newspaper and a map – Christopher Columbus has discovered more parts of the world! How can I find out more? Role play – fast forward through transport development – how does this change our experiences?</i></p> <p>2) How has globalisation changed the way that we communicate?</p> <p><i>Let's say it is the 1500s again, we want to get in touch with someone in America, how would we do it? What about in the 1800s? Move through time introducing new inventions (steam ships to take post, air mail, telephones, internet).</i></p> <p>3) Is internet access equal?</p> <p><i>Survey – how do we access the internet (in classes or teams or wider school) collect data and present data (graph) Now share a map of internet access around the world. What does this mean? Does it surprise you? How does it make you feel? Discuss advantages and disadvantages of increase internet access (debate, conscience corridor)</i></p>	<ul style="list-style-type: none"> ● I know that globalisation is the increasing connections between people and places across the planet (1) ● I know that globalisation is greatly helped by transport and communication (1/2) 	<p>Globalisation, connections, transport, communication, inequality, advantages, disadvantages, trade</p>
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Retrieval	Recall BOLD from LKS2 units that lead into this: Where does our food come from? Recall BOLD from this unit throughout the unit.			

<p>Summer Term 1</p> <p>Can I carry out a local fieldwork study?</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p> <p>LYFTA Link: one billion trees (Man's mission to plant 1 billion trees in the desert)</p> <p>Andrea's Yard (woman who works in landfill trying to rescue recyclable materials in Argentina)</p> <p>Everyone has a story (story of Kootyin, in Hong Kong, whose village is set to be destroyed as the city grows and grows. She makes it her mission to record the local voices and stories of the (mostly elderly) population of the village.)</p> <p>The Beachcomber (Rob collects plastic on a Cornwall beach)</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u></p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (our local area)</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Human Geography, including: land use</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (Including OS survey maps) to build on their knowledge of the UK and the wider world. Use field work to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>1) What issues face our local area?</p> <p><i>What issues are there in our local area? (litter, graffiti, pollution, disused buildings, wasteland, lack of leisure activities, etc). Who may be impacted by this issue? Determine an enquiry question (each group can have a different one, or each class can) – such as 'Does litter in the park impact how people use it? Do empty shops in the town centre impact on shopping habits in Gainsborough? How do people feel about a new building?'</i></p> <p>2) What is the most effective way to gather data?</p> <p><i>Discuss data collection methods (tally charts, interviews, sketch maps, photographs, annotated sketches, etc). Which is the most appropriate for your enquiry question? Pros and cons of each. Design your data collection method.</i></p> <p>3) What route will give me the best data for my enquiry?</p> <p><i>Use OS maps and four or six figure grid references to plan your route.</i></p> <p>4) How can I use fieldwork to collect data?</p> <p><i>Use fieldwork to collect data. Analyse the method, did you collect the data you planned to? Were there any problems with your chosen data collection method?</i></p> <p>5) What does my data tell me about my enquiry question?</p> <p><i>Summarise what your data tells you.</i></p> <p>6) What have I found out from a local fieldwork study?</p> <p><i>Present your findings.</i></p>	<ul style="list-style-type: none"> • I know that fieldwork can be used by geographers to collect data • I know that quantitative data can be counted and measured and given a numerical value. (2,3,4,5) • I know that qualitative data is descriptive and can is not expressed in numbers. (2,3,4,5) • I know that to use a 6 digit grid reference is more accurate than a 4 digit grid reference. • I know that in a six digit grid reference the 3rd and 6th digits represent how many 10^{ths} into the square the location is 	<p>Enquiry, data, qualitative, quantitative, grid references, tally charts, sketch maps, route, ordnance survey map (OS), fieldwork,</p>
<p>Retrieval</p>	<p>Recall BOLD from LKS2 units that lead into this: Are all settlements the same? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Key Stage One Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>Why is our world wonderful?</p> <p><i>Children identify features and major characteristics of the UK before learning about some of the amazing places in the world, naming the oceans. They consider what is unique about the natural habitats in their locality through fieldwork.</i></p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets: <u>Locational Knowledge</u>: Name, locate and identify characteristics of the four countries and capital cities of the UK(landmarks).</p> <p><u>Place Knowledge</u>: Understand geographical similarities and differences through studying human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u>: Use basic geographical vocabulary to refer to: Key human features: town, country, road, path, building,</p> <p><u>Geographical Skills and Fieldwork</u>: Use simple compass directions (N.S.E.W) and locational and directional language (near, far, left, right) to describe location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human features, devise a simple map, and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds...</p>	<p>1) What are some of the UKs amazing features and landmarks?</p> <p><i>Identify and locate characteristics of the UK on a map. Identifying human and physical features of these places. Share some Areas of Outstanding natural Beauty in the UK – ensure to share local to us (Wolds) and one from each country of the UK: Lincolnshire Wolds (AONB), Giant’s Causeway (AONB), Anglesey (AONB). Share a landmark from each country/capital of UK ‘It is in the west of the UK’. Other ideas: White cliffs of Dover, National Forest, Hadrian’s Wall, Loch Ness, Tower of London, Edinburg Castle, Etc.</i></p> <p>2) What are some of the world’s most amazing places?</p> <p><i>(Attenborough’s Wonderful World). Locate wonderful places using world maps, atlases, globes. – Great Wall of China, Statue of Liberty, Amazon Rainforest, Eifel Tower, Mount Everest, etc.</i></p> <p>3) Where are our oceans?</p> <p><i>Name world’s 5 oceans and locate them on a map. Learn the difference between oceans and sea.</i></p> <p>4) What is amazing about our local area?</p> <p><i>Share OS map of local area and explore Key. Use an aerial photograph of the local area to identify Human/Physical features Create a sketch map to show the local features of our area drawing symbols in a key. (Church, Old Hall, bridge, River, etc)</i></p>	<ul style="list-style-type: none"> ● I know that Areas of Natural Beauty in the UK are protected so that people can keep enjoying them. (1) ● I know that the seven continents of the world are Europe, Asia, North America, South America, Africa, Antarctica and Oceania/Australasia (2) ● I know that I live in the continent of Europe (2) ● I know that the five oceans of the world are Atlantic, Pacific, Arctic, Southern, Indian (3) ● I know that seas are smaller than oceans and are usually located where the land meets the water. (3) ● I know that a sketch map is roughly drawn map that is not to scale (4) ● I know that a tally chart can be used by geographers to collect data (5) ● I know that a habitat is the natural home or environment of a living thing (5/6) ● I know that humans damage habitats by dropping litter (6) 	<p>Human feature, physical feature, Continents, Europe, Asia, North America, South America, Africa, Antarctica and Oceania/Australasia, Oceans, Atlantic, Pacific, Arctic, Southern, Indian, Sea, Sketch map, data collection, scale, key, tally chart, fieldwork, sample, habitats, environment, pollution, damage.</p>

		<p>5) Why are natural habitats special?</p> <p><i>Fieldwork: Visit local woodland (Mercer's wood (and River bank) or Cassie's wood). Children have maps with the route to follow. Hoops and magnifying glasses to record tally of the plants/animals that they see in their sample area. Discuss results – why were there more plants off the path for example? Children could create a bar chart to share information.</i></p> <p>6) How can we look after natural habitats?</p> <p><i>Let's say that we are in the National forest, I have found a squirrel, it's legs are all trapped by something...it's a plastic bag! Explore ways to care for local habitats (staying on paths, not dropping litter, bug hotels, bird feeders, etc). Present this by making a poster.</i></p>		
<p>Retrieval</p>	<p>Recall learning from EYFS: How do we care about the natural world around us? What are plants/What are animals in the natural world around them? Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 1</p> <p>How is Peru different to Gainsborough ?</p> <p>Using a world map to recognise continents, oceans and countries outside the UK with a focus on South America. Children identify physical features of Peru using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Peru to features in the local area and make a simple map using data collected through fieldwork.</p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets: <u>Locational Knowledge</u>: Name and locate the world's seven continents (Europe and South America)</p> <p><u>Place Knowledge</u>: Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area of a contrasting non-European country (Peru)</p> <p><u>Human and physical geography</u>: Use basic geographical vocabulary to refer to: Key human features: town, country, road, path, building, and Key Physical features: coast, river, rainforest, forest, mountain, ocean,</p> <p><u>Geographical Skills and Fieldwork</u>: Use world maps, atlases and globes to identify the UK as well as the South America and Peru. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its surrounding area</p>	<p>1) What can we see in our local area?</p> <p><i>Fieldwork – Go and see Identify physical and human features in our local area.</i></p> <p>2) Can we map our local area?</p> <p><i>Add features to a map of Gainsborough creating a key</i></p> <p>3) Where in the world is South America?</p> <p><i>Use globes/atlas/online mapping to locate South America.</i></p> <p>4) What can you see in South America?</p> <p><i>Use secondary sources to identify human/physical features in South America (mountains/temples/rainforest/coast/Amazon River/Atacama Desert – The world's driest place!)</i></p> <p>5) What is Peru like?</p> <p><i>Locate Peru. Could use Paddington as a hook – What would Paddington have seen in Peru? Capital is Lima, Amazon (world's largest rainforest) covers nearly ½ of Peru, Andes runs through Peru, nature found there – plants/animals)</i></p> <p>6) How is Peru different to our local area?</p> <p><i>What would Paddington share with Aunt Lucy about the differences between Gainsborough and Peru?</i></p>	<ul style="list-style-type: none"> ● I know that I live in the town of Gainsborough which is in the country of England. (1) ● I know that a map is used to find out information about a place. (1/2/3) ● I know that fieldwork is when geographers go outside and find out about a place (1) ● I know that a key explains the symbols on a map. (4) ● I know that a physical feature is something that is on the Earth naturally. (1/2/4/5/6) ● I know that a human feature is something that has been made or built by humans. (1/2/4/5/6) ● I know that the River Trent is a physical feature in our local area (1) ● I know that Gainsborough Old Hall and Parish Church are human features in our local area (1) ● I know that towns, farms, houses, offices and shops are human features. (1) ● I know that forests, rivers and hills are physical features (1) ● I know that South America has the Andes Mountain range and the River Amazon (5) ● I know that Peru is in South America and its capital city is Lima (5/6) ● I know that the Amazon rainforest covers nearly half of Peru (5/6) 	<p>Fieldwork, Human feature, Physical feature, Local area, river, forest, hill, town, farm, shop, office, house, United Kingdom, Europe, continents, South America, secondary sources, Andes Mountains, Amazon River, Atacama Desert, Peru, Amazon rainforest, Lima, Capital city, coast</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: A map is a drawing of places. Recap language of same/different when comparing places. Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 1</p> <p>Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>	<p>Purpose: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations, to enhance their locational awareness.</p> <p>KS1 NC Attainment Targets: <u>Locational Knowledge</u>: Name, locate and identify characteristics of the four countries and capital cities of the UK(landmarks).</p> <p><u>Place Knowledge</u>: Understand geographical similarities and differences through studying human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u>: Use basic geographical vocabulary to refer to: Key human features: town, country, road, path, building,</p> <p><u>Geographical Skills and Fieldwork</u>: Use world maps, atlases and globes to identify the continents of the world. Use aerial photographs to recognise basic human and physical features,</p>	<p>1) Where are the continents? <i>Use globes/atlas/online mapping to locate the world's continents.</i></p> <p>2) Where is the Equator? <i>Locate the Equator and why it is the warmest place on Earth</i></p> <p>3) Where are the coldest places on Earth? <i>Why are the North and South Poles cold? Find out what it is like there using secondary sources. (could link to Lost and Found)</i></p> <p>4) What is life like in a hot place? <i>Use secondary sources to find out what it is like to live near the Equator (photos/videos)</i></p> <p>5) Do we live in a hot or cold place? <i>Locate UK on a globe/atlas in relation to the Equator so we have temperate weather.</i></p> <p>6) Would you prefer to live in a hot or cold place? <i>Children use what they have learned to make their own decision with reasons. (could link to Lost and Found – stay where the penguin lives or go somewhere warm?)</i></p>	<ul style="list-style-type: none"> • I know that a continent is a large solid area of land. (1) • I know that there are seven continents in the world, Europe, Africa, North America, South America, Asia, Antarctica, Oceania/Australasia. (1) • I know that the Equator is an imaginary line that splits the Earth into two halves (2) • I know that it is warmer at the Equator because it gets more direct sun light (2) • I know that North and South Poles are cold because they get little sun light (3) • I know that in the United Kingdom we have warm summers and cold winters (5) 	<p>Continents, Europe, Africa, North America, South America, Asia, Antarctica, Oceania/Australasia, Equator, North Pole, South Pole, Equator, Hot, cold, sunlight, Secondary Sources</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Naming the weather and seasons and identifying clothing to wear in each weather. Recall BOLD from units that lead into this: What is it like to live here? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Lower Key Stage Two Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>Why do some places have Earthquakes, Mountains and Volcanoes?</p> <p>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on environmental regions, key physical and human characteristics (Mountains/volcanoes/earthquakes Incl. human adaptations).</p> <p><u>Place Knowledge:</u></p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical geography, including: Mountains, volcanoes and earthquakes Human geography, including how humans adapt due to physical features of where they live</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ol style="list-style-type: none"> 1. How is the Earth constructed? <p><i>Learn about the layers using secondary sources, show how the mantle is made up of tectonic plates - children could make a model.</i></p> <ol style="list-style-type: none"> 2. Where are mountains found? <p><i>Map mountain ranges – spot patterns that they are along the plate boundaries. Teach formation of mountains.</i></p> <ol style="list-style-type: none"> 3. Why and where do we get volcanoes? <p><i>Map location of volcanoes linked to plate boundaries, spot patterns.</i></p> <ol style="list-style-type: none"> 4. What are the effects of a volcanic eruption? <p><i>Learn about positive and negative effects of living near a volcano – Mount Etna – Children hotseat interview one another in role – What do you like about living near a volcano? What are the worst things? Conscience Alley to vote whether they would live near a volcano.</i></p> <ol style="list-style-type: none"> 5. What are earthquakes and where do we get them? <p><i>Map earthquakes against plate boundaries – link to mountains/volcanoes – patterns. How have people made it safe to live in earthquake zones? (Extreme Earth n/f book link)</i></p>	<ul style="list-style-type: none"> ● I know that the planet Earth has four layers, mantle, crust, outer core and inner core (1) ● I know that the Earth’s crust is broken up into tectonic plates (1/2) ● I know that mountains are formed where tectonic plates collide (2) ● I know a volcano is an opening in the Earth’s crust through which molten rocks and gasses can erupt (3) ● I know that volcanoes are located near tectonic plate boundaries (3) ● I know that most of the world’s volcanoes are located in a belt called the Ring of Fire in the Pacific Ocean (3) ● I know that volcanoes have a magma chamber, a main vent and a crater (3) ● I know that an earthquake is the shaking of the ground caused by moving tectonic plates (5) ● I know that a fault line is a crack along the Earth’s surface where earthquakes are more likely to happen (5) ● I know that the epicentre is the central point on the Earth’s surface where an earthquake happens (5) 	<p>Earth, Layers of the Earth, mantle, crust, outer core, inner core, tectonic plates, plate boundary, mountain, volcano, Ring of Fire, Magma, Magma chamber, main vent, crater, ash, lava, eruption, Mount Etna, Earthquake, fault line, epicentre,</p>

Retrieval	Recall BOLD from KS1 units that lead into this: Why is our world wonderful? And How is Peru different to Gainsborough? Recall BOLD from this unit throughout the unit.			
<p>Spring Term 1</p> <p>Who lives in Antarctica?</p> <p>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on environmental regions, key physical and human characteristics. Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles.</p> <p><u>Place Knowledge:</u></p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical geography, including: Climate zones. Human geography, including types of settlement and land use (in Antarctica)</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the UK.</p>	<p>1) What is climate?</p> <p><i>Locate climates zones related to lines of latitude and longitude using atlases/globes and digital maps. Demonstrate using a torch as the sun. Children could use torches to explain climate zones.</i></p> <p>2) Where is Antarctica?</p> <p><i>(Could use Seven Worlds One Planet BBC 3:40–4:33 and 5:50–6:43 minutes) Locate Antarctica using atlases, use a climate zone map to locate its climate zone. Which continents are in Arctica and Antarctic circles? Antarctic is not owned by anyone and names on the continent are names of researchers and explorers with countries that they come from. Use secondary sources to explore physical features. Antarctica is a desert.</i></p> <p>3) Who lives in Antarctica?</p> <p><i>What might be difficult about living in Antarctica? Explore the daylight hours at different times of the year. There are no permanent residents in Antarctica (could share video BBC). Postcard back as a researcher or a tourist to explain what Antarctica was like on their trip.</i></p> <p>4) Who was Shackleton?</p> <p><i>Share the story of Shackleton's journey and children map the grid references on a map. Tell children that in February 2022, a new expedition set sail to try to find the lost ship, the Endurance, from Shackleton's expedition after it sunk to the bottom of the sea in</i></p>	<ul style="list-style-type: none"> ● I know that latitude tells us how far North or South a place is from the Equator (1) ● I know that the longest line of latitude is the Equator and the lines get shorter the closer to the poles (1) ● I know that there are 5 main lines of latitude: the Equator, the Tropics of Capricorn and Cancer and the Arctic and Antarctic circles. (1) ● I know that longitude tells us how far east or west a place is from the Prime/Greenwich meridian (0° longitude). (1) ● I know that lines of longitude are all the same length, running from the North Pole to the South Pole. (1) ● I know that climate is the weather conditions in an area over a long period of time (1) ● I know that a glacier is a layer of ice that covers the Earth for a long period of time (2) ● I know that Antarctica is the world's largest desert (2) ● I know that in the summer in Antarctica there are 24 hours of daylight and in the winter there are 24 hours of darkness due to the tilt of the Earth (3) ● I know that a grid of squares is used on a map to help people locate things (4) ● I know that to use a grid reference I start at the left 	<p>Longitude, Latitude Equator, North Pole, South Pole, tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic Circle, glacier, ice, ice shelf, drifting ice, iceberg, desert, grid reference, ordinal compass points, northeast, southeast, southwest, northwest</p>

		<p>1915. It was found in March 2022, having not been seen in over 100 years.</p> <p>5) Can I plan an expedition around school?</p> <p><i>Play games outside where children move towards cardinal and ordinal compass points (signs in playground). Use Google Earth to add features of our school to an outline map, draw symbols and create a key. Draw an X on their map and write a route for others to follow – instructions in a list stating the starting point and using directional language. Analyse the effectiveness of their instructions.</i></p>	<p>had side and move East to the first 2-digit number before moving North to the second 2-digit number. (4)</p> <ul style="list-style-type: none"> I know that there are a further four ordinal compass points, northeast, southeast, southwest and northwest 	
Retrieval	Recall BOLD from KS1 units that lead into this: Would you prefer to live in a hot or cold place? Recall BOLD from this unit throughout the unit.			

<p>Summer Term 1</p> <p>Why do rainforests matter?</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the worlds countries, using maps to focus on environmental regions, key physical and human characteristics (Mountains/volcanoes/earthquakes Incl. human adaptations).</p> <p><u>Place Knowledge:</u></p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical geography, including: Mountains, volcanoes and earthquakes Human geography, including how humans adapt due to physical features of where they live</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps and graphs.</p>	<p>1) Where in the world are tropical rainforests?</p> <p><i>Use a biome map to locate tropical rainforests – which continents. Use maps and photographs to identify features.</i></p> <p>2) What is the Amazon rainforest like?</p> <p><i>Children create own models of the rainforest. How has vegetation adapted (buttress roots, smooth bark, drip tip leaves)</i></p> <p>3) Who lives in the rainforest?</p> <p><i>Introduce some indigenous peoples of the Amazon and how they use the rainforest (35% is home to indigenous people, 400-500 communities, 50 of which have no contact with the outside world). Share indigenous territories maps from different times (2012/2019) – how is it changing and why? (could Link to picture book The Window)</i></p> <p>4) How are rainforests changing?</p> <p><i>Why is the Amazon rainforest important for the carbon cycle? What is damaging the Amazon rainforest? (mining, deforestation, oil drilling, fires to clear spaces). How can it be protected? Write a letter/create a vlog/blog.</i></p> <p>5) How is our local woodland used?</p> <p><i>Children complete fieldwork (following a route on a map) in local area (Mercer's Wood or Cassie's wood) to answer this question (tally chart data (walking, sitting, sports activities, etc /annotated sketches). Analyse and present findings (create bar charts – create a notice board to inform school community)</i></p>	<ul style="list-style-type: none"> ● I know that a biome is an area of the planet with similar climate and landscape where similar plants and animals live (1) ● I know that the Tropic of Capricorn is an imaginary line that circles the south of the Earth and the Tropic of Cancer is an imaginary line that circles the North of the Earth (1) ● I know that the Amazon rainforest is located in South America (1) ● I know that tropical rainforests have 4 layers; emergent, canopy, underlayer and forest floor. (2) ● I know that indigenous people are the earliest people to have lived in a place (3) ● I know that deforestation has changed the Amazon rainforest over time (4) ● I know that carbon is a greenhouse gas and makes the world warmer (4) ● I know that carbon is emitted by animals and humans breathing, burning fossil fuels and by plants and animals decomposing. (4) ● I know that the amazon rainforest absorbs carbon dioxide and releases oxygen (4) 	<p>Biome, tropical rainforest, tropic of Capricorn, tropic of cancer, Amazon rainforest, emergent, canopy, underlayer, forest floor, vegetation, adaptation, lianas, buttress roots, indigenous, carbon cycle, deforestation, fieldwork, woodland</p>
<p>Retrieval</p>	<p>Recall BOLD from KS1 units that lead into this: Why is our world wonderful? And How is Peru different to Gainsborough? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Upper Key Stage Two Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>Would you like to live in a desert?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Name and locate geographical regions (Deserts) and their identifying human and physical characteristics. Identify the positions and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p><u>Place Knowledge:</u> Understand the geographical similarities and differences through the study of human and physical features of a region within North America (Mojave Desert)</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Physical geography, including: climate zones, biomes. Human geography, land use,</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps and graphs.</p>	<p>1) What is a hot desert biome?</p> <p><i>Locate deserts using maps/globes. Use a torch and globe to show where the hottest climates on Earth are. Virtual field trip Mojave Desert (here), write postcards back using geographical language to describe what you have seen.</i></p> <p>2) Where are deserts located?</p> <p><i>Locate largest deserts in each continent using digital technologies. Human and physical features of the Mojave Desert. Create a quiz for one another.</i></p> <p>3) What physical features are found in a desert?</p> <p><i>Use Planet Earth BBC Deserts and search engine Kiddle to find out about Key physical features of deserts. (could use What am I? cards to assess at end)</i></p> <p>4) How can people use deserts?</p> <p><i>Find out time in Mojave Desert compared to time in Gainsborough – why is this? Teach how the Mojave is used (tourist, protected national parks, ranching and farming, military, mining, renewable energy,</i></p> <p>5) What are the threats to deserts?</p> <p><i>Why might people move to a desert? What are the threats? (droughts, deforestation, mining, flash floods, extreme temperatures. Could explore The Ghost Town of Rhyolite in Death Valley)</i></p> <p>6) Would you like to live in a desert?</p> <p><i>Compare where we live to the Mojave desert. Use this to decide where you would chose to live. (could use conscience corridor activity or a debate style discussion)</i></p>	<ul style="list-style-type: none"> ● I know that a desert is a stretch of land with little to no rainfall (1) ● I know that the hottest climates on Earth are locate between the Tropics where the sunlight is most concentrated (1) ● I know that the Mojave Desert is in North America (3) ● I know that a sand dune is a hill made of sand (3) ● I know that a mesa is a hill with steep sides and a flat top (3) ● I know that there are different time zones in the world split by the Prime Meridian because it takes 24 hours for the Earth to rotate on its axis (4) ● I know that it day in some parts of the world at the same time that it is night in other parts due to which parts of the Earth are facing the sun (4) ● I know that Time zones run from the North Pole to the South Pole and roughly follow the lines of longitude (4) 	<p>Desert, rainfall, Equator, tropic of Cancer, Tropic of Capricorn, climate, Mojave Desert, sand dune, mesa, salt flat, Prime Meridian, Time Zones,</p>
Retrieval	Recall BOLD from LKS2 units that lead into this: Who lives in Antarctica? Recall BOLD from this unit throughout the unit.			

<p>Spring Term 1</p> <p>How does population change?</p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Name and locate geographical regions and their identifying human characteristics.</p> <p><u>Place Knowledge:</u></p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Human geography, settlement and land use and distribution of natural resources (energy, food, minerals, water)</p> <p><u>Geographical skills and fieldwork:</u> Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps and graphs.</p>	<p>1) How is the global population changing?</p> <p><i>Share global population maps to identify most populated continents. Explore population density. Share how population has changed over time (children could make a graph) discuss (poor living conditions, poor health care, world wars, crops determined food availability)</i></p> <p>2) What are birth and death rates?</p> <p><i>Share the population cartograms (like a pie chart map – the continents change to reflect the population) how has it changed over time? Share population graphs and analyse. The difference between birth and death rates is the main way to determine population increase or decrease. What may influence these? (health, wars, natural disasters, access to natural resources etc)</i></p> <p>3) Why do people migrate?</p> <p><i>What would make you want to leave a place? Move to a place? Group these into push and pull factors. People who have to leave due to conflict are refugees NOTE different to a migrant. (Share BBC Newsround videos how has life improved for these refugees?) Diamond rank factors for migration (shelter, safety, healthcare, climate, etc)</i></p> <p>4) How is climate change impacting the population?</p> <p><i>Why is climate change happening and what is the impact of rising</i></p>	<ul style="list-style-type: none"> • I know that population is the number of people that live in a place (1) • I know that the birth and death rate of a place affect whether the population increases or decreases (2) • I know that migration means the movement of people from one place to another (3) • I know that the climate is changing and is becoming warmer over time (4) • I know that quantitative data is numeric and qualitative data is people's ideas and opinions (5) 	<p>Population, population density, birth rate, death rate, push factors, pull factors, refugees, migrant, migration, climate change, temperature, quantitative data, qualitative data,</p>
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		<p><i>temperatures? Children use information to answer the enquiry question – why might this impact the population? (food shortages, fires/floods etc that cause damage to homes/towns)</i></p> <p>5) How is local population impacting our environment?</p> <p><i>Fieldwork: to answer this question focus on litter and traffic. What data could we collect? (tally chart (litter/traffic), Likert chart of people's opinions (Its is dirty here, It smells here, The air feels polluted, it is noisy because of traffic, etc). Have OS map prepared with the route around our local area. Use findings to present. What could we do to improve our local area?</i></p>		
Retrieval	Recall BOLD from LKS2 units that lead into this: Are all settlements the same? Recall BOLD from this unit throughout the unit.			

<p>Summer Term 1</p> <p>Can humans live sustainably?</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>	<p>Purpose: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS2 NC Attainment Targets:</p> <p><u>Locational knowledge:</u> Locate the world's countries, using maps to focus on North America and Europe, concentrating on their physical and human characteristics. Name and locate counties and cities of the UK, their identifying human and physical characteristics and land-use patterns and how these have changed over time.</p> <p><u>Place Knowledge:</u> Understand the geographical similarities and differences through the study of human and physical features of a region within North America (Texas)</p> <p><u>Human and Physical Geography:</u> Describe and Understand key aspects of: Human geography, land use, trade links and the distributions of natural resources including energy</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps and graphs.</p>	<p>1) Why do we need energy?</p> <p><i>When did different forms of energy become available – timeline this. Learn that we have to trade energy as some countries produce more than others – use maps to label trade routes.</i></p> <p>2) What is renewable energy?</p> <p><i>Consider the benefits and drawbacks of renewable energy.</i></p> <p>3) How does the United States generate its energy?</p> <p><i>Opportunity to recap time zones. US is one of the largest energy consumers in the world. Gets most from non-renewable sources. Produces 20% of crude oil in the world but uses 21%. Could explore Texas crude oil and wind farms. Use concept cartoon to debate.</i></p> <p>4) How does the United Kingdom generate its energy?</p> <p><i>Look at Energy consumption graph and analyse what the UK relies on the most (gas and oil) – The renewable energy source used the most is wind. Could explore the Port of Blyth – coal and wind energy – compare this to Texas.(use OS maps)</i></p> <p>5) What is the best way to generate energy?</p> <p><i>Let's say you are planning a new city, you have to decide what energy source to use and why (vlog/blog/interview/etc to present)</i></p>	<ul style="list-style-type: none"> • I know that are fossil fuels and they are finite so they will run out (1) • I know that renewable energy will not run out (2) • I know that the US and the UK get most of their energy from non-renewable sources (3/4) 	<p>Coal, crude oil, natural gas, fossil fuels, finite, renewable, hydropower, wind power, solar power, fieldwork, sketch map,</p>
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		<p>6) Where is the best place for a solar panel on the school grounds?</p> <p><i>Compare different types of maps and analyse usefulness for fieldwork on our school grounds (some show less or more detail – road map, OS maps, Sketch maps, digital map). What do they need to consider? Use a sketch map to walk around exploring possible locations. Justify their final location choice.</i></p>		
Retrieval	Recall BOLD from LKS2 units that lead into this: Where does our food come from? And Why do rainforests matter? Recall BOLD from this unit throughout the unit.			