





Itchen Abbas Primary School Scheme of Work for Geography



Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning.







Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
Investigate places 	This concept involves understanding the location of places and their physical and human features.	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
Understanding patterns and processes 	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Children will understand that processes are key to explaining what the Earth is like and why it is constantly changing.	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
Interpret & communicate Geographically 	This concept involves understanding geographical representations, vocabulary and techniques. For example: field work, map skills, subject specific terminology.	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. Interpret a range of sources of geographical information. Communicate geographical information in a variety of ways.
Understanding and implementing sustainability 	This concept involves recognising and understanding that sustainability is a key strategy in a range of areas of Geography. Children will learn how to be responsible and implement sustainability strategies.	

Specific Geography Early Learning Goals which are taught through mini projects based on the children's interests.

Understanding the World	People Culture and Communities <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.
	The Natural World <ul style="list-style-type: none"> • 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.




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In our school, PSHE and RSE is embedded throughout our wider curriculum. These are the Threshold Concepts.





Threshold concept symbol	Threshold concept title and descriptor
	<p>Keeping myself safe This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding who to talk to and when.</p>
	<p>Making and maintaining healthy relationships This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It involves understanding what a healthy relationship is and how to respond and protect yourself and others when a relationship is healthy. It is also about having a healthy relationship with yourself.</p>
	<p>Health and wellbeing This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical and wellbeing activities have on the body and mind.</p>
	<p>Living in the wider world To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsible role we all play within it. To know how to show good citizenship towards others.</p>

Squirrels Yr R	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
<p>Year R topics are planned annually based on the children's interests and needs. Year R planning is made available to parents and subject leaders. They are based on our Year R progression documents and the Early Years Framework, informed by Birth to 5 Matters.</p>					





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Hedgehogs Cycle A (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn Cycle A	My school The school What is special about our school? End point – Itchen Abbas is special because...		<p>1 Where in the world is the UK? Where in the UK is Itchen Abbas Primary School and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will have knowledge of where IAPS is Chn have knowledge of the human and physical features in IAPS</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Locate Itchen Abbas on a UK maps • What is Itchen Abbas like? Identify human and physical features using specific vocabulary. • Fieldwork.- look at different features in school to observe human and physical features • Discuss what they like about IAPS. Which features do they use? 	In Squirrels, you learnt about the environment around our school and observed what there was in our village. Hedgehogs Autumn Cycle B – Locational knowledge of UK and how the land is used.	Village, house, farm, shop, forest UK, English Channel, Hampshire, Winchester, Itchen Abbas
			<p>2 Are there more human or physical features near our KS1 area?</p> <p><u>Knowledge / Skills:</u> Chn will have knowledge of the location of human and physical features. Chn carry out fieldwork around the school site and develop map reading and navigation skills. Chn develop their geography vocabulary of human and physical features</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict the answer to their question • Chn follow clues to locate areas in the school (treasure hunt) • Chn identify each location and human and physical features on the map or aerial photo • Chn draw their route on a map and describe the location of features • Chn discuss what is near and far from their KS1 area and conclude with the answer to their question. 		
			<p>3 How do people use our local area?</p> <p><u>Knowledge / Skills:</u> Chn will identify the human and physical features that people use in their immediate local area. Chn will follow the fieldwork process in their local area. Chn understand how people use their local area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the question. • Chn follow a route on a map around the immediate local area • Chn mark on human and physical features that people use on their map and use symbols and a basic key. 		




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			<ul style="list-style-type: none"> • Chn analyse their findings and conclude the answer to their question. 		
			<p>4 What do I spy from the sky?</p> <p><u>Knowledge / Skills:</u> Chn understand that local areas are different and that their school is special. Chn embed geographical vocabulary of their area and expand their vocabulary to describe the other area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn compare Itchen Abbas Primary School to another school to identify the similarities and differences with human and physical features. • Chn identify features that are not in their local area. 		
			<p>5 Where do we love in our school and local area?</p> <p><u>Knowledge / Skills:</u> Chn will navigate Itchen Abbas to find places that evoke an emotion. Chn will think about what connection they make to places Itchen Abbas. Chn will use observations and ICT to collect evidence and show on a map. Chn make a map to show the places they love and explain why.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn explore the area to think about different places they like. • Chn identify 3-5 places that they love in Itchen Abbas • Chn identify the places on a map and plot a route between them. • Chn devise symbols and a key to show their opinions of different places around the school and add the pictures to the specific locations. They explain why they love their chosen places. 		
			<p>6 What is special about Itchen Abbas</p> <p><u>Knowledge / Skills:</u> Chn use specific vocabulary to identify and describe what is special about Itchen Abbas. Chn write or draw an evidence informed opinion.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify, describe and explain what they think is special about Itchen Abbas. 		
Spring Cycle A	<p>The UK Weather and seasons The sun is always</p>		<p>1 Where in the world is the UK and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will know where the UK is in Europe. Chn will have knowledge of what UK is like as a country with regards to the human and physical features.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify where in Europe the UK is. 	NOTE: see planning from Hampshire for more detail regarding	City, house, shop, office, farm, weather, season London, Cardiff,








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	shining in the UK. End Point – identify which part of the UK you would like to live in each season and why		<ul style="list-style-type: none"> • Chn explore what the UK is like as a country, i.e. an island and therefore surrounded by water, islands around the UK especially in the north, beaches around the coast of the UK, mountains in the north and west, flat land in the south east, lots of people in the cities. • Use of vocabulary, e.g. Europe, equator, UK, four points of a compass, human and physical features. 	weather patterns in UK etc Hedgehogs Cycle A Autumn - learnt about locational geography and found where Itchen Abbas is in the UK.	Edinburgh, Belfast, England, Wales, Scotland, Northern Ireland
		<p>2 Where is the best place for a picnic around school?</p> <p><u>Knowledge / Skills:</u> Chn will know types of weather and have ideas and practical understanding of measuring weather. Chn will have identified different weather around their school</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn discuss the key statement and share their prediction with suggested reasons. • Chn quickly recap the different types of weather and think about the weather and how it can be measured. • Chn make measuring equipment and go around the school to measure and record the weather (fieldwork). • Chn devise a simple map showing the weather in a few locations around the school and decide which is best for a picnic today and in different seasons. 	Hedgehogs Autumn Cycle B – Locational knowledge of UK and how the land is used.		
		<p>3 What is the weather like in the capital cities of the UK?</p> <p><u>Knowledge / Skills:</u> Chn identify the capitals in the UK Chn identify the weather in the capitals to record over the coming weeks to recognise patterns</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn look at the weather in each capital city – temperature, rainfall, wind, cloud cover and discuss any patterns • Chn identify the capital cities on a map • Chn think about why it may be colder in the north than the south 			
	 	<p>4 Which extreme weather do the seasons bring and how do our lives change throughout the year?</p> <p><u>Knowledge / Skills:</u> Chn will know types of weather of seasons and how they affect life. Chn will know the seasons and which bring the extreme weather Chn connect their activities to the weather and season. Chn understand how the weather affects places and people with an appreciation of changes throughout the year.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn recap the seasons and the extreme weather each season brings • Chn discuss how weather affects life in the UK and which city might be most affected by the seasons. • Chn discuss what we do to reduce the impacts of extreme weather. 			




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			<ul style="list-style-type: none"> • Discuss how weather affects them today and how the season has changed what we do, wear and see from previous season. • Chn to be given different types of jobs, sports and places to think about how life changes throughout the year with the different weather the seasons bring. 		
			<p>5 Which landmark is best for each season?</p> <p><u>Knowledge / Skills:</u> Chn connect their activities to the weather and season. Chn understand how the weather affects places and people with an appreciation of changes throughout the year. Chn identify landmarks from each capital city. Chn match a landmark to a suitable season and link it to a climate graph for evidence.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn recap how the weather is affecting them • Chn identify a human and physical landmark in each city. • Chn plan a route between each city to visit the landmarks. • Chn look at a climate graph for each city. • Chn pick one feature and one season that would be a great experience and explain their choice. 		
			<p>6 The sun is always shining in the UK</p> <p><u>Knowledge / Skills:</u> Chn evaluate the key statement they have been discussing throughout the topic.</p> <p><u>Teaching:</u> Chn evaluate the key statement and present their answer using knowledge, understanding and examples gathered during the topic. Children present an explanation as to which part of the UK they would like to like in each season and why.</p>		
Sum mer Cycle A	Changing Rivers Are all river banks the same?		<p>1 What can we identify along our river?</p> <p><u>Knowledge / Skills:</u> Chn identify and describe the location of the river. Chn identify human and physical features to describe the river. Chn discuss whether their local river changes from source to mouth using evidence.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn to discuss the key statement and share their prediction with suggested reasons. • Chn identify the source and mouth and describe where the local river is. • Chn identify the human and physical features along the river • Chn will describe what the river is like. • Fieldwork – visit to local River Itchen in Itchen Abbas – consider the name of the village – why? 	Hedgehogs Autumn Cycle A – locational geography of UK	Beach, cliff, hill, mountain, sea, river, valley, town, factory, mouth, source Asia, Oceania, Pacific Ocean, North Sea, England, Wales, Scotland,






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			<p>2 River Thames, England</p> <p><u>Knowledge / Skills:</u> Chn identify and describe the location of the river using locational vocabulary. Chn identify human and physical features to describe the river. Chn using human and physical vocabulary to link physical and human features to locations along a river especially villages, towns, cities, factories and docks.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction to the key statement. • Chn identify and describe where the river is including country and sea. • Chn identify the human and physical features surrounding the river with a focus on villages, towns, cities, factory and port. • Chn describe the differences between villages, towns and cities. • Chn describe how the river changes along the course. 		Northern Ireland
					
					
			<p>3 River Clyde, Scotland</p> <p><u>Knowledge / Skills:</u> As lesson 2</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Same as lesson 2 with a focus on farms in the middle section of the river. 		
			<p>4 River Wye, Wales</p> <p><u>Knowledge / Skills:</u> As lesson 2</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Same as lesson 2 with a focus on hills and valley near the source 		
			<p>5 River Ganges, Asia</p> <p><u>Knowledge / Skills:</u> As lesson 2</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Same as lesson 2 with a focus on mountains and cliffs. 		
	<p>6 Rivers change from source to mouth</p> <p><u>Knowledge / Skills:</u> Chn evaluate the key statement they have been discussing throughout the topic.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn evaluate the key statement and present their answer using knowledge, understanding and examples gathered during the topic. 				




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Hedg ehog s Cycle B (Yr 2 & 3)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key Geographical Vocabulary
Autumn Cycle B	<p>My Local Area – human and physical features</p> <p>AIM: Children to know where they are in the UK, what their local area is like and how they feel about it.</p> <p>End Point – Our local area is a honeypot.</p>		<p>1 Where in Europe is the UK? Where in the UK is our local area?</p> <p><u>Knowledge / Skills:</u> Chn will know where the UK is in Europe. Chn will have knowledge of where their local area is in the UK.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn revise the continents and oceans before locating Europe on a world map • Chn play with geographical vocabulary to navigate to difference continents and oceans around the world. • Chn locate their local area on a UK map and use geographic vocabulary to improve the accuracy of their descriptions of the location of the local area. 	<p>In Squirrels, you learnt about the environment around our school and observed what there was in our village.</p>	<p>north, south, east, west, near, far, left, right, equator, Hampshire, English Channel, Portsmouth, Southampton. Winchester Itchen Abbas Fieldwork Aerial photograph Plan perspective</p>
			<p>2 What is so good about our local area?</p> <p><u>Knowledge / Skills:</u> Chn identify and explain what they like about their local area. Chn devise a map with symbols and a key to show what they like about their local area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn list what they like and dislike about their local area. • Chn explain what they like and dislike about these places. • chn try to identify the places on maps. • Chn plot a route between places they like on a map. • Chn devise symbols and a key to show the places they like. 		
			<p>3 What are the human and physical features of our local area?</p> <p><u>Knowledge / Skills:</u> Chn have knowledge of the human and physical features in their local area. Chn develop their geography vocabulary of human and physical features.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the human and physical features of their local area using maps and specific vocabulary. • Chn identify the types of shops, houses, services and facilities in their local area to be specific. • Chn identify what their local area does not have, e.g. harbour, cliffs, city. 		





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		Field Work – Trip around school and local area to identify features. What do you notice? Is there anything surprising? Missing?		
		<p>4 How do we use our local area?</p> <p><u>Knowledge / Skills:</u> Chn have knowledge of how they use their local area and map the places they are connected to.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn discuss how they use and are connected to the local area. • Chn devise a map based on their house to show the places they use and visit in the local area. • Chn use and construct basic symbols in a key. 		
		<p>5 How do other people use the local area?</p> <p><u>Knowledge / Skills:</u> Chn know what attracts people to their local area, why it attracts them and how it affects them.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn use photos and maps to identify how other people use the local area, e.g. footpaths, pubs, park, village hall, Avington Hall , river walks • Chn locate the area(s) that has attracted people and discuss how it has affected them. <p><u>Field Work</u> – Explore what is attractive about Itchen Abbas</p> <ul style="list-style-type: none"> • Talk from someone who knows the area well and can say how people use it, e.g. teacher, parent, grandparent, shop keeper, site manager. • Visit to the areas experiencing visitors to observe and ask people questions to find out more. 		
		<p>6 End Point - My local area is a honeypot.</p> <p><u>Teaching:</u> Chn evaluate the statement and present their answer using knowledge, understanding and examples gathered during the topic. ARE – teaching guided method of presentation. Greater depth – provide some choice of how to present.</p>		
Spring Cycle B		<p>1 Where in the world is America and where in America is New York?</p> <p><u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of Europe, Africa, Indian ocean and Pacific ocean. Chn will plan and plot a journey from the UK to New York using map skills and specific vocabulary.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn recap the name and location of continents and oceans. • Chn plan and plot a journey from the UK to New York on a map using specific vocabulary to label key continents, oceans and countries. 	Hedgehogs Autumn Cycle B – Locational knowledge of UK and how the land is used.	City, village, farm, house, office, shop, harbour, port, coast, forest, vegetation, weather, ocean North America, South
		<p>2 What are the human and physical features in New York?</p> <p><u>Knowledge / Skills:</u> Chn identify human and physical features of New York.</p>		



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<p>explore the small area around New York to see how the area is similar and different to their local area.</p> <p>End Point – New York is a World Away from Itchen Abbas</p>		<p>Chn use geographical vocabulary accurately to recognise and describe the features.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn discuss the key statement and share their prediction with suggested reasons. • Chn identify human and physical features New York and use geographical vocabulary to describe the location of them and explain why they are needed. • Chn pick which features would they like to visit. <p><u>Field Work</u></p> <ul style="list-style-type: none"> • Use Google Maps or maps of the area to be able to spot the features 		<p>America, Europe, Atlantic Ocean, New York</p>
		<p>3 What are the human and physical features in Winchester?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn identify human and physical features of Winchester.</p> <p>Chn use geographical vocabulary accurately to recognise and describe the features.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn discuss the key statement and share their prediction with suggested reasons. • Chn identify human and physical features New York and use geographical vocabulary to describe the location of them and explain why they are needed. • Chn pick which features would they like to visit. <p><u>Field Work</u></p> <ul style="list-style-type: none"> • Use Google Maps or maps of the area to be able to spot the features and compare the similarities and differences • Local walk – what can children see, hear and smell here? How could this compare to New York? 		
		<p>4 Is the weather and climate similar or different to here?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will identify and describe the weather and climate of New York and compare to their local area.</p> <p>Chn will explain how the different weather and climate affects the lives of people in both places.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction to the key statement. • Chn find out about the weather and climate of New York and compare to their local area. • Chn discuss how the differences affect people in both places in terms of jobs, school and clothing. 		
		<p>5 End Point - New York is a world away from our local area.</p> <p><u>Knowledge / Skills:</u></p> <p>Chn evaluate the key statement they have been discussing throughout the topic.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn evaluate the key statement and present their answer using knowledge, understanding and examples gathered during the topic. 		


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<p>Summer Cycle B</p>	<p>Antarctica Hot and cold areas Everywhere in the world is hot.</p>	 <p>1 Where in the world is Antarctica and what is it like? <u>Knowledge / Skills:</u> Chn will have knowledge of where the continents are. Chn will use specific vocabulary to describe the location of Antarctica. Chn will know and describe what Antarctica is like as a continent. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn name and locate the continents and oceans and locate Antarctica using the four points of a compass, oceans, continents and equator. • Chn describe and plot a route from the UK to Antarctica using key vocabulary. • Chn look at images and videos to find out what Antarctica is like and use specific vocabulary to describe it. <p><u>Field Work</u></p>	<p>Hedgehogs Cycle B Autumn Locational Knowledge of UK and where America is in the world.</p>	<p>farm, house, forest, vegetation, soil, weather, ocean Antarctica, Southern Ocean, Africa, Indian Ocean, Europe, Arctic Ocean, North Pole, South Pole, continent</p>
	<p>End Point – I know where in the world is cold and what it is like to live there.</p>	 <p>2 Where are the hot and cold areas of our school? Where are the hot and cold areas of the world? <u>Knowledge / Skills:</u> Chn will have a basic understanding of map skills and create a simple key. Chn may start to draw conclusions to why certain parts of the school are warmer/cooler than other parts and make comparisons between others' observations and understand temperature in different areas of the world. Chn start to build an understanding of the hot and cold places in the world. Chn identify equator, N hemisphere and S hemisphere. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn discuss key statement and share thoughts -everywhere in the world being hot. • Chn begin to understand where the hot and cold areas of the world are. • Chn link this to animals, e.g. meerkat and biomes, e.g. desert and place animals on a world map. <p><u>Field Work</u> <i>Chn predict what they will find about hot and cold places in the school. Where are the hot and cold places? Chn have an aerial image or plan perspective of the school. Chn walk around the school, plotting their route as they go, and stop in a few locations to decide whether it is hot or cold. Chn use symbols and a key to show what they find. Chn use their findings to see if their predictions were correct. Look at some basic keys on different maps and discuss why they are used. Chn to identify what the symbols mean and how they can create their own to show the hot and cold areas of the school.</i></p>		
		  <p>3 What is it like in the Antarctic? <u>Knowledge / Skills:</u> Chn identify where Antarctica is, in relation to the equator and N and S pole. Chn understand the rainfall, temperature vegetation and clothing worn in Antarctica. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn continue their discussion about their key statement. 		




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			<ul style="list-style-type: none"> • Focus on penguins in the Antarctica - cold desert • Chn explore rainfall and temperature on a simple climate graph. • Chn look at the vegetation and what scientists do and wear. Discussion about what it is like focusing on beach, forest, ocean, vegetation, weather, farm, house, shop. <p><u>Field Work</u> Techer led – using simple climate graphs chn identify the rainfall and temperature in the different hot and cold places, e.g. Sahara, Arctic and Antarctica. Chn use a blank world map to help discussions and place animals where they think they go in the world. Look at maps together as a class afterwards and discuss the choices. Who agrees? Disagrees? Why? (This field work can be repeated in the next two lessons)</p>		
		<p>4 What is it like in a hot area of the world?</p> <p><u>Knowledge / Skills:</u> Chn identify where the desert areas are in relation to the equator and N and S pole. Chn to understand the rainfall, temperature vegetation and clothing worn in a hot area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn continue their discussion about their key statement. • Focus on meerkats in the Sahara – hot desert • Chn explore rainfall and temperature on a simple climate graph. • Chn look at the vegetation and what people do and wear. Discussion about what it is like focusing on beach, forest, ocean, vegetation, weather, farm, house, shop. <p><u>Field Work</u></p>			
			<p>5 What is it like in the Arctic?</p> <p><u>Knowledge / Skills:</u> Chn identify where the Arctic is, in relation to the equator and N and S pole. Chn understand the rainfall, temperature vegetation and clothing worn in the Arctic.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn continue their discussion about their key statement. • Focus on polar bears in the Arctic – cold desert • Chn explore rainfall and temperature on a simple climate graph. • Chn look at the vegetation and what people do and wear. Discussion about what it is like focusing on beach, forest, ocean, vegetation, weather, farm, house, shop. <p><u>Field Work</u></p>		





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		 	<p>6 Everywhere in the world is hot.</p> <p><u>Knowledge / Skills:</u> Chn show what they have learnt about the hot and cold areas in a creative way. Identify and describe the location of places. Describe and simply understand the climate, vegetation and what people do and wear. Give their conclusion to the key statement.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none">• Assess understanding of hot and cold places: where they are and what they are like.• Chn create their own 'mirror' page to compare the hot place studied with Antarctica to show explain why the whole world is hot or not.• Include some links to beach, forest, ocean, vegetation, weather, farm, house, shop. <p><u>Field Work and End Point</u> Teacher to read Jeannie Baker – Mirror. Highlight how she has shown the contrast between two places. Chn to create their own mirror page to compare hot and cold places. Chn to annotate the pictures to show what they know about hot and cold places and why the whole world isn't hot. An extension could be to add the UK to the comparisons and see whether children justify it as being a hot or cold place.</p>		
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Itchen Abbas Primary School Scheme of Work for Geography

Otters Cycle A (Yr 3 & 4)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn Cycle A	UK Locational knowledge What and where are the human and physical features in the UK? End Point – Presentation of Routes through the UK		<p>1 Where in the world is Europe and what is it like? <u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Europe. Chn will identify the human and physical features of Europe and describe the pattern across the continent using the 8 points of the compass. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Europe. • Chn read maps to find out about Europe’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass. 	In Hedgehogs you explored areas of the UK including our local area and the weather across the UK. Hedgehogs B Spring – locational knowledge of New York and Antarctica (Summer) Otters B – Local study of the settlement and land use in our school area (Summer).	Longitude, latitude, time zones, political map, physical map, county, district Equator, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Greenwich/Prime Meridian, Peak district, Lake district
			<p>2 Where in Europe is the UK and what is it like? <u>Knowledge / Skills:</u> Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of the UK and describe the pattern across the country using the four points of a compass and specific countries. <u>Teaching: THIS SHOULD BE COMPLETED IN GROUPS AND SHARED</u></p> <ul style="list-style-type: none"> • Chn locate the UK using key vocabulary including its position within Europe, bordering countries and oceans. • Chn plot and plan a journey from the UK to France. • Chn read maps to find out about the UK’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass and specific countries. 		
			<p>3 – 5 What is the most spectacular route around the UK for Giles Scott’s and his medal? <u>Knowledge / Skills:</u> Chn will use different types of maps to identify human and physical features around the UK. Chn will embed key vocabulary and gain knowledge and understanding of the human and physical features around the UK.</p>		






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			<p>Chn will draw an accurate map of human and physical features in the UK with symbols and a key.</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Letter arrives from Giles Scott (See Hampshire Planning Sheet for letter - could be anyone famous) • Chn identify their options for the human and physical features. • Chn decide on the specific human and physical features Giles Scott's journey will visit around the UK. • Chn add symbols and a key to their map to show the human and physical features. • Chn add the route and compass directions to the map. • Chn label the map with significant places, e.g. surrounding seas, capital cities, counties, names of the mountain ranges and rivers. • Chn could describe sections of the journey to show their knowledge of the climate, the transport, the scenery. • Chn would add transport advice to some sections. • Chn could describe the route using compass directions and rough distances. • Chn could add recommendations or favourite places to the map with a short explanation. • Consider the impact of transportation links on the environment 		
			<p>6 End Point</p> <p><u>Knowledge / Skills:</u> Communicate geographically their ideas using specific vocabulary</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn to present their route to each other in groups and justify why they have chosen these locations. Class chooses one route to present to Giles Scott 		
Spring Cycle A	Natural resources		<p>1 Where are the Ancient Wonders of the World?</p> <p><u>Knowledge / Skills:</u> Chn will identify the location of the Ancient wonders of the world. Chn will describe the location of the Ancient wonders of the world.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the location of the Ancient wonders of the world. • Chn describe the location of the Ancient wonders using vocabulary such as the eight points of a compass, equator, Tropic of Cancer and Capricorn, Northern hemisphere, Southern hemisphere, Asia, Europe and Africa. 	Hedgehogs A Summer – how Rivers in the UK are a natural resource.	Resources, gold, mining, 8 points of compass, natural resources, global distribution
	End point – Balanced argument as to which natural wonder in the world is the most important.		<p>2 What are some modern wonders of the world?</p> <p><u>Knowledge / Skills:</u> Chn understand that minerals are natural, found in the ground and need to be mined by people and machines to solve the big problem of getting them out. Chn know the global distribution of a gold mines.</p>	Hedgehogs B Spring – Locational knowledge- where in the world America and hot and cold places are.	Equator, Tropic of Cancer and Capricorn, Northern hemisphere,



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		<p>Chn understand that mining creates jobs but damages the environment</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify places and features that they think are modern wonders (significant or awesome places) of the world and their local area. 	and how the environment impacts on life.	Southern hemisphere, Asia, Europe and Africa.
		<p> 3 Are minerals a natural wonder?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn understand that minerals are natural, found in the ground and need to be mined by people and machines to solve the big problem of getting them out.</p> <p>Chn know the global distribution of a gold mines.</p> <p>Chn understand that mining creates jobs but damages the environment too.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn guess what the hole in the ground is for. • Chn learn what a mineral is and what we use them for. (3a) • Chn describe the global distribution of gold. • Chn predict how they get the gold out? • Chn think about the types of jobs involved in mining? • Chn find out how machines and people are used to mine gold. (3b) • Chn describe what the most simple form of gold mining could look like. (3c) • Show chn a map of the world with both mines located to show where they are and locate them onto a class map that is added to each lesson. • Chn explain the problems of mining on the land and why minerals are important. 		
		<p> 4 Is water a natural wonder? Is energy a natural wonder?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn understand that we can have too much and too little water and both can cause big problems.</p> <p>Chn know the global distribution of rainfall and access to clean water and energy.</p> <p>Chn understand how energy transforms lives and what can be done with electricity.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the global distribution of rain and freshwater using compass directions, continents and figures from the map. • Chn identify the problems of not enough rain and too much rain. Link to the water cycle. • Chn explain how water gets to our homes and away again. • Chn describe problems linked to a lack of drinking water and explain why water is important. • Chn identify the global distribution of energy use. Use compass directions and continents to describe the pattern. • Chn understand types of energy (6a) and how energy gets to their homes (6b). • Understand the story of William Kamkwamba (6c) 		




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			<ul style="list-style-type: none"> • Chn locate Malawi on class map. • Chn explain why energy is important to our lives. 		
			<p>5 Do we have any natural resources on our school site?</p> <p><u>Knowledge / Skills:</u> Chn carry out fieldwork to understand that individual actions help towards global topics and problems. Chn understand that whilst they may not see the problem in their daily life, others do, they may live somewhere that does, with climate change we may here.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn explore their school site to carry out fieldwork. • Where are the simple solutions to harness energy/grow food/collect water on our school site? • Where do we add to a big problem of energy/food/water waste? 		
	 		<p>6 Which is the most important wonder of the world?</p> <p><u>Knowledge / Skills:</u> All justifications should have evidenced explanations. Chn may compare their choice to the other solutions.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Balanced argument - chn justify their choice from the simple solutions learnt. • Chn explain their choice by explaining their reasons using 'this means that' or 'because' or 'this leads to' to explain the benefits of their chosen solution. 		
Sum mer Cycle A	Costa Brava - European study Costa Brava is a world away from our local area End Point – Thinking back to the route you designed for Giles Scott in the		<p>1 Where in the world is Europe and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of each continent and ocean including bordering Europe Chn will identify the human and physical features of Europe and describe the pattern across the continent using the 8 points of the compass</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Europe. • Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass. 	NOTE – USE HAMPSHIRE PLANNING FOR DETAILED INFORMATION TO SUPPORT EACH LESSON. In Hedgehogs your explored in detail what our local area is like and how the people here live. You also found out about life in New York.	Mountain range, altitude coastal, biomes, tourism, resort, topography, physical & human geography Spain, Europe Mediterranean, Catalonia Pyrenees
			<p>2 Where in Europe is Spain and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Spain and describe the pattern across the country using the four points of a compass.</p> <p><u>Teaching:</u></p>		

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Autumn Term, would you rather holiday in England or Costa Brava.		<ul style="list-style-type: none"> • Chn locate Spain using key vocabulary including its position within Europe, bordering countries and oceans. • Chn identify the time in Spain compared to the UK. • Chn plot and plan a journey from the UK to Spain. • Chn read maps to find out about the Spain's environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass 	Otters B – you learnt about Biomes and climate zones focusing on Peru.	
		<p>3 Is the land of Costa Brava the same as ours?</p> <p><u>Knowledge / Skills:</u> Chn will have knowledge of the human and physical features of Costa Brava and their local area. Chn will use maps and images to compare the similarities and differences between the two places.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the key statement with yes or no and suggested reasons. • Chn locate Costa Brava, explain what people will be doing for their local time and identify the human and physical features. • Chn look at physical features of the land, e.g. biomes, height, mountains, water, fields • Chn look at the settlement and land use as a result of the physical features. • Chn look at the similarities and differences between Costa Brava and their local area. <p><u>Fieldwork</u> – school trip to a local beach to compare with how beaches look and are used with Costa Brava (link to science Habitats) Spring Cycle A</p>		
		<p>4 Is the climate and biome of Costa Brava the same as ours?</p> <p><u>Knowledge / Skills:</u> Chn will have knowledge of the different climates, the changes throughout the year and how this affects people's lives. Chn will think about why the climate and biome is different in the Costa Brava and Hampshire.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn find out the weather of Costa Brava and the local area to see if they are similar or different today. • Chn find out the climate and biome of Costa Brava and their local area and make comparisons. • Chn look at the difference in seasons and think about how the biome and human activity changes throughout the year in each place in terms of what activities people do, what jobs people do and what clothes people wear. • Chn think about why the climate is different between both places. 		

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		 	<p>5 Is the economy of Costa Brava the same as ours?</p> <p><u>Knowledge / Skills:</u> Chn will know people are employed in their local area and how people spend their money to benefit the local area Chn will know how Costa Brava makes money and will compare the similarities and differences to their local area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn identify, describe and explain where they go in the local area to spend money and who benefits. • Chn find out how the local area makes money. • Chn find out how Costa Brava makes money. • Chn compare the two locations to identify and evaluate the similarities and differences in how they make money. 		
			<p>6 Is the Costa Brava a world away from our local area?</p> <p><u>Knowledge / Skills:</u> Chn evaluate their answer to the key statement. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn give their final answer to the key statement. • Chn select their best evidence to evaluate the key statement. <p><u>End Point</u> Thinking back to the route you designed for Giles Scott in the Autumn Term, would you rather holiday in England or Costa Brava. Consider all the learning from this term to justify your answer.</p>		

Autumn Cycle B	Peru and Biomes Which biome have humans been most	<p>Additional information - Fieldwork – should be carried out each lesson for each biome during this unit</p> <p>Fieldwork – What can we sense in the biomes? Use videos with sound, images and words to paint a really rich picture for pupils to complete the live and virtual fieldwork. They should go into the forest for the deciduous forest, into the middle of the field for either tundra or desert – it depends on the day! If there is really dense forest near the school site that could replicate the rainforest. Can get them with a water pistol!</p>
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<p>impressive in?</p> <p>AIM: Children to improve knowledge and understanding of four biomes to be able to identify, describe compare and evaluate them.</p>	 	<p>1 Where in the world is South America and Peru and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Europe. Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of South America and describe the pattern across the continent using the 8 points of a compass.</p> <p><u>Teaching: (half lesson)</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering South America. • Chn read maps to find out about South America’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass. • Chn locate Peru using key vocabulary including its position within South America, bordering countries and oceans. • Chn identify the time in Peru compared to the UK. • Chn plot and plan a journey from the UK to Peru. • Chn read maps to find out about Peru’s environmental regions, key physical and human characteristics, countries, and major cities. 	<p>In Hedgehogs you found out about our local area and you learnt about New York.</p> <p>Last term you learnt about Costa Brava and compared it to here. You also talked about the Biome of the area.</p>	<p>Biomes climate, tundra, rainforest, layers, story, canopy, crown, deforestation, desert, temperate rainforest South America, Pacific, Atlantic, equator, Peru, Lima</p>
	 	<p>2 What is the link between climate and biome?</p> <p><u>Knowledge / Skills:</u> Chn understand that the biomes are spread around the globe in vegetation belts. The vegetation belts are influenced by the climate which is influenced by the sun.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the key question with suggested reasons. • Chn read the climate map to understand the differences linked to the sun. • Chn compare a climate map to a biome map and understand the link between the sun, climate and biomes. • Consider climate change and the impact this is having / could have. 		
	 	<p>3 Which biome is the coldest?</p> <p><u>Knowledge / Skills:</u> Chn identify the wettest biome. Chn understand how the climate influences vegetation, animals and people in the biome. Chn identify and describe the distribution of rainforest around the world and see the pattern of biomes being linked to the climate and organised along latitudes due to the influence of the sun.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction for the key question 		




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		<ul style="list-style-type: none"> • Chn read climate and biome maps to identify which biome is the wettest. • Chn think about how the climate influences the vegetation, animals, jobs and houses found in the rainforest. • Chn explain the water cycle in the rainforest. • Chn identify and describe the location of rainforest around the world. • Chn evaluate living in the rainforest. <p>https://www.bbc.co.uk/iplayer/episode/b07ff060/go-jettters-series-1-19-amazon-rainforest-south-america https://www.youtube.com/watch?v=KMdD6TTDZ_g</p>		
	 	<p>4 Which biome is the hottest? <u>Knowledge / Skills:</u> Chn identify the hottest biome. Chn understand how the climate influences vegetation, animals and people in the biome. Chn identify and describe the distribution of hot deserts around the world</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction for the key question • Chn read climate and biome maps to identify which biome is the hottest. • Chn recap biome and climate mean. • Chn think about how the climate influences the vegetation, animals, jobs and houses found in the desert. • Chn explain the water cycle in the desert. • Chn identify and describe the location of desert around the world. • Chn evaluate living in the desert. 		
		<p>5 Which biome do we live in? <u>Knowledge / Skills:</u> Chn identify the biome we live in. Chn explore the deciduous forest through fieldwork. Chn understand how the climate influences vegetation, animals and people in the biome. Chn identify and describe the distribution of deciduous forest around the world</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction (link between climate and biome) • Chn read climate and biome maps to identify which biome is the hottest. • Chn recap biome and climate mean. • Chn think about how the climate influences the vegetation, animals, jobs and houses found in the desert. • Chn explain the water cycle in the desert. 		






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			<ul style="list-style-type: none"> • Chn identify and describe the location of desert around the world. • Chn evaluate living in the desert. 		
			<p>6 End Point - Which biome have humans been most impressive in? Chn evaluate their answer to the key question. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p>		
Spring Cycle B	DRC (Democratic Republic of Congo) Volcanoes All volcanoes are the same		<p>1 Where in the world is Africa and what is it like? <u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Africa. Chn will identify the human and physical features of Africa and describe the pattern across the continent using the 8 points of a compass. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Africa. • Chn read maps to find out about Africa’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass 	Last term you learnt about biomes of different geographical areas. Otters A – you thought about the impact of mountains on Costa Brava (Summer)	Ash, dust, core, crater, active, dormant, extinct, hazard, lava, magma, vent, ash cloud, Africa, democratic republic
			<p>2 Where in Africa is the Democratic Republic of Congo (DRC) and what is it like? <u>Knowledge / Skills:</u> Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of DRC and describe the pattern across the country using the 8 points of a compass. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn locate DRC using key vocabulary including its position within Africa, bordering countries and oceans. • Chn identify the time in DRC compared to the UK. • Chn plot and plan a journey from the UK to DRC. • Chn read maps to find out about DRC’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass 		
			<p>3 Wow! What damage has been caused? <u>Knowledge / Skills:</u> Chn locate and describe the location of the Nyiragongo volcano. Chn identify and evaluate the impacts of the Nyiragongo volcano in May 2021.</p>		



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		<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the key statement with yes or no and suggested reasons. • Chn describe the exact location of Nyiragongo volcano using positional vocabulary including equator, southern hemisphere and compass directions. • Chn identify and evaluate the impacts of the May 2021 eruption of Nyiragongo volcano for people, the environment and economy. 		
		<p>4 What caused the Nyiragongo volcano to erupt?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will know the global distribution of volcanoes along plate boundaries. Chn will have embedded their compass direction fluency and begun to use four figure grid references. Chn will know the basic causes of volcanic eruptions.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn identify and describe the global distribution of volcanoes • Chn learn and explain the causes of a volcanic erupting including a basic understanding of the earth (core, mantle, crust), the plates (broken crust) boundaries (where the plates meet), and convection currents (the causes of plate movement) 		
		<p>5 What erupts from a volcano?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will research the human and physical features of the area surrounding Vesuvius. Chn will make an accurate model of a volcano showing features on or beneath the earth's surface</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn to make an accurate volcano model of Vesuvius including human and physical features in the surrounding area, e.g. sea, ocean, settlements, mountains, roads or the plates and processes happening within the crust and mantle. • Chn learn about the material that can erupt from a volcano (pyroclastic flow, lava, volcanic bombs, gas) 		
		<p>6 Why do people live by volcanoes?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will understand why people live by volcanoes. Chn will know how many people and how they could be affected by Vesuvius erupting considering different types of eruptions.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn learn the reasons for living by a volcano (farming, tourism, mining, geothermal energy). • Chn look at the number of people at risk from Vesuvius erupting by material. 		





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		 	<p>6 End point - Where in our school is the riskiest?</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> • Chn to use the skills and knowledge taught this half term to answer the following. • Chn to think of the school as if it were in the shadow of a volcano, e.g. Vesuvius. • Chn describe possible impacts by identifying specific risks on the school site • Chn suggest how the risks could be reduced. 		
<p>Sum mer Cycle B</p>	<p>Local study Settlement & land use Why do we like our local area and does it meet our needs?</p> <p>End Point. - Present a balanced argument to answer the key question.</p>		<p>1 Where in the world is Europe and what is it like?</p> <p>Where in Europe is the UK and what is it like?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Europe. Chn will identify the human and physical features of Europe and the UK and describe the pattern across the continent using the 8 points of a compass. Chn will embed key locational and positional vocabulary.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering Europe • Chn locate the Greenwich Meridian and explore a couple of time zones in Europe, e.g. Reykjavik in Iceland, London in the UK, Paris in France and Athens in Greece. • Chn read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the four points of a compass. • Repeat the above steps for the UK 	<p>Hedgehogs A and B, you learnt about our local area of Winchester and how land is used. You also considered how land in New York is used.</p>	<p>Longitude, latitude, time zones, political map, physical map, county, district</p>
		 	<p>2 Where in the UK is our local area and what is it like?</p> <p>What is our land used for?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Hampshire and the local area and describe the pattern across the county using the 8 points of a compass. Chn understand the different types of land use in their local area. Chn create their own land use map and know how the land is most commonly used in their local area with some reasons why.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn locate Hampshire and the local area using key vocabulary including its position within the UK, bordering counties and seas. 	<p>In Otters A Autumn term, you also investigated land use in Costa Brava</p>	

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		<ul style="list-style-type: none"> • Chn read maps to find out about Hampshire and the local area’s environmental regions, key physical and human characteristics and major cities. • Chn describe the pattern to features they have identified using the four points of a compass. • Chn predict their answer to the key question with suggested reasons. • Chn identify shops, houses, farms, allotments, park, forest, leisure, transport, offices in the local area using symbols, keys and grid references on OS maps. • Chn classify the land by use, i.e. farming, residential, transport, recreational and commercial. • Chn discuss which land use type they use in the local area. • Chn discuss why the land is used as it is and how it may be different in contrasting areas, e.g. city centre, village, countryside, coast, out of town shopping, docks. <p>Field Work</p> <ul style="list-style-type: none"> • Chn carry out land use fieldwork on the school site and local area identifying land use. • Chn could use tracing paper over the OS map to shade in types of land use to help work out which is the most common. 		
		<p>3 Where would you like to live?</p> <p><u>Knowledge / Skills:</u> Chn know that there are different types of settlement and understand the characteristics of each. Chn can .</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn learn about different places to live, e.g. village, town and city (Settlement hierarchy) • Chn locate different types of settlement using an OS map and grid references • Chn discuss what it is like in each type of settlement in terms of number of people, number and type of shops, number and type of services and jobs, types of transport. • Chn evaluate the advantages and disadvantages of each type of settlement <p><u>Field Work</u> Google search - Settlement hierarchy BBC Bitesize - https://www.bbc.com/bitesize/articles/zrbvjvh YouTube – Urban hierarchy https://www.youtube.com/watch?v=6t-fEcMuKmU</p>		
		<p>4 How has our land use changed?</p> <p><u>Knowledge / Skills:</u> Chn identify and describe how the human and physical features in the local area have changed and how the land use has changed. Chn know what there is more and less of now. Chn understand why these changes have happened and the impact they have had on the local area.</p>		

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		<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn identify and describe how the land in their local area has changed. • Chn identify and describe how the physical and human features have changed, e.g. more houses, more shops, new roads, no factories, less fields. • Chn explain why the changes have happened, e.g. growing population, migration, new offices, land sold for money and evaluate their impact on the local area. 		
	 	<p>5 Location, location, location. Our local issue</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will understand what different groups of people prioritise when they chose a property. Chn will understand why some areas are more suited to some groups of people more than others Chn will look at what different areas offer and how maps only show a limited amount of information. Chn will draw their own map showing appropriate information for one group of people including symbols, a key, compass directions and a justification of the choice Chn know why their local area is changing and how the changes may affect them as well as the positive and negative impacts of the changes.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live. • Chn look at how well connected their area is and what types of connections different groups of people want, e.g. elderly – bus route, post office, local shop, community facilities. Family with young children – park, open space, nursery, primary school, swimming pool. • Chn can draw a map of one area to show how the human and physical features of one area will be suited to one group of people Chn investigate an issue affecting land use in their local area, e.g. housing development, empty shops, new park equipment, changes to the high street, closing local shop, bus services lost, new employment opportunity, land redevelopment, road building, traffic calming. • Chn investigate the reasons for the changes, the positive and negative impacts of the changes and a solution. <p><u>Field Work</u></p> <ul style="list-style-type: none"> • Chn go out into the local area to see what the areas are like. 		
		<p>6 What is unique about our local area?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn evaluate their answer to the key question. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p>		

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		<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn give their final answer to the key question. • Chn select their best evidence to evaluate the key question through their own choice of presentation. 		
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Foxes Cycle A (Yr 5 & 6)	Unit of Work Title	Thre shold Conc epts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autu mn Cycle A	Nepal Mountains and earthquakes Mountains don't move End point - Produce a leaflet explaining what the risks of earthquakes and how to stay safe.		<p>1 Where in the world is Asia and what is it like? <u>Knowledge / Skills:</u> Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Asia. Chn will identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass. CHn will identify the location of different biomes in Aisa <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Asia. • Chn read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass. • Chn identify the different biomes in Asia and where they are 	In Hedgehogs you explored New York and where America was. In Otters Cycle B you explored Africa and South America as well.	Continent, county, Equator, Europe, Northern Hemisphere, Southern Hemisphere, time zones, Tropic of Cancer . Capricorn, Greenwich / Prime Meridian, time zones, peninsula, coves, plain, Mediterrane an, topography, resort
			<p>2 Where in Asia is Nepal and what is it like? <u>Knowledge / Skills:</u> Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Nepal and describe the pattern across the country using the eight points of a compass. <u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn locate Nepal using key vocabulary including its position within Asia, bordering countries and oceans. • Chn identify the time in Nepal compared to the UK. • Chn plot and plan a journey from the UK to Nepal. • Chn read maps to find out about Nepal's environmental regions, key physical and human characteristics, countries, and major cities. 	Otters Cycle A - impact of Mountains on the area of Costa Brava (Summer) and Cycle B Spring. - Volcanoes in	





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		<ul style="list-style-type: none"> • Chn describe the pattern to features they have identified using the eight points of a compass 	<p>the Democratic Republic of Congo.</p> <p>In Otters A Summer - biomes in detail with a focus on Peru.</p>	
		<p>3 How did Mr Ayling use Mount Kilimanjaro?</p> <p><u>Knowledge / Skills:</u></p> <p> Chn identify and describe the location of mountains around the world. Chn develop six figure grid reference skills to help locate accurately. Chn begin to understand how tourists and locals use mountain. Chn identify and describe conditions that make using mountains hard.</p> <p> Chn recap and identify a variety of ways that people use mountains. Chn evaluate the benefits and challenges of using mountains</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the key question with yes or no and suggested reasons. • Chn identify the location of mountains ranges or the tallest mountains around the world including Mount Kilimanjaro, Mount Everest and the Himalayas. • Chn describe the location of some of the mountains • Chn learn about Mr Ayling’s adventure up Kilimanjaro including reference to how tourists and locals use the mountain. • Chn identify why mountains are hard to use and live on, i.e. altitude, inaccessibility, climate, vegetation, steep • Chn learn new ways that people use mountains, e.g. climbing, skiing, living, farming. • Chn think about the benefits and challenges of use mountains linked to the reasons why they are hard to use. 		
		<p>4 How do we use hills and mountains in the local area? How do people in the Himalayas use mountains?</p> <p><u>Knowledge / Skills:</u></p> <p> Chn carry out fieldwork to explore local vs tourist uses. Chn follow the fieldwork process to question, predict, data collect, data analyse and conclude. Chn learn more uses and examples of how locals and tourists use mountains. Chn locate and describe where the earthquake happened. Chn identify and evaluate the impacts of the Nepalese earthquake.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their answer to the key question with yes or no and suggested reasons. • Chn explore a few local hills and carry out fieldwork to find out how people use hills and mountains. • Chn analyse their results and conclude the answer to their questions • Chn look at how locals and tourists use the Himalayas before the earthquake strikes... • Earthquake..... • Chn identify and describe the impacts of the April 2015 earthquake in the Himalayas (and Nepal) for people, the environment and economy. 		




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			<p>5 What caused the Nepalese earthquake? Can we predict and prepare for an earthquake?</p> <p><u>Knowledge / Skills:</u> Chn will know the global distribution of earthquakes along plate boundaries. Chn will have embedded their compass direction fluency and begun to use four figure grid references. Chn describe and explain how mountain ranges are formed using accurate vocabulary. Chn will know the causes of the Nepalese earthquake Chn will describe and evaluate methods for reducing the impacts of an earthquake. Chn know which methods were used in Nepal.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn describe the exact location of earthquakes using positional vocabulary including equator, northern hemisphere and compass directions. • Chn understand the structure of the earth (core, mantle and crust including convection currents) in relation to mountain and earthquake formation. • Chn learn and explain the causes of the Nepalese earthquake. <p><u>Fieldwork</u> - where are the riskiest places in our school site for earthquake?</p>		
			<p>6 Can we predict and prepare for an earthquake?</p> <p><u>Knowledge / Skills:</u> Chn will describe and evaluate methods for reducing the impacts of an earthquake. Chn will know the global distribution of earthquakes along plate boundaries.</p> <p><u>End Point Teaching:</u></p> <ul style="list-style-type: none"> • Your family are considering moving to California along the San Andreas Fault. Produce a leaflet explaining what the risks of earthquakes are (including a map of where California is located). Explain what your family would need to do to keep themselves safe. Guide them to decide whether this is a high or low risk to take. Reference Nepal in your leaflet and lessons learnt from this. 		
Spring Cycle A	<p>Economic activity Is Southampton the gateway to the world?</p> <p>A gateway is a place you go through because it leads you to</p>		<p>1 Where in the world is Hampshire and where is Southampton and what is it like?</p> <p><u>Knowledge / Skills:</u> Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Hampshire and describe the pattern across the county using the 8 points of a compass.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn recap the UK and Hampshire in the world using key vocabulary including its position within Europe, bordering countries and oceans, capital cities, counties and compass directions. • Chn read maps to revise Hampshire's key physical and human characteristics. • Chn describe the pattern to features they have identified using the eight points of a compass. • Chn locate Southampton in Hampshire using key vocabulary including national parks, main roads, cities, towns and compass directions. 	<p>NOTE - Hampshire planning includes useful links for information.</p> <p>Otters Cycle A Summer, economic impact of</p>	<p>Economics, trade, transport route, links, destinations, port, docks</p> <p>Southampton, ferry, cruise destinations,</p>




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	<p>your chosen destination.</p> <p>End point - is Southampton a Gateway to the world and has it always been?</p>		<ul style="list-style-type: none"> • Chn plot and plan a journey from their school to Southampton West Quay. • Chn read maps to identify Southampton's key physical and human characteristics. Discuss the children's initial thoughts on how it differs from Winchester. 	<p>tourism in Costa Rica. You thought about this when you studied New York in the Hedgehogs class too.</p>	<p>Isle of Wight, Eastleigh</p>
	 	<p>2 How is the land used in Southampton? Are the people and shops in Southampton the gateway to the world?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will identify the land use in Southampton.</p> <p>Chn identify changes to housing through the city.</p> <p>Chn carry out virtual fieldwork to gather evidence justify the type of settlement in Southampton Central and Eastleigh</p> <p>Chn will evaluate how connected Southampton is to the world.</p> <p>Chn will evaluate the sustainability of Southampton</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the land use in Southampton. What early settlements were there in Southampton? How has land use changed over time? • Chn identify the changes to housing from the outskirts to the city centre. • Chn justify the type of settlement Southampton is using evidence from their map work. • Chn carry out virtual fieldwork to two neighbourhoods to gather evidence about how diverse the areas are in terms of shops and people. • Chn to consider the impact of online shopping on City Centres. What impact has this had on Southampton? What impact could this have on the sustainability of Southampton Centre and Eastleigh? 			
	 	<p>3 How are Southampton docks a gateway to the world?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn locate Southampton in the world.</p> <p>Chn identify and describe the destinations of cruise ships from Southampton.</p> <p>Chn explain the positive and negative impacts of the airport for the people, economy and environment of Southampton.</p> <p>Chn compare the positive and negative impacts of the docks.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn locate Southampton docks on a map of the world and discuss which continents and countries are close by and most likely to be connected to Southampton docks. • Chn look at the destination list and describe the pattern of where cruises sail to using accurate vocabulary. • Chn discuss and explain the positive and negative impacts of the cruise ship industry for the people, economy and environment of Southampton. 			





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		<ul style="list-style-type: none"> • Chn compare the impacts of the Port to the impact of Eastleigh Airport – consider distance to city centre, accessibility, location. What advantages / disadvantages are there to both? 		
		<p>5 How is Southampton Airport a gateway to the world?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn identify and describe the destinations of airplanes from Southampton.</p> <p>Chn explain the positive and negative impacts of the airport for the people, economy and environment of Southampton.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn locate Southampton docks on a map of the world and discuss which continents and countries are connected to Southampton docks. • Chn look at the destination list and describe the pattern of where planes fly to using accurate vocabulary. • Chn discuss and explain the positive and negative impacts of the airport industry for the people, economy and environment of Southampton. • Chn compare the impacts of the Port to the impact of Southampton Airport – consider distance to city centre, accessibility, location. What advantages / disadvantages are there to both? 		
		<p>6 Is Southampton a gateway to the world? Was it a gateway in 1912? (Links to Titanic)</p> <p><u>Knowledge / Skills:</u></p> <p>Chn evaluate their answer to the key question.</p> <p>All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p> <p><u>End Point Teaching:</u></p> <ul style="list-style-type: none"> • Chn select their best evidence to evaluate the key question. • Using their knowledge of the Titanic, children consider whether Southampton was a gateway to the world in 1921. Thinking about invaders to UK, has Southampton always been a gateway? Use locational geographical understanding to explain why (links to lesson 2 and settlement). • Chn to answer the question is Southampton a Gateway to the world and has it always been using geographical locational knowledge and understanding to support their answer. 		
<p>Sum mer Cycle A</p>	<p>Rivers and the Water cycle.</p> <p>End point - Are all rivers are the same as our local river?</p>	 <p>1 Where in the UK is the River Itchen and River Thames and what are they like? What spectacular landforms can we find along a river? <u>INCLUDING SCHOOL VISIT TO LOCAL RIVER</u></p> <p><u>Knowledge / Skills:</u></p> <p>Chn will have knowledge of what the SE of England is like as a region.</p> <p>Chn will describe what a waterfall and predict the journey of water to and from a waterfall</p> <p>Chn understand how people use the river and how these uses have changed over time.</p> <p>Chn visit their local river to see it in real life, match features to the OS map and carry out tests to answer the fieldwork question.</p> <p><u>Teaching:</u></p>	<p>In Hedgehogs Cycle A Summer, you studied different rivers in the UK. You also thought</p>	




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		<ul style="list-style-type: none"> • Chn will locate the River Itchen and River Thames • Chn will plot the course of the rivers and identify and describe the key physical and human characteristics, countries, counties and major cities surrounding the River Itchen and Thames. • Chn understand how people use the river especially near the mouth and how this contributes to the local economy. (Linked to Gateway from previous term) • Chn understand how the uses have changed over time. • Chn predict their answer to the key statement with yes or no and suggested reasons. 	about the impact of Rivers on the Ancient Egyptians in History (last term).
		<p>2 What happens to our local river when the weather changes? What are the processes that cause the river to change shape?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn can identify their local river and know how people use the river. Chn understand how the river changes with the seasons and how this affects people. Chn identify how the river changes from source to mouth. Chn learn key vocabulary and identify it around the school. Chn carry out fieldwork to investigate their school site and the processes that are happening. Chn identify where the processes are happening in the river.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict how the river changes throughout the year with different seasons and weather and how it affects people. • Chn learn erosion, transportation and deposition (use hard and soft biscuits to show how quickly they erode when they get wet, e.g. digestive or cream cracker and a pink wafer or soft cake). • Chn carry out fieldwork to find examples of erosion, transportation and deposition around the school site. • Chn look at videos and images of rivers to identify erosion, transportation and deposition. 	
	 	<p>3 Is our local river the same as the Niagara river? (Could link to the Nile)</p> <p><u>Knowledge / Skills:</u></p> <p>Chn gain knowledge and understanding about the Niagara river in order to compare it to their local river and evaluate how similar the two rivers are.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn identify human and physical features along the journey of the Niagara • Chn compare their local river to the Niagara to identify similarities and differences. 	





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	 	<p>4 Where in the world are waterfalls and how do they form?</p> <p><u>Knowledge / Skills:</u> Chn will use locational vocabulary to describe the location of famous waterfalls around the world. Chn will be confident with the three processes involved in forming a waterfall. Chn will understand the stages involved in forming a waterfall. Chn will carry out fieldwork around school with the fieldwork stages of prediction, data collection, data analysis and conclusion.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn watch the awe and wonder of amazing waterfalls and understand what a waterfall is. Chn identify where the top 10 waterfalls are in the world using six figure grid references and accurate positional vocabulary. • Chn update their prediction and remove or add to their suggested reasons. • Chn identify and understand the processes and stages in the formation of a waterfall looking at High Force Falls on the River Tees. 		
		<p>5 What happens to a waterfall when the weather changes?</p> <p><u>Knowledge / Skills:</u> Chn describe the water cycle. Chn understand the water cycle changes with the weather each season brings so it is a dynamic model. Chn evaluate how changes in weather affect the river and people.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn recap the water cycle and make it a 'live model' by thinking about how it can change, for example when there is a lack of rain and less water in the river and when there is heavy rainfall and flooding. • Chn evaluate how people are affected by the seasonal changes? 		
		<p>6 All rivers are the same as our local river.</p> <p><u>Knowledge / Skills:</u> Chn evaluate their answer to the key statement. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn choose three rivers to include the River Itchen, another UK river and a river in the wider world to compare and contrast. • Chn give their final answer to the key statement. • Chn select their best evidence to evaluate the key statement. 		





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Foxes Cycle B (Yr 5 & 6)	Unit of Work Title	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn Cycle B	<p>Greece – European region</p> <p>AIM: Children to build their knowledge and understanding of Athens n Greece to identify and evaluate the similarities and differences with their local area.</p>		<p>1 Where in the world is Europe and what is it like?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Europe. Chn will use 6 figure grid references and symbols and keys to identify the human and physical features of Europe Chn will describe the pattern across the continent using eight points of a compass</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering Europe. Compare against Equator, Northern Hemisphere, Tropic of Capricorn, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night) • Chn use 6 figure grid reference, symbols and keys to read maps to find out about Europe’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass. 	<p>In Otters you studied another European location, Costa Brava in Spain. You also studied the UK as a holiday destination.</p>	<p>Continent, county, Equator, Europe, Northern Hemisphere , Southern Hemisphere , time zones, Tropic of Cancer. Capricorn, Greenwich / Prime Meridian, time zones, peninsula, coves, plain, Mediterranean, topography, resort</p>
	<p>Key question Is Greece still a top holiday destination choice for the British?</p>	 	<p>2 Where in Europe is Greece and what is it like?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Greece and describe the pattern across the country using the eight points of a compass.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping to locate Greece using key vocabulary including its position within Europe, bordering countries and oceans. • Chn identify the time in Greece compared to the UK. • Chn plot and plan a journey from the UK to Greece, how would you travel? Economic and environmental cost of each mode of travel • Chn read maps to find out about the Greece’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass 	<p>In Otters you learnt about biomes when you studied Peru. You also thought about the biomes of Costa Brava and Democratic Republic of Congo.</p> <p>In Foxes cycle A</p>	




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	 	<p>3 Is the land of Athens and the climate and biome the same as ours?</p> <p><u>Knowledge / Skills:</u> Chn will have knowledge of the human and physical features of Athens and their local area. Chn will use maps and images to compare the similarities and differences between the two places. Chn will have knowledge of the different climates, the changes throughout the year and how this affects people's lives. Chn will think about why the climate and biome is different in the Athens and Hampshire.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict their answer to the key statement with yes or no and suggested reasons. • Chn locate Athens, explain what people will be doing for their local time and identify the human and physical features. • Chn look at physical features of the land, e.g. height, mountains, water, fields • Chn look at the settlement and land use as a result of the physical features. • Chn look at the similarities and differences between Athens and their local area. • Chn find out the weather, climate and biome of Athens and the local area to see if they are similar or different today. • Chn look at the difference in seasons and think about how the biome and human activity changes throughout the year in each place in terms of what activities people do, what jobs people do and what clothes people wear. • Chn think about why the climate is different between both places. Consider UK Summer, July 2022 <p><u>Fieldwork</u> Fieldwork idea – I spy from the sky. Use Google Maps to identify features</p>	<p>Autumn – biome of Nepal</p> <p>Autumn – you looked at use of beaches in Costa Brava and a field trip to a local beach</p>	
	 	<p>4 Is the economy of Athens the same as ours?</p> <p><u>Knowledge / Skills:</u> Chn will know people are employed in their local area and how people spend their money to benefit the local area. Chn will know how Athens makes money and will compare the similarities and differences to their local area.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction and remove or add to their suggested reasons. • Chn identify, describe and explain where they go in the local area to spend money and who benefits. • Chn find out how the local area makes money. • Chn find out how Athens makes money. Consider the impact of the global pandemic and Greek Debt Crisis on the people living in Athens • Chn compare the two locations to identify and evaluate the similarities and differences in how they make money. <p>www.streetcheck.co.uk – check what people in local area do</p>		

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			<p>5-6 End point – Is Greece still a top holiday destination choice for the British?</p> <p>Chn consider physical features, land use and climate to consider traditional reasons for holidaying in Greece but this must be balanced against changing British climate and financial crisis in UK including increasing flight costs. Is there somewhere in England where the British could achieve a similar standard of holiday? Can they consider other destinations ie Costa Brava from Otters Geography.</p> <p>Chn evaluate their answer to the key statement.</p> <p>All evaluations should have evidenced explanations for both sides of the argument before making a final decision.</p> <p>Chn give their final answer to the key statement.</p> <p>Chn select their best evidence to evaluate the key statement.</p>		
<p>Spring Cycle B</p>	<p>British Columbia – North America Study</p> <p>British Columbia is a world away from our local area</p> <p>AIM: Children to build their knowledge and understanding of British Colombia in Canada to identify and evaluate the similarities and differences with their local area.</p> <p>End point – Where would you choose?</p>		<p>1 Where in the world is North America and what is it like?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed accurate knowledge of the location of each continent and ocean.</p> <p>Chn will identify continents and oceans bordering North America.</p> <p>Chn will identify the human and physical features of North America and describe the pattern across the continent using the eight points of a compass.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn identify the continents and oceans bordering North America. • Chn read maps to find out about North America’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass. 	<p>In Hedgehogs, you studied New York in America.</p>	<p><i>Peak, valley, avalanche, base, fault and fold mountains, glaciers, range, Rockies, Coastal Mountains, province, hanging valley, treeline,</i></p>
			<p>2 Where in North America is Canada and what is it like?</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will embed key locational and positional vocabulary.</p> <p>Chn will identify the human and physical features of Canada and describe the pattern across the country using the eight points of a compass.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn locate Canada using key vocabulary including its position within North America, bordering countries and oceans. • Chn identify the time in Canada compared to the UK. • Chn plot and plan a journey from the UK to Canada. • Chn read maps to find out about Canada’s environmental regions, key physical and human characteristics, countries, and major cities. • Chn describe the pattern to features they have identified using the eight points of a compass 	<p>In Otters you studied Peru in South America and looked at Biomes of Peru, Costa Brava and Democratic Republic of Congo.</p>	
			<p>3 The land use and settlement of British Colombia is a world away from ours.</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will have knowledge of the physical and human features in both areas and be able to compare them.</p>	<p>In Foxes cycle A Autumn – biome of Nepal and last term, Greece.</p>	

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		<p>Chn will understand how the settlements are different between the locations.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn predict with reasons. • Chn look at physical and human features and land use of both place • Chn look at the settlement of both places. • Chn look at the similarities and differences between British Colombia and SE Hampshire. 		
		<p>4 The climate of British Colombia is a world away from ours.</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will have knowledge of the different climates, the changes throughout the year and how this affects people’s lives.</p> <p>Chn will think about why the climate is different near the equator compared to Hampshire.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction. • Chn find out the weather of British Colombia and the local area to see if they are similar or different today. • Chn find out the climate of British Colombia and SE Hampshire and make comparisons. • Chn look at the difference in seasons and think about how life changes throughout the year in each place in terms of what activities people do, what jobs people do and what clothes people wear. • Chn think about why the climate is different between both places. 		
		<p>5 The biome of British Colombia is a world away from ours.</p> <p><u>Knowledge / Skills:</u></p> <p>Chn will have knowledge of the location of different biomes and the changes throughout the year linked to the climate.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Chn update their prediction. • Chn find out the biome of British Colombia and SE Hampshire to see if they are similar or different. • Chn look at the difference in seasons and think about how the biome changes throughout the year. • Chn understand how the biome is linked to the climate and the position of both places compared to the equator. 		
		<p>6 End Point Where would you choose?</p> <p><u>Teaching:</u></p> <p>Children to compare a location they are familiar with in the UK against a location in British Colombia and present (in a method of their choice) where they would choose to live and why. Can they convince their peers that their choice is the right one. Or this could be presented in the style of a TV show such as House Hunters where one child tries to ‘sell’ the location and the class choose.</p>		

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Sum
mer
Cycle
B

No geography this term