

Year: 3/4		Subject: Geography		Topic Question/Title: Why do people like to visit the Lake District?		Term - Aut 1		Curriculum - A			
Prior Knowledge Y3s - Know the 4 countries and capital cities of the UK and surrounding seas. Investigate the seaside town of Fleetwood, answering questions ‘where?’ and ‘what’. Know the vocabulary associated with the seaside. Compare Fleetwood with Burnley. Use simple compass directions North, South, East and West and locational and directional language to describe the location of features. Y4s - Name and locate Lancashire, Costa Rica and Devon. Be able to describe key aspects of each area’s climate and/or topography. Be able to explain that farmers sell produce, describe how the produce is moved and explain that it is then sold. Explain what import and export means. Locate a place on an OS map, using the key to help them. Describe where the place is and understand how grid references can help us. Make labelled sketches.						Key Vocabulary Land use, settlement, borough, industry, mountain, lake, tourists, grid reference.			Outcome Advertising brochure.		
Future Learning Use an OS map (digimaps or paper) including the key. Name the rivers of the World. Use the index page in an Atlas. Understand how the water cycle and the river system works. In field work, draw labelled sketches, and sketch maps, make measurements. Use vocabulary associated with rivers. Collect and record evidence (data) to answer questions. Use digital mapping. To locate places and calculate distances. Analyse the evidence, draw conclusions. Understand how water is distributed.						Stimulus Lake District video. First hand experiences (enrichment) Visit to the Lake District.			World of Work Park Ranger		
National Curriculum PoS <u>Locational Knowledge</u> Name and locate the geographical region of the Lake District and its identifying human and physical characteristics, key topographical features, (including hills, coasts and rivers,) cities, and land-use patterns; and understand how some of these aspects have changed over time. <u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <u>Human and Physical Geography</u> Describe and understand key aspects of geography, including mountains, types of settlement, land use and economic activity including trade links. <u>Investigation, Fieldwork and Mapping</u> Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		Key Knowledge Children will investigate land use and settlement in the Lake District. They will identify and find main features. Is the Lake District like Burnley? • Know Lake District is in the NW of the UK. Know where the LD is in relation to Burnley. • Describe the borough of Burnley – In a valley surrounded by hills. Towns, villages (Padiham, Hapton, Worsthorne, Briercliffe and Cliviger) farming (dairy and sheep) and industry (manufacturing, particularly engineering). • Name and locate physical features of the Lake District – Lakes including Lake Windermere (largest lake in England). Mountains including Scafell Pike (highest mountain in England). • Use 4 figure grid references on OS map (Digimaps). • Compare physical features with Burnley (both hilly but LD is mountainous and has lots of valleys and lakes much more countryside) • Name human features of the Lake District including towns, villages and farms (including town of Windermere). • Know many farms are hilly and so farm sheep. • Know many towns and villages have a tourist focus. • Compare human geography of lakes with Burnley (many more people live in Burnley, not much tourism in Burnley, similar farming but much more in LD).				Possible evidence Use maps, photographs, videos and data to ask and answer questions. • What can you see? Think about people, work, buildings and environment. • Where are these places? How do you know? • What are they like? • What would they feel like? • Would you like to go there? Why? Why not? • Who lives there? Who works there? • How could you find out more? • What questions could they ask?					
		Concepts				Possible evidence					
		Scale				Mark out the relative sizes of Burnley and the Lake District. Size of Windermere compared with Burnley. Height of Pendle compared with Scafell Pike. Draw the relative sizes in the playground or on paper.					

Year: 3/4 Subject: Geography PoS: Mediterranean Greece		Topic Question/Title: Would you like to live in Greece?		Term - Aut 2 Curriculum - A	
<u>Prior Knowledge</u> Investigate land use and settlement in the Lake District. Identify and find main features and compare with Burnley. Describe the borough of Burnley – In a valley surrounded by hills. Towns, villages farming and industry. Name and locate physical features of the Lake District. Use 4 figure grid references on OS map. Compare physical features with Burnley. Name human features of the Lake District including towns, villages and farms. Compare human geography of lakes with Burnley.			<u>Key Vocabulary</u> Northern and Southern Hemisphere. Mediterranean climate, settlement, land use, economic activity.		<u>Outcome</u> Explain to another class what Greece is like.
<u>Future Learning</u> Locate the world’s countries, using maps to focus on north America, concentrating on extreme weather. identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn, Antarctic and Arctic Circles. Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the wider world.			<u>Stimulus</u> What can we find in our kitchen cupboard from Greece. <u>First hand experiences (enrichment)</u> Tasting Greek food.		<u>World of Work</u> Travel agent
<u>National Curriculum PoS</u> <u>Locational Knowledge</u> Locate the countries of Europe, using maps (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Human and Physical Geography</u> Describe and understand key aspects of geography, including climate zones, types of settlement, land use and economic activity including trade links. <u>Investigation, Fieldwork and Mapping</u> Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets and town plans	Key Knowledge		Possible evidence		
	Name and locate the countries and capital cities of France, Spain, Greece, Italy, Germany, Russia and the Mediterranean Sea. Identify the positions of the Equator, Northern Hemisphere, Southern Hemisphere. Children will investigate land use, climate and settlement of Mediterranean Greece, comparing it with the borough of Burnley. Use a range of maps.		Use maps, photographs, videos and data to ask and answer questions. • What can you see? Think about people, work, buildings and environment. • Where are these places? How do you know? (Use compass directions, names of countries and continents, use of major lines of latitude) • What are they like? • Who lives there? Who works there? • What is going on? • What is the weather like? • What grows there? • How could you find out more? • What questions could they ask?		
	Concepts		Possible evidence		
Place		• What would they feel like? • Would you like to go there? Why? Why not? • Why are these places like this?			
Interdependence					

Year: 3/4 Subject: Geography PoS: Rivers and the water cycle, distribution of water.	Topic Question/Title: Where does our water come from and where does it go?		Term - Sum 2	Curriculum - A 
Prior Knowledge From Y1/2 - Used basic geographical knowledge to refer to: valley, river, sea, mountain, coast Used world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Used simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Located: River Wyre at Fleetwood. River Brunei at Kampong Ayer. River Thames, Rivers in Cardiff, Belfast and Edinburgh. From Y3 - Located the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Named and located cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time. Used digital/computer mapping to locate countries and describe features studied Used, symbols and key to build their knowledge of the United Kingdom and the wider world.		Key Vocabulary Landscape, fieldwork, sketch, valley, lake, hills, stream, mouth, estuary, flow, river bank, beach, width, depth, downstream, upstream, source, tributary, meander. Water cycle, water vapour, evaporation, condensation, rainfall North West, South West, North East, South East		Outcome Annotated map
Future Learning Year 3 - Describe and understand key aspects of: volcanoes and earthquakes, mountains land use (farming) and economic activity including trade links for food. Year 4 - Use six-figure grid references, to build their knowledge of the United Kingdom and the wider world. Use sketch maps, plans and graphs, and digital technologies in fieldwork. Describe and understand key aspects of: climate zones, biomes and vegetation belts, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and minerals.		Stimulus Video of a river with just the sound. Video showing amazing rivers. First hand experiences (enrichment) Trip down the River Brun		World of Work Water engineer
National Curriculum PoS <u>Locational Knowledge</u> Name and locate countries, rivers and seas of the world, Europe and the UK. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography, including rivers and the water cycle and human geography including the distribution of water. <u>Investigation, Fieldwork and Mapping</u> Use fieldwork to observe, measure, record and present physical features in the local area using a range of methods, including sketches. Use OS maps, including the key and scale bar.	Key Knowledge/ Application of skills /Thinking like a geographer 1. Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ 2. Use an OS map (digimaps or paper) including the key 3. Name the rivers of the World/Europe/UK? Nile, Amazon, Yangtse, Mississippi, Volga, Severn. 4. Use the index page in an Atlas 5. Understand how the water cycle and the river system works. 6. Use maps of more than one scale. 7. In field work, draw labelled sketches, and sketch maps, make measurements. Use vocabulary, <u>Upper course</u> - source, hills, width, depth, downstream, upstream, <u>middle course</u> - tributary, stream, bank, beach, width, depth, meander <u>Lower course</u> , mouth, width, depth, banks, downstream, upstream. Collect and record evidence (data) to answer questions. 8. Use a scale bar to calculate some distances. Use digital mapping. 9. Analyse the evidence, draw conclusions. 10. Understand how water is distributed.		Possible evidence 1. Use the video for the children to speculate on the following questions. What is a river? Ask the children to raise some questions using a question hand. 2. Ask the question – where are our local rivers. Ask the children how could we find out? Find local rivers. Trace the rivers from top to bottom. Are there any other questions the children want to ask? Ask the question, was the map useful? 3. Ask what are the longest rivers in the World/Europe/UK. Ask – How could we find out? 4. Use the index page to look for the different continents with accompanying text boxes. Was the Atlas useful? 5. How does water get into the river? Show understanding of water cycle. Include the words; rain, hills, streams, flow, tributary, river, mouth, sea, evaporation, condensation, clouds. Create model of a river. Why do rivers exist? 6. How is the river different in each part? How wide is it in each part? Ask the children to guess. They could go out in the playground and guess the width. How could we find out? Shall we visit the different parts of a river? Use a large scale and a small scale map to show the 3 different parts of the river we are going to see. 7. Visit to rivers. Does the location look like we imagined? Labelled sketch at each location. Measure the width of the river at each location. 8. Which part of the river did they like the best? Use Digimaps to measure the width of the river at Preston. Was digimaps useful? 9. Use the data to review how wide the river was in each part. Can the children measure out the equivalent width in the playground? Were the measurements useful? 10. How the water is distributed- Saving Water Lesson Plans KS2 Resource PlanBee	
Concepts A sense of place – what is a place like? Scale – how big/long/wide? Interdependence of/and physical processes – water cycle, river processes.				