

Subject Overview Subject: Geography

Please begin every lesson with a geography “mental and oral starter”. This should be an image e.g. a blank UK map, chn should verbally be asked questions relating to the UK map in order to re-cap previous learning from the UK e.g. Y4 Autumn term chn will start to learn UK rivers and mountains, but before they begin they should re-cap Y1 UK countries and Seas, Y2 UK capitals and Y3 can chn recall some UK counties and other cities e.g. Birmingham, Manchester.

By constantly referring back to previous learning chn have the ability to remember and embed learning, before moving on. We are also helping them to make links between objectives.

Year group	Autumn	Spring	Summer
Early Years	Three and four year olds	<p>Mathematics</p> <p>Understanding the World (People, Culture & Communities) (The Natural World)</p>	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Reception	<p>Understanding the World (People, Culture & Communities) (The Natural World)</p>	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos
	ELG	<p>Understanding the World (People, Culture & Communities) (The Natural World)</p>	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
Y1	<p>The UK - <u>Know their address, including postcode.</u> Lesson 1) Ask chn where do they live? (Gain chn’s starting point) Locate Birches Head/Hanley on a map</p>	<p>The UK -<u>Know which the hottest and coldest season is in the UK.</u> Lesson 1) Ask chn what does season mean? What are our seasons? Match pictures to the correct season e.g. leaves falling, snow, flowers growing, beach. Challenge chn to match the season to the months. Ask chn which is the hottest season? Which is the coldest season?</p>	<p>The World -<u>Know where the equator, North Pole and South Pole are on a globe.</u> Lesson 1) Re-cap where do we live? Locate S-o-T/Birches Head/Hanley on Google Maps. Zoom out to display map of UK. Can chn recall the 4 countries in the UK?</p>

Local area walk trip to look at types of houses and services in their local area e.g. church, shops, garage, detached, semi-detached, terraced etc.

Lesson 2) Re-cap where do we live? Look back at map of S-o-T, can chn see other areas that they know? E.g. Fenton? Longton? Tunstall? Zoom in to locate school on google maps, share school's address and postcode. In their books - Chn label school and add to previous lesson's map in their books. Chn record school's address and postcode in their books. After re-capping last lessons local area walk, chn should label Map of Stoke-on-Trent with where they live. Chn could label a simple map with our school, church, shops, garage etc. from their local area walk

Lesson 3) Re-cap where do we live? Look back at the previous map of S-o-T what other areas did we see on the map? What have we labelled on the map? What were the letters and numbers called at the end of the address for school? Give chn their home address on a sticky label. Ask them to copy onto an envelope (link to trip to post office and sending postcard home to themselves/parents) Compare their home address to school's address from last lesson. What is the same? What is different? Explain that every road has a different post code.

The World

-Know and recognise main weather symbols.

Lesson 2) What are weather symbols? When might we use them? Show chn a weather forecast video. Chn match the weather symbol to correct word e.g. rain, snow, sun etc. <https://www.twinkl.co.uk/resource/t-sc-135-new-weather-symbols-activity-sheet>

Differentiate work with types of words e.g. extend HA to use and explain more difficult weather types e.g. sleet, overcast, mist, heavy/light snow. LA chn can be provided with a word bank. Extend HA to complete a weather diary and explain the weather in sentences each day.

Lesson 3) Using a map of UK re-cap the countries in the UK – England, Wales, Scotland, Northern Ireland. Chn use previous lesson's weather symbols and create a forecast map for the UK. Practise saying their forecast out loud to a friend and present at end of lesson to the rest of the class. E.g. In Scotland it is snowy today. In England it is raining etc.

-Know which is N, E, S and W on a compass.

Lesson 4) Show chn a map with a compass rose on. What is the compass rose? What is it used for? Why? Explain that directions are useful to tell people which way to go. Chn learn the rhyme Never Eat Shredded Wheat and label a compass rose.

Lesson 5) Re-cap what is the compass rose called? Can chn recall labeling the 4 points on the compass? Practically using an overhead map, can chn describe a simple route of a Bee Bot? e.g. 4 spaces forward, turn East, 2 spaces forward, turn south etc.

Lesson 6) Re-cap what is the compass rose called? Can chn recall labeling the 4 points on the compass? Can chn recall the rhyme to help them remember? Children practise

Zoom out again to show a world map. Explain Equator, North Pole and South Pole on the map. Then show chn a globe and choose chn to come and find the equator, North and South Poles. Chn label a map in their books with equator and poles.

-Know features of hot and cold places in the world.

Lesson 2) Recap the 4 seasons. What are they? Which is the hottest season? Which is the coldest season? What could we see in each season? E.g. snow, flowers growing, beach, leaves falling etc. Show chn map of world. Re-cap locating equator and poles on the map. Explain that countries close to the equator are hotter and places further away from the equator are colder. On a map of the world chn colour in countries blue or red based on red=hotter closer to the equator, blue = cold further away from equator.

Lesson 3) Re-cap map of the world, re-cap locating equator, poles. Can chn remember where the hot countries are in the world? (e.g. closer to the equator) where are the cold countries in the world? (further away from equator). Chn compare 2 places e.g. Arctic and Jamaica (twinkl Powerpoint) <https://www.twinkl.co.uk/resource/tp-g-013-planit-geography-year-1-wonderful-weather-lesson-5-hot-and-cold-weather-lesson-pack> Chn discuss similarities and differences between the 2 countries. What would I wear in Arctic? What would I wear in Jamaica? Can chn record and cut and stick items to pack suitcases for each country?

Lesson 4) Re-cap map of world. Can chn locate equator, poles. Can chn recall where hot countries are found? Where are cold countries found? Recap and discuss what would I take in my suitcase to a hot country? What would I take in my suitcase to a cold country?

<p>Share some different post codes from the class.</p> <p><u>-Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</u></p> <p>Lesson 4) Which country do we live in? What is the capital? (Gain chn's starting point). Re-cap where do we live? Explain that we live in the City of Stoke-on-Trent, in the town of Hanley. Explain that our country is England. Look at a map of England, can chn see other cities that they recognise? Birmingham, Manchester? London? Do any of the chn have family in other cities in England? Explain that London is the capital of England. (Link to Great Fire of London history topic) On a map of the UK, chn label Stoke-on-Trent and London onto their map. Label London with a star to mark that it is the capital.</p> <p>Lesson 5) Re-cap where do we live? Show chn a UK map, can chn recall cities in the UK? What is the capital of England? Explain that England, Wales, Scotland and Northern Ireland all make up the United Kingdom. Locate them on a map. Enhance chn's learning by sharing details about each country e.g. Scotland's flag, known for shortbread, kilts and bagpipes. (Link to art/D&T making something from that country to help embed)</p>	<p>recording their routes using the compass rose and directions.</p>	<p>Chn record sentences with similarities and differences between images of Arctic and Jamaica using a word bank e.g. ocean, beach mountain, cold, hot, ice, sun, hail, Arctic is very cold with ice and snow. It has oceans covered in icebergs. Jamaica is very hot and sunny. It has sandy beaches and oceans to swim in.</p> <p><u>-Know the main differences between city, town and village.</u></p> <p>Lesson 5) Share story of town mouse and country mouse. Ask chn what is the difference between town and country? Discuss differences in the story. Have the chn ever been to a town? Ever been to the country? What did they see? Explain that places where people live in the countryside are 'villages' these are small with only a few houses, a church, village shop, pub, fields and farms with lots of greenery – forests, woods etc. Explain that towns are much bigger. They have lots of bigger shops, supermarkets, cinema, swimming pools, blocks of flats to save space. Chn sort items between town and country e.g. fields, block of flats, cinema, tractors etc.</p> <p>Lesson 6) Re-cap differences between villages and towns. What might I find in a village? What might I find in a town? Show the chn a map of Stoke-on-Trent. Explain that towns are places we will go shopping e.g. Longton, Fenton, Burslem, Tunstall, Stoke and Hanley. Tell chn that Hanley is the biggest town and is our City Centre. Explain that cities are made up of lots of towns. Stoke-on-Trent is our city with lots of towns. Look at google maps. Find the 6 towns in the city of Stoke-on-Trent. Explain that villages are smaller with green woods or fields around them e.g. Endon, Madeley, Bagnall (on google maps) On a map of S-o-T - Children colour the city in red, colour towns in blue, colour villages green.</p>
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	<p>Lesson 6) Re-cap where do we live? Re-cap map of UK, can chn recall countries in the UK? Use a map to locate 3 seas around the UK and label them onto previous lessons map of UK countries.</p>		
Y2	<p><u>-Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</u> <u>-Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</u> <u>- Know and use the terminologies: left and right; below, next to (Bee Bot)</u></p> <p>Lesson 1) Re-cap year 1 learning by showing chn a map of the UK. Can chn recall the 4 countries in UK? What are they called? Can chn come up to the board and locate them on a map? New learning – chn now learn the capital cities for these 4 countries. On a map chn label the 4 countries and the 4 capitals. Begin to introduce chn to Y2 vocab e.g. <u>mountain, lake, island, valley, river, cliff, forest, beach, city, port, harbour, factory.</u> Show chn images form the 4 countries. Chn match images of the capitals to their location on the map of UK. Extend chn to write sentences using the new key vocab e.g. Cardiff has a port, London is a city with many houses and factories.</p> <p><u>- Explain some of the advantages and disadvantages of living in a city or village.</u></p> <p>Lesson 2) Re-cap learning from year 1 differences between villages and towns.</p>	<p><u>- Know the names of and locate the seven continents of the world.</u> <u>-Know the names of and locate the five oceans of the world.</u></p> <p>Lesson 1) Show the chn a UK map, can chn recall the 4 countries in the UK? Can they recall the capitals? Show the chn a world map, can chn recall the 7 continents and locate them on the board? Can chn recall the 5 oceans and locate them on a world map? Can the chn recall the line in the middle of the map? (Equator) Re-cap continents and oceans from Y2 Autumn term. Remind chn of Toy Story – share PPT about which toys chn play with around the world e.g. Russian Dolls https://www.twinkl.co.uk/resource/t-tp-6124-ks1-toys-and-games-around-the-world-powerpoint Chn cut and stick the images of toys/games and locate the country on the world map. Chn then re-cap and label the continents and oceans on their maps. Can chn write sentences e.g. Ampe is played in Ghana. Ghana is on the continent of Africa. Chn write sentences matching each game to the continent it is played.</p> <p>Lesson 2) Show the chn a UK map, can chn recall the 4 countries in the UK? Can they recall the capitals? Show the chn a world map, can chn recall the 7 continents and locate them on the board? Can chn recall the 5 oceans and locate them on a world map? Can chn recall any games that are played around the world? Can they remember the continents these games</p>	<p><u>-Know the names of and locate the seven continents of the world.</u> <u>- Know the names of and locate the five oceans of the world.</u> <u>- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</u></p> <p>Lesson 1) Introduce a habitat a week e.g. Grasslands. In Science look at animals that live in that habitat e.g. lions, zebras, antelope etc. Show chn a world map, can chn recall the 7 continents and 5 oceans? Can chn locate them on the world map? Model to chn finding grassland habitats around the world. Where would lions and zebras live naturally? In their books chn label grassland habitats around the world. https://www.twinkl.co.uk/resource/t2-g-439-world-map-animal-habitat-display-poster-display-poster https://www.twinkl.co.uk/resource/t-t-20508-animals-and-their-habitats-matching-activity Chn write sentences stating which continents grassland habitats can be found on. Extend chn to write sentences using the key Y2 vocab (mountain, lake, island, valley, river, cliff, forest and beach) to describe the physical features of a grassland habitat e.g. Grassland habitats are open fields with lots of vegetation. They have some hills in the distant, but are mostly flat open fields of grass. Are there any human features of grassland areas? (Re-capping human and physical features).</p> <p>Lesson 2) Introduce chn to a new habitat e.g. Marine habitats. In Science look at animals that live in that habitat e.g. dolphin, crab, whale, octopus, sharks etc. Show chn a world map, can chn recall the 7 continents and 5 oceans? Can chn locate them on the world map?</p>

What might I find in a village? What might I find in a town? (fields, tractor, woods, blocks of flats, cinema, supermarkets).
 Re-cap previous lesson with capital cities in the UK. Now show chn urban and rural photos from the 4 countries.
 Warm up activity - chn sort the country (village) and town pictures into a Venn diagram from the 4 countries in the UK.

New learning - Introduce the chn to human and physical geography.
<https://www.twinkl.co.uk/resource/t-tp-896-ks1-physical-and-human-geography-glossary-powerpoint>
 Ask chn to sort images into human or physical table (adapt link below)
<https://www.twinkl.co.uk/resource/physical-and-human-geography-sorting-activity-t-g-393>

Lesson 3)
 Re-cap what might we find in a village? What might we find in a city?
 Re-cap human and physical features, reminding chn that human features are man-made e.g. buildings, factories, bridges, coastal defences and physical features are natural e.g. valleys, rivers, lakes, beaches etc.
 Display images of villages and cities.
 Discuss with the chn what is good about living in a city? (amenities, lots of things to do) What is bad about living in a city (too many people, traffic, pollution).
 Discuss what is good about living in a village? (clean air, quiet, pretty views)
 What is bad about living in a village? (far

were played on? E.g. Ampe is played in Ghana which is on the continent of Africa.
 New learning – Explain that today we will look at where toys are made around the world. Have a selection of toys for chn to explore. Toys have written on them where they are made. Chn use atlases to find and locate where their selection of toys was made. Chn then cut and stick images of these toys onto a world map and write sentences explaining which continent they were made on e.g. The dinosaur is made in China, this is on the continent of Asia.

-Know the main differences between a place in England and that of a small place in a non-European country. (Africa and Asia - how are children’s lives different)
-Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
Lesson 3) Show the chn a UK map, can chn recall the 4 countries in the UK? Can they recall the capitals?
 Show the chn a world map, can chn recall the 7 continents and locate them on the board?
 Can chn recall the 5 oceans and locate them on a world map?
 Re-cap continents and oceans from Y2 Autumn term.
 New learning – Explain that we are going to look and compare the differences between where we live in UK and the chn who play Ampe in Ghana. Share PPT comparing how children’s lives are different (link to RE to consider how others’ lives are different than ours). Then compare the landscape we live in, compared to the villages in Ghana. Initially look at images and create a class list together of the differences between the 2 areas. Remind chn of human and physical features. Can chn label each difference with human (man-made) and physical (natural).
 Ensure the chn have a word bank with key Y2 vocab on (mountain, lake, island, valley, river, cliff, forest, beach, city, port, harbour, factory).
 In books, ask chn to use the word banks to compare main differences between Ghana and Stoke-on-Trent.

Model to chn finding marine habitats around the world. Where would sharks live naturally? In their books chn label the 5 oceans as a re-cap. Can chn match the animal to its habitat around the world e.g. which ocean would a shark live in? Explain that some animals prefer certain conditions, so even though there are 5 oceans, sharks like warm water and will only live in certain parts of the ocean.
 Chn write sentences stating which ocean each marine animal can be found in. Extend chn to write sentences using the key Y2 vocab (mountain, lake, island, valley, river, cliff, forest and beach) to describe the physical features of a marine habitat e.g. Sharks prefer the open ocean. However, crabs prefer a port or harbour where they can access dry land as well. Crabs can often be seen on beaches. Are there any human features of a marine habitat? (sea wall?)

Lesson 3) Introduce chn to a new habitat e.g. desert habitats.
 In Science look at animals that live in that habitat e.g. camel, lizard, scorpion etc.
 Show chn a world map, can chn recall the 7 continents and 5 oceans? Can chn locate them on the world map?
 Model to chn finding desert habitats around the world. Explain misconception that not all deserts are sandy.
 Definition of a desert is: A **desert** is a barren area of landscape where little precipitation occurs and, consequently, living conditions are hostile for plant and animal life. This includes much of the polar regions where little precipitation occurs and which are sometimes called polar deserts or "cold deserts"
 In their books chn label the 7 continents as a re-cap. Can then label the desert habitats around the world. Chn write sentences stating which continent the deserts can be found on (including polar deserts). Extend chn to write sentences using the key Y2 vocab (mountain, lake, island, valley, river, cliff, forest and beach) to describe the physical features of desert habitat e.g. deserts are dry, open spaces with very little water and so few rivers and

away from amenities, travel further to friends, school shops).
 Chn record in a table the possible reasons good and bad for living in a village or city. Chn should label each sentence as human or physical e.g. amenities cinemas etc (human) good reason for being in the city.
 Villages are scenic to live in (Physical, natural features) Provide a word bank from the Y2 list of vocab e.g. mountain, lake, island, valley, river, cliff, forest, beach, city, port, harbour, factory. At end of lesson where would you prefer to live? Why? E.g. I would prefer to live in a village because it is quieter and prettier views and healthier for me with less pollution. I prefer to live in the countryside because the views of the valley and mountains is very pretty. Discuss that the reasons for living in the city are very human feature related, where as people who live in villages tend to live there for the natural physical features.

-Know the names of and locate the seven continents of the world.
-Know the names of and locate the five oceans of the world.
-Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. (Polar regions)

Lesson 4) Show chn a world map and explain that we are going to learn about famous explorers in history and the journeys they went on, but first we need to locate where they were on their journey.

Lesson 4) RE-cap toys and games that chn play around the world. Remind chn that last lesson we looked and compared Ghana to UK. Explain that today we will compare 2 more areas – Guatemala (where they play with worry dolls) and Philippines (where they play Sungka). Re-cap 7 continents around the world. Locate Guatemala and Philippines on the world map. Chn begin by writing which continent each Country is located on. Then using the key Y2 vocab in a word bank (mountain, lake, island, valley, river, cliff, forest, beach, city, port, harbour, factory) chn describe the differences between Guatemala & UK and between Philippines & UK. Chn should be gaining confidence at describing the physical and human features of areas and comparing their features and differences.

- Know and use the terminologies: left and right; below, next to (Daisy Dinosaur – link to IT)

Lesson 5) In PE, play orienteering. Chn find images of toys and games around the school yards using aerial maps of the school grounds. In Geography that week, chn recall orienteering in their PE lesson and write sentences using the geographical key vocab (left and right; below, next to) describing where they found each image e.g. The rocking horse was found out of the Y2 classroom door, turn left and it was next to the gate and Mrs Farmer’s office. Below the bench.

Lesson 6) Chn repeat orienteering in PE to enable them to practise their skills. Chn should become more confident at using maps and locating the images. Less support should be given in this lesson. In the geography lesson, chn then repeat their descriptions, again with more confidence and less support to show that they are strengthening their skills of describing the locations of the images.

lakes. Polar deserts are cold and icy and often have mountains and ice bergs. Are there human features in a desert habitat?

-Know the names of and locate the seven continents of the world.
- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.
- Explain some of the advantages and disadvantages of living in a city or village.

Lesson 4) Introduce a habitat a week e.g. Rainforest. In Science look at animals that live in that habitat e.g. parrot, gorilla, snake etc. Show chn a world map, can chn recall the 7 continents and 5 oceans? Can chn locate them on the world map? Model to chn finding rainforest habitats around the world. Where would gorillas and parrots live naturally? In their books chn label rainforest habitats around the world.
 Chn write sentences stating which continents rainforest habitats can be found on. Extend chn to write sentences using the key Y2 vocab (mountain, lake, island, valley, river, cliff, forest and beach) to describe the physical features of a rainforest habitat e.g. Rainforests have lots of vegetation. They tend to be very wet and have rivers and lakes. They have huge forests. Do rainforests have human features?

Lesson 5) Ask chn how our environment and the habitats we have looked at are changing. Discuss pollution, greenhouse gases. Show chn images of marine habitats with no life after dredging. Show chn images of the polar habitats with ice melting, rainforests after deforestation. Ask chn to use the key Y2 vocab (mountain, lake, island, valley, river, cliff, forest and beach) to describe a before and after picture of each habitat. Ask chn to explain the disadvantages of the effects on the environment.

Tell the chn that there are 7 continents in the world. What continent do we live on? Have chn any prior knowledge of continents?

<https://www.twinkl.co.uk/resource/au-g-47-continents-of-the-world-powerpoint>

Give chn a word bank of the continents, find and locate on a map on the board each continent with the class. Chn then label their own maps with the continents. Chn explain with a sentence which continent they live on? Have chn ever visited on holiday, any other continents?

Tell the chn that Ranulph Fiennes was exploring the Arctic, can chn locate that on a world map?

Explain that Henry Walter Bates journeyed to the Amazon rainforest. Can chn locate the Amazon on a world map?

Chn write sentences explaining which continent both explorers completed their journeys on.

Lesson 5)

Show chn a world map and re-cap naming and locating the 7 continents. Can chn locate the Arctic and Amazon on the world map?

New learning – name and locate the 5 oceans of the world with the class.

<https://www.twinkl.co.uk/resource/tp-5976-oceans-of-the-world-facts-powerpoint> Complete verbally on the board, locating together, then chn complete maps in their books labelling the oceans.

Lesson 6) Discuss with chn what causes the damage to the environment that we discussed previous lesson. Discuss changes we can make to help to support the environment e.g. Reduce, reuse, recycle. After sharing PPT with chn, chn then make posters using recycling materials e.g. scraps of paper to try and tell people how they can help the environment and show them the damage that is being caused.

	<p>Show chn images of the Arctic and Amazon, ask chn to use the word bank of Y2 vocab words (<u>mountain, lake, island, valley, river, cliff, forest, beach, city, port, harbour, factory</u>) to describe and compare the two areas. Look at advantages and disadvantages of living in both areas on the board by creating a pro and cons list. In their books can chn write sentences describing where they would refer to live and why?</p> <p>Can chn re-cap human and physical geography and identify human and physical features in Arctic and rainforest</p>		
Y3	<p>The UK <u>-Know and name the eight points of a compass.</u> Lesson 1) Show chn a blank map of the World with a compass rose on. Ask chn to recall the 7 continents. Can chn re-cap Year 2 learning and locate the continents? Can chn recall Year 2 learning and recall the 5 oceans? Choose chn to come to the board and locate the 5 oceans. New learning – Point out the compass rose to the class. Do chn know what this is? What is it called? What do the letters stand for? Establish the chn’s prior knowledge before teaching them, first the 4 point rose with a rhyme e.g. Never Eat Shredded Wheat – North, East, South, West. Then model to chn how to combine 2 of the points to label the eight point compass rose. Explain that North and South are more prominent and so NE, SE – never ES SW, NW.</p>	<p>Europe <u>-Use maps to locate European countries and capitals</u> Lesson 1) Show the chn a blank world map. Can chn recall Y2 learning and name the 7 continents in the world? Choose chn to come up to the board and ask them to locate the 7 continents? Can chn recall Y2 learning and recall the 5 oceans of the world? Choose chn to come to the board and locate the 5 oceans. Can chn recall the line in the middle of the map? (Equator) What does it mean if a country is close to the equator, or further away from the equator? New learning – Explain that we are going to look closer at the continent of Europe. Before displaying a map, can chn name any countries or cities in Europe? Have they ever been to Europe on holiday? Do chn know that UK is in Europe? Explain that they already know 4 countries in Europe because UK is on the continent of Europe. (May be worth mentioning to chn that UK is no longer in the European Union. However, our country is still located on the continent of Europe. We can’t move our location. Show chn a map of Europe. Can chn recognise any places they might have visited on holiday? If people have visited</p>	<p>The World <u>-Know the names of four countries from the southern and four from the northern hemisphere.</u> Lesson 1) Show chn a blank map of the World. Can chn recall Y2 learning and name the 7 continents? Choose chn to come to the board and locate the 7 continents. Can chn recall Y2 learning and recall the 5 oceans of the world? Choose chn to come to the board and locate the 5 oceans. Can chn recall the line in the middle of the map? (Equator) What does it mean if a country is close to the equator, or further away from the equator? Show chn a blank compass rose and ask chn to recall the points. Show chn a world map with a compass rose on the map. New learning – Explain to chn that any country or continent above the equator is in the Northern hemisphere. Point out North on the compass rose. Explain that any country below the equator is in the southern hemisphere. Point out South on the compass rose. Using a completed world map with several countries on, give chn a blank world map and ask them to label 4 countries from the Northern hemisphere, and 4 countries from the southern hemisphere.</p>

In books chn label a blank 8 point compass rose demonstrating what they have learned.

Lesson 2) Show chn a blank map of the World with a compass rose on. Ask chn to recall the 7 continents. Can chn re-cap Year 2 learning and locate the continents?

Can chn recall Year 2 learning and recall the 5 oceans? Choose chn to come to the board and locate the 5 oceans. Re-cap last lesson and ask chn to label a blank eight point compass rose. Can chn recall all of the points, remembering that North and South are more prominent than East and West e.g. NE, SE

Chn to complete an activity using a compass rose. This could be orienteering around the school grounds or activities such as:

<https://www.twinkl.co.uk/resource/t2-m-911-compass-directions-worksheet>

-Use maps to locate counties and cities in England

Lesson 3) Show chn a map of the UK. Can chn recall Y1 learning and name the 4 countries in the UK? (England, Scotland, Wales and Northern Ireland) Can chn recall Y2 learning and name the capitals of these countries? (London, Edinburgh, Cardiff, Belfast) Choose chn to come up to the board, with a star in each location, can chn correctly locate and label the capitals on the UK map?

France on holiday, where did they go within France? Do chn know the capital of France? Repeat for Spain? Italy? Re-cap the skill of using a completed map to help them fill in a blank map. Chn to then use a completed map to label their own blank map of Europe. Chn should label their chosen countries in Europe, and label the capitals e.g. France/Paris, Spain/Madrid, Italy/Rome. Chn could label capitals in red to make it obvious they know the difference between countries and capital cities.

-Know the names of and locate at least eight European countries.

Lesson 2) Show chn a blank world map. Can chn recall Y2 learning and name the 7 continents in the world? Choose chn to come up to the board and ask them to locate the 7 continents?

Can chn recall Y2 learning and recall the 5 oceans of the world? Choose chn to come to the board and locate the 5 oceans.

Re-cap last lesson – can chn recall the names of any countries in Europe? Can they recall that UK is on the continent of Europe? Can chn recall the names of any capital cities in Europe?

In this lesson chn should become more independent in locating and naming at least 8 European countries on a blank European map. Chn should become more independent and less reliant on locating the counties on the completed map. e.g. Italy, Germany, France, Spain, Belgium, Greece, Switzerland, Portugal. Extend chn to match famous landmarks, or famous food to the correct European country e.g. Eiffel Tower – France, Real Madrid football – Spain, or Sangria, Baguettes, Sausages etc.

<https://www.twinkl.co.uk/resource/cfe2-t-2545534-european-landmark-card-game>

-Know and name the eight points of a compass.

At the end of the lesson show chn images from countries close to the equator and far away in both hemispheres e.g. Norway and Tunisia, New Zealand and Peru. Discuss that southern and northern hemispheres have a wide variety of climates depending on how close to the equator.

-Label the different parts of a volcano.

Lesson 2) Using this pack as a guide:

<https://www.twinkl.co.uk/resource/tp2-g-009-planit-geography-year-3-extreme-earth-unit-pack>

Begin by asking chn what is a volcano? Establish chn's prior knowledge. Do chn know what a volcano is made from? What does it do? What causes it to erupt? Do all volcanoes erupt?

Explain that first we need to know what is underneath the ground. Share PPT lesson 1 – Under our feet. Discuss the images explaining how the ground is split up beneath our feet.

Then share PPT lesson 2 – Volcanoes. Share slides about how the volcano is formed and why it erupts. Explain tectonic plates moving.

In their books – chn label parts of a volcano.

- Identify where volcanos are located in the world using maps.

Lesson 3) Ask chn to recall previous lesson. What causes volcanoes to erupt? Remind chn of the crust/mantle under the ground. Remind chn of tectonic plates moving. Remind chn of the parts of a volcano. Can chn label the blank volcano image on the IWB? Share Lesson PPT 3 – More Volcanoes from the twinkl link above. Explain that most volcanoes are located around the Pacific ring of Fire. Using Atlases, can chn locate the Pacific ocean? Discuss with the chn the countries around the edge.

In their books – give chn a world map, can chn recall Y2 learning and label the 5 oceans. Can chn use a completed world map to label countries around the Pacific ocean.

New learning - Explain that London is the capital city of England. Ask chn if they know the names of any other cities? Remind chn of Yr 1 village is small, town is like Longton and cities are larger e.g. S-o-T.
Have chn ever been shopping in a big city? (Think local to S-o-T at first because chn might have visited these) e.g. Manchester, Birmingham, Liverpool?
(Bristol, Newcastle-upon-Tyne and Cambridge are next listed on Google due to large populations, but you could choose different cities if they link to your mini topic, or particular interests.)
Teach chn the new skill of using a complete map to fill in a blank UK map. Chn choose at least 6 cities to label on their blank map. Higher ability chn could label more UK cities.

Lesson 4) Re-cap Y1 learning of village, town, city. Can chn remember which is smallest? Largest? Can chn give examples of a town where they live? (e.g. Longton, Fenton) Which city do we live in? (S-o-T)
Show chn a UK map, can chn recall the 4 countries in the UK? (Y1 learning)
Can chn recall the capital city of England?
Can chn recall the names of at least 6 cities in England from last lesson?
Choose chn to come to the board, can chn locate these cities on the UK map? If not, can chn use a complete UK map to help support them in locating the cities.

-Use maps to locate European countries and capitals
Lesson 3) Show the chn a blank compass rose. Can chn recall the eight points and label a blank compass rose in their books?
Can chn recall all of the points, remembering that North and South are more prominent than East and West e.g. NE, SE
Chn to complete an activity using a compass rose and a completed map of European countries.
Adapt a map of Europe and use questions such as the activity below, but ensure that chn are practising using European countries
e.g. Start at UK, Move 3 squares SE. Which European country are you in now?
<https://www.twinkl.co.uk/resource/t2-m-911-compass-directions-worksheet>

- Know at least five differences between living in the UK and a Mediterranean country.
<https://www.twinkl.co.uk/search?term=mediterranean+countrries>
Lesson 4) Show chn a blank world map. Can chn recall Y2 learning and name the 7 continents in the world? Choose chn to come up to the board and ask them to locate the 7 continents?
Can chn recall Y2 learning and recall the 5 oceans of the world? Choose chn to come to the board and locate the 5 oceans.
Re-cap Y3 learning – can chn recall the names of any countries in Europe? Can they recall that UK is on the continent of Europe? Can chn recall the names of any capital cities in Europe?
New learning – Tell the chn that we are going to compare a Mediterranean country to the UK. By zooming in on google, find and locate the Mediterranean sea. Discuss all of the countries around the Mediterranean Sea and explain that these are known as Mediterranean countries because of their location around the Mediterranean Sea. Which continent are the Mediterranean countries on?

Chn could have access to iPads or laptops to research the most recent volcanic eruptions and label them on the world map.
https://volcano.si.edu/gvp_currenteruptions.cfm
Explain that MOST volcanoes are located around the Pacific Ocean, However, not all of them are. Tell chn about Icelandic eruption causing huge ash cloud and disruptions to aeroplane. (The **2010 eruptions of Eyjafjallajökull** were volcanic events at [Eyjafjallajökull](https://volcano.si.edu/gvp_currenteruptions.cfm) in [Iceland](https://volcano.si.edu/gvp_currenteruptions.cfm) which, although relatively small for volcanic eruptions, caused [enormous disruption to air travel](https://volcano.si.edu/gvp_currenteruptions.cfm) across western and northern Europe over an initial period of six days in April 2010.)
Chn could use the iPads and the map on the link: https://volcano.si.edu/gvp_currenteruptions.cfm to help them label their own blank map of regions affected by volcanoes.

Lesson 4) Begin by asking chn what they can recall about volcanoes? What causes them to erupt? Where are they located?
Share the rest of PPT lesson 3 – ‘More volcanoes’ from the twinkl link. Explain that not all volcanoes are active. Discuss dormant, active and extinct.
Share the images of the extinct volcanoes in the UK. Are chn surprised to learn that we have volcanoes in UK? Explain that some people choose to live in regions affected by volcanoes. Why would they want to do this? Share for and against reasons for living in Volcanic regions with the chn. Debate. Chn practise speaking and listening reasons for and against living in volcano area.

-Know what causes an earthquake.
Lesson 5) Remind chn of volcanoes last lesson. What causes volcanoes?
Explain that the same tectonic plates cause earthquakes. Explain earthquakes occur when the plates rub together. Explain that sometimes a volcanic eruption may have an earthquake as well. Discuss measuring the strength of

New learning – Explain that today we will be learning about counties. Explain the definition of a county e.g. A **county** is a geographical region of a country used for administrative or other purposes. Explain that within this county there will be several towns, villages. Ask chn if they know which county we live in? (Establish chn’s prior learning first). Do chn know the names of any other counties? Have they got relatives and seen their address labels? Using map of counties e.g. (image below)



Discuss with the chn any they recognise? Look at the abbreviations, what is “staffs”? Point out that a lot of counties end in “shire” e.g. Cheshire, Staffordshire, Gloucestershire Then look at some counties that don’t e.g. Somerset, Cornwall, Devon. Give chn a blank map of counties e.g. image below

Have chn visited any of these countries on holiday? What was it like there? Weather? Scenery? What did it look like? Establish chn’s prior knowledge.

In their books chn to have a blank map of the Mediterranean countries. Chn use a completed map to fill in their blank one. Building on their map skills. Chn should build on the European/ Mediterranean countries they already know e.g. France, Spain, Italy end add to these – Morocco, Algeria, Tunisia, Libya, Egypt, Syria, Turkey

Lesson 5) Show chn a blank map of the Mediterranean Sea. Can chn remember any names of the Mediterranean countries? Can chn come to the board and locate any on the map?

Remind chn that we will be comparing a Mediterranean country to the UK.

Show the chn a map of UK. Can chn recall previous learning?

- Can they name& locate 4 countries in UK? (Y1)
- Can they name& locate 4 capital cities in UK? (Y2)
- Can they name& locate 8 counties in Eng? (Y3 Aut)
- Can they name& locate 6 cities in England? (Y3 Aut)

With the chn choose a Mediterranean country. This could be linked to a mini topic in another subject e.g.

The **countries** surrounding the **Mediterranean** in clockwise order are Spain, France, Monaco, Italy, Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Turkey, Syria, Lebanon, Israel, Egypt, Libya, Tunisia, Algeria, and Morocco.

Display on the board images of the chosen Mediterranean country and compare to images of UK. Re-cap human and physical features from Y2 learning e.g. human – manmade, physical natural features. In various Mediterranean countries look at the physical features (landscape, how the ground has been formed (not human made features).

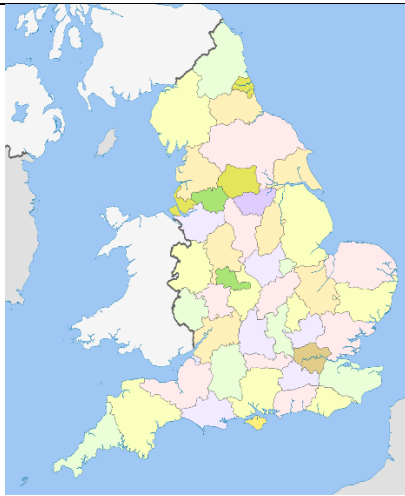
Earthquakes using the Richter scale. Discuss how to react in an earthquake.

Explain that we have had earthquakes in this country, but only small earthquakes. Some that we can’t even feel. In their books, chn write sentences explaining how earthquakes occur. How do tectonic plates move?

-Identify regions affected by an earthquake using a map
Lesson 6) Re-cap what causes Earthquakes? What are tectonic plates? Using the rest of PPT Lesson 4 – ‘Earthquakes’ Look at the location of earthquakes around the world.

On the map re-cap the 7 continents and 5 oceans. On which continents do you think more Earthquakes occur? Are Earthquakes in the same location as Volcanoes? Explain to the chn that earthquakes are located where 2 tectonic plates meet.

Chn use a completed world map, to label places where earthquakes occur on their blank world map. (It might be helpful to give the chn a blank world map, but with the tectonic plates on). Chn to also label 7 continents and then write sentences explaining where the majority of earthquakes occur.



Can chn draw a line from at least 8 counties and correctly label them? Teach chn the skill of using a map of counties to support and match the locations e.g. top county close to Scotland, same place on the completed map is ... Northumberland. Chn use a completed counties map to fill in at least 8 counties of their choice on their blank map.

-Know the names of and locate at least eight counties and at least six cities in England.

Lesson 5) Show chn a map of UK. Can chn recall 4 countries in UK? (Y1 learning)
Can chn recall the 4 capital cities?(Y2 learning)

Can chn recall the names of any counties in England? Can chn become more independent in locating at least 8 counties. Chn should become more independent and less reliant on locating the counties on the completed map.

Remind chn of physical and human lesson from Y2.
<https://www.twinkl.co.uk/resource/t-tp-896-ks1-physical-and-human-geography-glossary-powerpoint>

Use the lower Key Stage word vocab list for Y3. Provide chn with a word bank from that list, LA chn may need some Y2 vocab e.g. coast, port, harbour.
Other chn can use Y3 vocab list e.g. Settlement, community, landscape, industry, office, valley, allotment, coastal.

Discuss and model sentences describing the physical differences of the images. Encourage chn to write using the word bank.

Lesson 6) Show chn a blank map of the Mediterranean Sea. Can chn remember any names of the Mediterranean countries? Can chn come to the board and locate any on the map?

Remind chn that we are comparing a Mediterranean country to the UK.
Can chn recall what human and physical means? Re-cap with the chn the Y2 learning e.g. human features are man-made, physical features are natural.
Remind chn that last lesson they looked specifically at the physical features of the Mediterranean country and the UK.

New learning – show chn human features from both countries e.g. house structures, shops, industry, factories, man-made bridges, coastal defences etc.

Use the lower Key Stage word vocab list for Y3. Provide chn with a word bank from that list e.g. Settlement, community, landscape, industry, office, valley, allotment, coastal.

Discuss and model sentences describing the human differences of the images. Encourage chn to write using the word bank.

	<p>Can chn recall the names of at least 6 cities in UK? As a kind of assessment piece – give chn a map of the UK and ask them to fill in as much as they can remember. Guide the chn to:</p> <ol style="list-style-type: none"> 1) Fill in the 4 countries 2) Fill in the 4 capital cities 3) Fill in 8 counties in England 4) Fill in 6 cities in England 		
Y4	<p>The UK <u>-Know, name and locate the main rivers in the UK.</u> Lesson 1) Show the chn a map of the UK. Recap the 4 countries in the UK (Y1 learning). Re-cap the 4 capital cities of the UK (Y2 learning) Ask chn to come to the board and locate the countries and capital cities on the IWB. Can chn recall 8 counties in England and locate them on the map? (Y3 learning) Can chn recall at least 6 cities in England and locate them on the map e.g. S-o-T, Birmingham, Manchester, Newcastle-upon-Tyne, Cambridge and Bristol (the biggest cities by population) (Y3 Learning). In their books, chn to label previous learning on a blank map of the UK to demonstrate how much knowledge they have retained from previous years. New learning – Look at a completed map of the UK. What are these blue, wavy lines? Together look at the rivers on the map of the UK. https://www.twinkl.co.uk/resource/t2-g-538-uk-seas-and-rivers</p>	<p>The World <u>-Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</u> <u>-Know what is meant by the term ‘tropics’.</u> <u>-Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</u> Lesson 1) Show the chn a world map. Re-cap 7 continents and 5 oceans (Y2 learning) Ask chn what the line is in the middle of the map – can chn recall Equator from Y1? If a country is close to the equator what kind of climate will they have? If a country is further away from the equator what kind of climate will they have? (re-capping Y1) New learning – point to the tropic lines on the world map and ask chn what they are? Establish the chn’s prior knowledge. https://www.twinkl.co.uk/resource/tp2-g-022-planit-geography-year-4-all-around-the-world-unit-pack Tell the chn that before we learn about these lines called the tropics, we need to know what all the other lines are on the globe. Share lesson 2 PPT ‘Over and around’ and lesson 3 PPT ‘Top and Bottom’ to explain lines of longitude and latitude to the chn. In their books – chn should label a blank world map with 7 continents, 5 oceans, label equator (re-capping previous learning)</p>	<p>Lesson 1) Before Starting Y4 Summer – as a warm up activity - Display an image of a Volcano. Can chn recall the parts of a volcano? (Use Y3 word vocab list) Can chn recall how Volcanoes are formed? What makes an eruption? Where are most Volcanoes located? Remind chn of Y3 learning – tectonic plates, Pacific Ring of Fire – Volcanoes and Earthquakes are located around the Pacific Ring of Fire because that’s where the tectonic plate boundaries are. Show image of Pacific Ring of Fire to remind chn. Discuss Richter Scale. Discuss dormant, active and extinct. <u>-Explain the features of a water cycle.</u> https://www.twinkl.co.uk/resource/tp2-g-010-planit-geography-year-4-water-unit-pack Lesson 1) Before chn can learn about formation of rivers, they need to understand the water cycle (link to Science). Teach chn the water cycle. https://www.twinkl.co.uk/resource/tp2-g-014-planit-geography-year-4-water-lesson-2-the-water-cycle-lesson-pack Chn label the water cycle diagram and write sentences underneath to show they understand the different stages. Give chn a word bank from the list of Year 4 geographical vocab e.g. warm, humid, condensation, evaporation, precipitation.</p>

<p>Explain that every river has a source (where the river begins) and a mouth (where the river ends). Explain that rivers flow out to sea. Re-cap the seas/ocean that surround the UK (Y1 learning) Using a map of UK rivers, chn label the rivers and state which sea/ocean they flow into (twinkl link above could be adapted).</p> <p><u>-Know where the main mountain regions are in the UK.</u> Lesson 2) Show the chn a map of the UK. Recap the 4 countries in the UK and the surrounding seas of the UK? (Y1 learning). Re-cap the 4 capital cities of the UK (Y2 learning) Ask chn to come to the board and locate the countries and capital cities on the IWB. Can chn recall 8 counties in England and locate them on the map? (Y3 learning) Can chn recall at least 6 cities in England and locate them on the map (Y3 learning) Re-cap last lesson, can chn recall the names of rivers in the UK? Can they locate any? What sea/ocean do they flow out to? New Learning – Share PPT on mountains. Explain the topographical map shows the height of the mountains. Discuss the tallest mountain ranges in the UK – The 3 peaks (Snowdon, Ben Nevis and Scafell Pike) https://www.twinkl.co.uk/resource/tp2-g-126-planit-geography-year-3-the-uk-</p>	<p>New learning- name the horizontal and vertical lines as longitude and latitude on their map.</p> <p>Lesson 2) Show chn a world map. RE-cap continents, oceans (Y2). RE-cap equator (Y1) Re-cap last lesson what are these vertical and horizontal lines on the globe called? (Remind chn that they are lines of longitude and latitude) New learning - Point out the tropic lines on the map to the chn. Share lesson 4 PPT ‘In the tropics’ in the twinkl pack above. Explain that the tropics are lines of latitude. Discuss with the chn the climates of countries between the two tropics and climates of countries above or below the tropics. Can chn recall the Y1 learning of places closer to the equator are hotter (coloured red, further away from equator coloured blue. Explain that countries between the tropics are hot countries.</p> <p>In their books – chn should label the world map with the equator, tropic of cancer, tropic of Capricorn. Chn should write sentences explaining the difference in climates between the two tropics and climates of countries above or below the tropics. Using Lesson 5 PPT ‘on the line’ discuss with the chn the Greenwich Meridian. Ask chn to label this on their world map. Use Lesson 6 PPT ‘All the time in the world’ to discuss time zones with the chn based on Greenwich meantime.</p> <p>Lesson 3) Re-cap previous learning on a world map – continents, oceans, equator, tropic of cancer, Capricorn, lines of longitude and latitude. New learning – Share the rest of lesson 4 PPT ‘In the tropics’ with the class. Discuss the difference in weather and climate with chn e.g. https://www.twinkl.co.uk/resource/t3-g-174-what-is-weather-lesson-pack weather - The conditions of the atmosphere, such as temperature and presence of rain and clouds. Weather changes daily.</p>	<p><u>-Know and label the main features of a river.</u> https://www.twinkl.co.uk/resource/tp2-g-060-planit-geography-year-6-raging-rivers-unit-pack Lesson 2) Use Lesson 3 PPT ‘Features of a River’ (in the twinkl Raging Rivers pack above) to describe to the chn the features of a river. Can chn recall Y4 Autumn term learning about UK rivers. What is the start of the river called? What is the end of the river called? RE-cap source and mouth of river.</p> <p>Lesson 3) Show chn an image of the water cycle – can chn describe each stage of the water cycle and describe where rivers come from. Show chn the image of the features of a river from last lesson. Children take part in a river study</p> <p><u>-Know the name of and locate a number of the world’s longest rivers.</u> Lesson 4) Re-cap previous learning – Show chn an image of the water cycle – can chn describe each stage of the water cycle and describe where rivers come from. Show chn the image of the features of a river from last lesson. Can chn describe the stages of the river e.g. Upper course, middle course and lower course. Show chn an image of an ox-bow lake – can chn recall why a river isn’t straight? Remind them of erosion and deposition. New Learning – Tell chn that we are going to locate some of the world’s longest rivers. Chn to use iPads or laptops to research the longest rivers in the world. Chn complete a table in their book with the name of the river and the total length of the river e.g. Amazon, Congo, Ganges, Indus, Loire, Mississippi, Murray, Nile, Ob, Yangtze, Yellow, Mekong</p>
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[lesson-4-hills-and-mountains-lesson-pack](#)

Using atlases and perhaps iPads for a topographical map, chn to use a completed map to fill in their blank UK map with the mountain ranges of the UK.

Can chn recall previous learning and add onto their map - the capital cities, surrounding seas/oceans, other cities they know.

-Know how to plan a journey within the UK, using a road map.

Lesson 3)

Re-cap learning from Y4 Aut term on UK mountains. What is a topographical map? Re-cap that it shows the height of the mountains. Re-cap the tallest mountain ranges in the UK – The 3 peaks (Snowdon, Ben Nevis and Scafell Pike)

<https://www.twinkl.co.uk/resource/tp2-g-126-planit-geography-year-3-the-uk-lesson-4-hills-and-mountains-lesson-pack>

New learning - Share lesson 1 PPT 'Mountain Ranges' with the class.

<https://www.twinkl.co.uk/resource/tp2-g-032-planit-geography-year-5-magnificent-mountains-unit-pack>

Show the chn a world map, can chn recall the continents, oceans, equator, tropic of cancer, Capricorn?

Ask chn what makes a mountain? Share heights for a mountain and not a hill.

Ask chn if they know the highest mountain? Establish chn's prior

climate - The average weather conditions of a location over a long period of time. The UK has a temperate climate: warm summers, mild winters and some rainfall all year.

Using lesson PPT 4 'In the tropics' compare the UK weather to the weather in the tropics.

In their books - chn should label their world map with tropic of cancer and Capricorn.

RE-cap Y1 learning of weather symbols. Chn prepare a weather report in pairs to compare the weather of the UK to that of countries in the tropics. Chn record their weather report in their books. LA chn could use weather symbols on a map and they talk about their map. HA chn should record notes on what they will say for their forecast.

Lesson 4) Re-cap previous learning on a world map - continents, oceans, equator, tropic of cancer, Capricorn, lines of longitude and latitude.

Re-cap previous lessons weather reports based on the weather in the tropics. Chn should practise their weather report in pairs (link to speaking and listening). Chn should give their reports to the rest of the class, ensuring they are discussing tropics of cancer and Capricorn and discussing differences in weather there.

-Know the names of and locate at least eight major capital cities across the world.

Lesson 5) Re-cap on a world map - continents, oceans, equator, tropic of cancer, Capricorn, lines of longitude and latitude.

Remind the chn that in Y3 they learned the names and located of 4 countries in the northern hemisphere and 4 countries in the southern hemisphere. Can chn recall the countries they labelled? (Re-cap Y3)

Remind chn that in y3 they also looked at the names and located 8 countries in Europe and around the

Then using iPads and atlases children should use a completed world map, locate the named river e.g. Amazon and then record on their blank map where the amazon river is located.

Chn should write sentences after the table stating which continent each river is on e.g. re-capping Y2 learning.

-Know why most cities are located by a river.

Lesson 5 and 6) Re-cap previous learning –

Show chn an image of the water cycle – can chn describe each stage of the water cycle and describe where rivers come from.

Show chn the image of the features of a river from last lesson. Can chn describe the stages of the river e.g.

Upper course, middle course and lower course.

Show chn an image of an ox-bow lake – can chn recall why a river isn't straight? Remind them of erosion and deposition.

Revisit a world map showing the longest rivers marked on. Revisit a map of UK with rivers marked on (Y4 Aut). Point out to the chn that a lot of cities are located by a river.

Ask chn why do you think cities are located next to a river? Establish chn's prior knowledge.

Share the website below with the chn:

<https://www.oddizzi.com/teachers/explore-the-world/physical-features/rivers/uses-of-a-river-2/>

Discuss the sections on the main page and the reasons why people and therefore cities are located next to rivers e.g. water for survival, water for crops to grow, hydroelectric power, transport for cities where the road network is not good etc.

Chn could have iPads or laptops to research why cities are located near rivers.

Chn should present their information in some way e.g. link to computing (chn could create powerpoint and give a presentation of their research, or chn could create an information poster, or an information leaflet.

knowledge. Then tell chn that they are going to research and label a world map with some of the tallest mountains in the world.

Using atlases and perhaps iPads for a topographical map, chn to use a completed map to fill in their blank world map with the tallest mountain ranges.

Can chn recall previous learning and add onto their map - the countries they have learned from around the world, surrounding seas/oceans, other capital cities they have learned.

****It would be useful to cover 4 figure grid references in maths before this lesson****
(Y6 cover 6 figure grid references)

Lesson 4) RE-cap with the chn how to use an atlas. Give chn 2 locations to find in their atlas with their partner to check that chn can use the page numbers in the index and square numbers.

Re-cap compass points (Y3 learning) by sharing Lesson 3 PPT 'Compass Points' Ask chn to give directions to their partner on slide 8. Chn practise using the compass points to describe which way to go.

It would be useful to cover 4 figure grid references in Maths.

Then work through Lesson 5 PPT 'Planning a route' with the chn. Chn should practise describing a route like the example modelled on the powerpoint e.g.

Start at 33,45. Then travel SW to 31, 41.

Mediterranean Sea. Can chn remember the countries they labelled? (Re-cap Y3 learning)

In their books – on a blank world map chn should try to label the countries they have previously learned (ask Y3 teacher or look in Y3 geography books). Chn should then use completed world maps to correctly label the countries in Europe and 4 from northern hemisphere and 4 from southern hemisphere. Chn should then use

<https://www.worlddata.info/capital-cities.php>

On iPads to label the capitals of the countries they learned previously in Y3.

Lesson 6) Re-cap on a world map - continents, oceans, equator, tropic of cancer, Capricorn, lines of longitude and latitude.

RE-cap last lesson learning and labelling capital cities from Europe and 4 from northern hemisphere and 4 from southern hemisphere.

New learning – Tell the chn that today we are going to learn capital cities across the world.

Choose countries from continents other than Europe as the chn covered this in Y3 and previous lesson, you could choose the capitals of countries from other subjects mini-topics.

<https://www.worlddata.info/capital-cities.php>

This website has capital cities grouped by continent. Try to choose capital cities from each continent except Europe e.g. Mexico, Mexico City/ Argentina, Buenos Aires/ China, Beijing/ India, New Delhi/Australia, Canberra/New Zealand, Wellington/ Egypt, Cairo/ Kenya, Nairobi/ Chn should use completed world maps to label their blank world maps. Chn could use iPads or laptops and the link above and choose their own capitals to label from each continent.

In their books - Give chn a photocopy of a map, perhaps an OS map of S-o-T? Chn practise writing a route based on the example modelled and their partner can follow the route to check that they both end in the same location.

Lesson 5) Re-cap with the chn using an atlas to find a particular city. Then re-cap teacher gives a route to follow using 4 figure grid references and compass points, can the chn follow the teacher's route and all finish in the same location on the map?

New learning – Remind chn that we are still trying to plan a route for if we were travelling on holiday. Tell chn that now a days we would probably use a Sat Nav or AA route planner to plan our route for us.

Chn use laptops to type postcodes or cities into AA route finder and look at the route it gives us

<https://www.theaa.com/route-planner/route> e.g.

Hanley, Stoke-on-Trent, UK

0.0

Head **southwest** on **Birch Terrace** toward **Lichfield St**

0.1

Turn **left** onto **Lichfield St**

0.1

At the roundabout, continue straight onto **Lichfield St/A50**

Etc.

Explain to chn that sat navs and AA route planner uses road names to help plan our journey.

In their books – Chn write a journey of their choice from AA route planner to use as an example route next lesson.

Lesson 6) Re-cap with the chn using an atlas to find a particular city.

Then re-cap teacher gives a route to follow using grid references and compass points, can the chn follow the teacher's route and all finish in the same location on the map?

RE-cap previous lesson using AA route planner to plan a route.

New learning - At the end of Lesson 1 PPT 'Using atlases'

<https://www.twinkl.co.uk/resource/tp2-g-042-planit-geography-year-5-marvellous-maps-unit-pack>

on slide 12 there is information about the downside of using electronic routes. (Share the news headline about the walkers in the Trossachs)

Explain to chn that we still need to know how to use a road map to plan a route in case we get stuck.

Chn work in pairs to locate their start point on the map and their end point.

Model to chn how to follow the roads with their fingers making sure they are aiming for their end destination. Tell chn to try and follow the largest road

	<p>possible as this will be the fastest route. Small thin roads on a map are likely to be country lanes and could take a long time to travel along as they are slower roads.</p> <p>Once chn have followed the roads with their finger, they can mark their route on a photocopied map and then begin to record their route with road names e.g. Travel along the A50, at the roundabout take the A34 etc.</p> <p>Remind chn how to use the index and square numbers from lesson 3 to locate an area e.g. Birches Head. Model to chn how to turn pages (might not be the next page), e.g. at the side of the page there are numbers, saying which page joins the edge of that page.</p> <p>Start chn with a small journey e.g. Birches Head to St Margaret Ward for example. If chn are secure, extend them to plan a longer journey, perhaps using the motorway as though they are going on holiday.</p>		
Y5	<p>*Note – fieldwork outside of school in lesson 5 – Local area study – risk assessment and pupil ratios*</p> <p><u>-Know the names of and locate a number of South or North American countries</u> https://www.twinkl.co.uk/resource/tp2-g-062-planit-geography-year-6-the-amazing-americas-unit-pack</p> <p>Lesson 1) Show chn a blank world map. Re-cap on a world map – naming and locating the 7 continents & 5 oceans (Y2 learning)</p>	<p><u>-Know the names of a number of European capitals</u></p> <p>Lesson 1) Re-cap on a world map - continents, oceans, equator, tropic of cancer, Capricorn, lines of longitude and latitude.</p> <p>Remind chn that they have previously learned countries and capital around the world in Y4 and previously learned countries in Europe (Y3).</p> <p>Firstly can chn recall the countries and capital cities from across a range of continents that they covered in Y4? https://www.worlddata.info/capital-cities.php</p> <p>This website has capital cities grouped by continent. In Y4 the chn chose capital cities from each continent except Europe e.g. Mexico, Mexico City/ Argentina, Buenos Aires/ China, Beijing/ India, New Delhi/Australia,</p>	<p>Lesson 1) Before Starting Y5 Summer – as a warm up activity -</p> <p>Display an image of a Volcano. Can chn recall the parts of a volcano? (Use Y3 word vocab list)</p> <p><u>-Know what is meant by biomes and know what the features of a specific biome are</u> https://www.twinkl.co.uk/resource/au-t2-g-810-environments-world-biomes-resource-pack</p> <p>Lesson 1) Share Lesson PPT in the twinkl PPT above. Recap Biomes from Y5 Autumn term. Remind chn that we have looked specifically at the Biome of rainforests in Y5 spring term.</p> <p>In their books – Chn complete activity sheet below:</p>

<p>Naming and locating the equator (Y1) Naming and locating tropic of cancer, Capricorn, lines of longitude and latitude (Y4 learning) New Learning – Tell chn that we are going to look specifically at The Americas – The continents of North and South America. Show chn Lesson 1 PPT ‘Continents, Countries and Cities’ from the twinkl pack above. Work through the PPT establishing the chn’s existing knowledge of America. In their books – Chn label the countries in North and South America using atlases. Chn should use the completed map in the atlas to locate the names and fill them in on their blank map. Extend more able chn with the challenge – to label rivers onto their map, mountain ranges etc. At the end of the lesson – play the states naming game for North America. Chn could begin to learn some of the names.</p> <p><u>-Know the key differences between living in the UK and in a country in either North or South America</u></p> <p>Lesson 2) On a blank world map, re-cap the 7 continents. Re-cap previous lesson with specifically North and South America. Can chn recall any of the countries in N or S America? Re-cap some of the countries from previous lesson. New learning – Share Lesson 2 PPT ‘Location Location’ from the twinkl pack. Work through the PPT discussing how the huge expanse of the Americas</p>	<p>Canberra/New Zealand, Wellington/ Egypt, Cairo/ Kenya, Nairobi. Can chn locate these countries and capitals on a world map?</p> <p>Then remind chn that in Y3 they looked at countries in Europe. Now show chn a zoomed in map of just Europe. Can chn recall the name and locate the countries in Europe from Year 3? New Learning – Do chn know the names of any capital cities in these European countries? Remind chn that UK is on the continent of Europe, so also re-cap capital cities of UK. Chn should already know London, Cardiff, Edinburgh and Belfast. They might also know Paris, Rome. In their books - Chn should use iPads/laptops to research and label the capital cities of Europe onto their blank maps. https://www.worlddata.info/capital-cities.php</p> <p><u>-Label the layers of a rainforest and know what deforestation is</u> https://www.twinkl.co.uk/resource/tp2-g-106-planit-geography-year-3-rainforests-unit-pack</p> <p>Lesson 2) Share PPT Lesson 1 ‘Where are the rainforests’ from the twinkl pack above. Explain the different types of forests. Remind chn that rainforest is a Biome. Re-cap Biomes from Autumn Y5. https://www.twinkl.co.uk/resource/au-t2-g-810-environments-world-biomes-resource-pack New Learning - Use World Maps to locate the rainforests around the world. In their books – Chn use iPads/laptops or atlases to label a world map with the rainforests around the world. Can chn recall continents and countries from Y2 and Y4 and write sentences underneath their map explaining which continent the rainforests are on and which countries have rainforests.</p>	<p>https://www.twinkl.co.uk/resource/t3-g-92-world-biomes-and-climate-zones-map-activity-sheet Chn could colour a blank Biome map using Ipads and research colour each Biome to show they understand where the specific biomes are found. Then explain the countries – which Biome it is found in and what climate you might expect there.</p> <p>Lesson 2) Using a world map can chn recall the names and locate the different Biomes on the map? Remind chn that they have looked specifically at rainforests in Y5 Spring term. New learning – Using Ipads and laptops chn should research another Biome and explain the physical and human features and weather/climate you might expect in that Biome. Each table could research a different Biome and prepare a presentation to give to the rest of the class. E.g. one table could research desert, another table could research grassland, another tundra etc. In their books – CHn make notes from their research ready for their presentation.</p> <p>Lesson 3) Using a world map can chn recall the names and locate the different Biomes on the map? New learning – Chn should use their research from previous lesson to prepare their presentation of the features of their groups Biome. This could be presented as a poster (link to art), or presented as a PowerPoint (link to Computing) At the end of the lesson – chn should give their presentations to the rest of the class (link to speaking and listening).</p> <p>Lesson 4) Using a world map can chn recall the names and locate the different Biomes on the map? New Learning – After listening to other groups presentations on different Biomes, chn should create a table and compare each Biomes features. What human</p>
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reaches over several lines of longitude and latitude and therefore has a vast range of different characteristics from country to country including differences in temperature, rainfall, vegetation and land use.

In their books – using slide 9 on this PPT give chn images from across North and South America e.g. Greenland, Panama, Peru and Patagonia

Re-cap human and physical geography from Y2 and Y2 – human – man made features, physical – natural features. Chn to write sentences comparing how they think these countries differ in temperature, vegetation and land use (how is the land being used – e.g. city, countryside). Chn should refer to both human and physical features.

-Know the key differences between living in the UK and in a country in either North or South America

-Know what is meant by biomes and know what the features of a specific biome are

Lesson 3) Re-cap countries in N and S America. Show chn images from last lesson from a range of different countries across America – ask chn why these images differ so much? Re-cap lines of longitude and latitude from previous lesson.

Share Lesson PPT 3 ‘Weather and Climate’. RE-cap the difference between weather and climate from Y4.

Re-cap the tropics and the difference in weather/climate between the tropics and above them (Y4 learning).

Lesson 3) Re-cap Biomes and explaining that we are looking specifically at rainforests. Share a world map, can chn recall from previous lesson which countries/continents have rainforests and locate them on the world map.

Share Lesson PPT 2 ‘Climate of the rainforests’. Ask chn what do they notice about the location of the rainforests in comparison to the Equator and tropic of Capricorn and cancer? (Re-capping tropics from Y4) RE-cap the difference between weather and climate from Y4. Discuss the climate of the Rainforests and what kind of weather they expect most of the time.

In their books – chn prepare a weather forecast for the Rainforest. Link to speaking and listening, chn could present their forecasts to the rest of the class at the end of the lesson. This will re-cap weather symbols from Y1.

Lesson 4) Re-cap Biomes and explain that we are looking specifically at rainforests. Share a world map, can chn recall from previous lesson which countries/continents have rainforests and locate them on the world map. Can chn recall from last lesson why rainforests are located there? Remind chn of link to Equator and tropics of cancer and Capricorn. What does this tell us about the climate of the rainforests? What kind of weather might they expect most of the time?

New Learning – Share lesson PPT 3 ‘Layers in the Rainforest’. Work through the PPT explaining the various layers in the rainforest.

In their books – Chn should label a diagram of the rainforest layers. Chn should write sentences explaining the difference between the layers.

Lesson 5) Re-cap Biomes and explain that we are looking specifically at rainforests. Share a world map, can chn recall from previous lesson which countries/continents have rainforests and locate them on the world map and recall why rainforests are located there? Remind chn of link to Equator and tropics of cancer and Capricorn. What

and physical geography features might we expect there? What will the weather/climate be in each Biome?

-Know how to use graphs to record features such as temperature or rainfall across the world

<https://www.twinkl.co.uk/resource/tp2-m-2567195-planit-maths-y5-statistics-lesson-pack-line-graphs-4>

Lesson 5) Share the PPT on the twinkl link above. Work through the PPT answering questions USING the climate graph. Chn should practise using and interpreting the completed graph to familiarise themselves with how to use them.

Lesson 6) Show chn a climate graph, remind chn of some of the questions and how to interpret the data in the graph from previous lesson.

New Learning – Explain that today chn will be drawing their own graphs.

Chn use data from a website e.g.

<http://mecometer.com/topic/average-yearly-precipitation/>

Chn use the country name and average precipitation to plot on a graph the average rainfall across the world. In their books – chn create their own graph for average rainfall across the world.

(Link to Maths) Chn may need to have lessons in maths teaching graphs to support this.

Begin to explain Biomes to the chn e.g. Polar, temperate, subtropics and tropical climates.

Stop at slide 8. Then explain Biomes to chn as that has slightly different wording to the climate zones. You could use this PPT to explain Biomes.

<https://www.twinkl.co.uk/resource/au-t2-g-810-environments-world-biomes-resource-pack>

In their books – Chn complete ‘Climate of the Americas’ sheet using Ipads/ laptops. This is on slide 9 of the original PPT.

<https://www.twinkl.co.uk/resource/tp2-g-068-planit-geography-year-6-the-amazing-americas-lesson-3-comparing-climates-lesson-pack>

-Know the key differences between living in the UK and in a country in either North or South America

Lesson 4) Re-cap countries in N and S America. Show chn images from last lesson from a range of different countries across America – ask chn why these images differ so much? Re-cap lines of longitude and latitude from previous lesson.

RE-cap from previous lesson the different climate zones and Biomes, can chn recall any of the names and locate any on a map?

New Learning – Share Lesson PPT 4 ‘Comparing places’. Work through the PPT with the chn preparing a field study of our local area.

Re-cap human and physical geography from Y2 and Y3 learning. Can chn recall

does this tell us about the climate of the rainforests? What kind of weather might they expect most of the time?

Show chn image of the layers of the rainforest. Can chn recall the layers and explain the difference between each layer from last lesson?

New Learning – Share Lesson PPT 4 ‘Life in the rainforest’. Link to Science as you discuss the animals and how the layers of the rainforest cause different habitats for different animals.

In their books - Chn should compare the layers of the rainforest to animals and their habitats.

Lesson 6) Re-cap Biomes and explain that we are looking specifically at rainforests. Share a world map, can chn recall from previous lesson which countries/continents have rainforests and locate them on the world map and recall why rainforests are located there? Remind chn of link to Equator and tropics of cancer and Capricorn. What does this tell us about the climate of the rainforests? What kind of weather might they expect most of the time?

Show chn image of the layers of the rainforest. Can chn recall the layers and explain the difference between each layer from previous lesson and recall the animals that live in each layer?

New Learning – Share lesson PPT 6 ‘Protecting the Rainforest’ Work through the PPT explaining why the rainforest needs protection.

In their books – chn should explain the definition of deforestation.

Chn should explain why the rainforests need protecting. Chn should write for and against of deforestation.

Chn should write a promise of how they can help the environment and rainforests.

what human and physical means? e.g. human features are man-made, physical features are natural.

Chn complete their fieldwork plan as in slide 7.

Lesson 5) Chn complete fieldwork in their local area following their plans from previous lesson. If time at the end chn should present verbally their findings from their local area.

Lesson 6) Re-cap countries in N and S America. Re-cap lines of longitude and latitude and how that creates a difference in climate and weather across America. Can chn recall any names of climate zones or Biomes? Can they locate some on the world map? Re-cap last lesson completing the field work from our local area. What did we find out about our area in the UK. Remind chn that we are comparing UK to North America.

Share PPT lesson 5 'Comparing North America'. Work through the PPT and chn complete research of an area in North America. RE-cap human and physical geography from Y2, Y3 and previous lesson in Y5.

Chn use Ipads/laptops and the activity sheets in Resources in Lesson 5 folder as a prompt to guide their research.

In their books – chn use the comparison sheet as a prompt, but record on the lines in their book – How is the Physical geography of the UK the same and different than their area in North America?

	<p>How is the human geography of the UK the same and different than their area in North America?</p> <p>(It would be good if different groups of chn chose different areas in N America e.g. one table could research Death Valley, another table could choose Canada, another table could choose Washington etc.</p> <p>Chn could complete a presentation of their research or their finished comparison of the UK/North America in computing lessons as a PowerPoint (Cross Curricular link to Computing)</p>		
Y6	<p>The UK <u>-Know what most of the ordnance survey symbols stand for.</u> https://www.twinkl.co.uk/resource/tp2-g-042-planit-geography-year-5-marvellous-maps-unit-pack Lesson 1) Re-cap Y4 learning how to use an atlas (Lesson PPT 1 from the twinkl above). Can chn recall how to use an atlas to find a location? Give chn a location to find in their atlas. Chn use the index to locate the page number and square number e.g. A2 to show they can remember how to use atlases from Y4. New Learning – Share Lesson PPT 2 from the twinkl pack ‘Symbols’. Discuss what is ordnance survey? Discuss range of symbols by looking at examples of symbols in actual OS maps. In their books - Chn should match each symbol to what it stands for. (Matching resource in Lesson 2 folder of twinkl folder)</p>	<p>The World - <u>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.</u> https://www.twinkl.co.uk/resource/tp2-g-060-planit-geography-year-6-raging-rivers-unit-pack Lesson 1) RE-cap Y4 learning on rivers. What can chn remember? Where does water come from? If you show chn a diagram of the water cycle, can chn talk about the different stages? Can chn tell you what the start and end of a river are called? Can chn remember the features of a river? What is the upper course? Middle course? Lower course? Can chn tell you what the river looks like at each stage? Establish what chn can recall from year 4 and use this lesson 1 to re-cap the year 4 learning that chn need to remember. Use Lesson PPT 1 ‘Where does our water come from’ and 3 ‘features of a river’ from the twinkl pack to refresh chn’s memories where necessary. In their books – Chn should be able to label and write sentences describing the various stages of our water cycle to understand where rivers come from and know that they are always changing.</p>	<p>Third World countries -<u>Know about time zones and work out differences</u> https://www.twinkl.co.uk/resource/tp2-g-022-planit-geography-year-4-all-around-the-world-unit-pack Lesson 1) RE-cap lines of latitude and longitude on a world map form Y4 Spring term. RE-cap the Prime Meridian with the class (PPT lesson 5 in this twinkl pack). Note – Chn worked through the other PPT’s in this pack in Y4. New learning – Share PPT lesson 6 from the twinkl pack. RE-cap Science lessons on Earth’s rotation causing day and night. Work through the PPT explaining different zones around the world measure from the Prime Meridian. Discuss questions on slide 9 together about clocks changing in the UK. In their books – Using the time around the world poster, chn can complete ‘Activity Sheet Time Zones’ e.g. When it is 6am in London, what time will it be in Rio De Janeiro. Chn use the time zone poster to work out differences. (Link to Y5 science lesson)</p>

Lesson 2) Re-cap OS symbols from previous lesson. Show chn a range of symbols, can chn tell you what the symbol stands for?
New Learning - Ask chn why are symbols important on a map?
Use TES link below:
<https://www.tes.com/teaching-resource/evaluating-map-symbols-6359586>
Explain to save room on a map, a symbol can be clearer than writing the full name.
Together as a class create a success criteria for a good OS symbol. What makes a good symbol?
In their books - Ask them to change a symbol to make it better and state why it's better. Chn design their own symbols for: Rugby stadium, Library, Cinema, Play park. Chn share their symbols at the end of the lesson, can chn guess which symbol it is for? Is it a successful symbol? Is it clear? Does it meet our success criteria at the beginning of the lesson?

Lesson 3) RE-cap Re-cap OS symbols from previous lesson. Show chn a range of symbols, can chn tell you what the symbol stands for?
New learning - Share PPT lesson 6 'Charting the Changes' from twinkl pack.
<https://www.twinkl.co.uk/resource/tp2-g-042-planit-geography-year-5-marvellous-maps-unit-pack>
Chn should practise looking at OS maps, using and applying the symbols they

Chn should also be able to write sentences describing how the river changes at different stages of its course.

Lesson 2) Re-cap what the start and end of the river is called. Show chn an image of the water cycle. Check that chn can talk about the various stages. Ask chn to describe the river in the upper course, middle course and lower course to re-cap previous lesson.
Remind chn that in Y4 they learned the names and located some of the largest rivers in the world.
Show a world map, can chn remember the names of some of rivers and locate them on the world map?
Amazon, Congo, Ganges, Indus, Loire, Mississippi, Murray, Nile, Ob, Yangtze, Yellow, Mekong
Can chn recall Y2 learning and state what continent these rivers are found on?
In their books – Chn use a world map and iPads to research the location of the sources and mouth of some of the rivers around the world. Chn should mark the source and mouth onto their map. They could label the source in blue for example and the mouth in purple and then label the name of the river.
Chn should be extended to write sentences re-capping which continent/country the river is located in.

Lesson 3) Re-cap what the start and end of the river is called. Show chn an image of the water cycle. Check that chn can talk about the various stages. Ask chn to describe the river in the upper course, middle course and lower course to re-cap previous lesson. Show chn a world map, can chn locate some of the rivers around the world?
New Learning – Using the Lesson PPT 2 'Rivers of the World' from the twinkl pack, chn create a table in their books, similar to the twinkl resource sheet 'Activity Sheet Rivers of the World'. Can chn use iPads/laptops to complete the source, mouth, countries on the course of the river and the length of the river.
(This research will help chn with their next lesson on following a river using Google Maps)

-Know main human and physical differences between developed and developing countries.
<https://www.bbc.co.uk/bitesize/guides/zt666sg/revision/1>
Lesson 2) Using the bbc bitesize link, share with the chn a world map and explain to them developed and developing countries e.g. 'Most countries in the Southern Hemisphere are developing while most countries in the Northern Hemisphere are developed.'
On the world map displaying developed and developing countries, re-cap previous learning from KS2 – can chn recall any countries or capital cities that they have learned previously?
In their books – on a world map, chn should colour developed countries one colour, and developing third world countries another colour to show that they recognise the different countries.
Re-cap human and physical features from Y2, Y3 and Y5. Using iPads or laptops chn should use the link:
<https://www.bbc.co.uk/bitesize/guides/zt666sg/revision/1>
to research human and physical differences between developed and developing countries.
Chn could use a Carroll diagram with human and physical down one side and developed and third world across the top to compare the research they find.
e.g. Climate is a physical factor affecting developing countries – ' Many African countries are situated in very hot, arid climates. This makes food production difficult. Many of these countries, like Burkina Faso for example, are prone to drought and famine.'
Lesson 3 and 4) RE-cap what does developed/developing mean? Can chn recall on a world map where developed and developing countries are located?
Ask chn to share some of their research so far from previous lesson. What physical features affect developing countries? How does this differ in developed countries?

have learned to compare changes in maps and land use over time. In their books – chn highlight the changes in maps in the colours specified on the lesson 6 PPT. Chn are applying their skills and using OS map symbols in order to determine the changes.

-Know how to use six-figure grid references

Lesson 4) RE-cap Re-cap OS symbols from previous lesson. Show chn a range of symbols, can chn tell you what the symbol stands for?

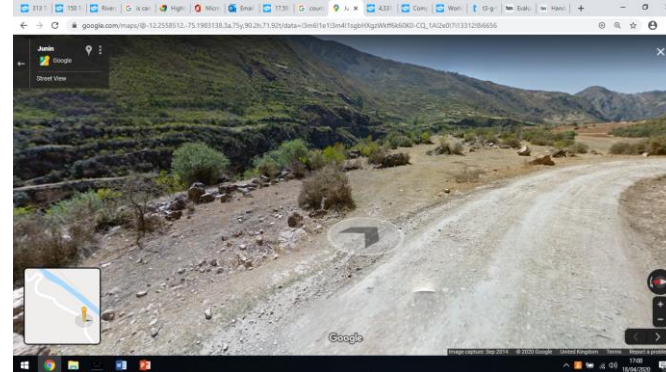
New learning – Explain that chn are going to re-cap 4 figure grid references (Y4 learning) and then move onto 6 figure grid references. Share PPT Lesson 4 ‘Grid References’ in the twinkl pack below:
<https://www.twinkl.co.uk/resource/tp2-g-042-planit-geography-year-5-marvellous-maps-unit-pack>

Work through the PPT explaining and practising how to find 4 figure, then 6 figure grid references. In their books - Give chn a list of object e.g. lighthouse, church, school etc. Can chn record the 6 figure grid references? Example maps are in the twinkl pack.

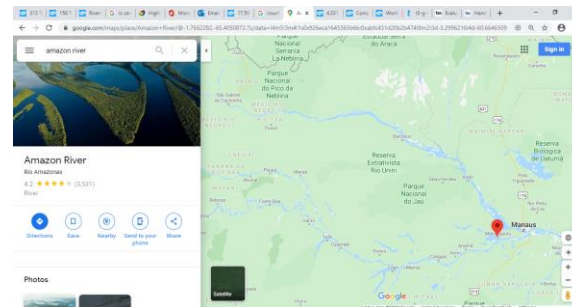
Lesson 5) Show chn an OS map on the board.

Point out symbols on the map, can chn say what the symbol stands for? Re-capping previous Y6 lessons.

Lesson 4) Re-cap what the start and end of the river is called. Show chn an image of the water cycle. Check that chn can talk about the various stages. Ask chn to describe the river in the upper course, middle course and lower course to re-cap previous lesson. Show chn a world map, can chn locate some of the rivers around the world? New Learning – Share Lesson PPT 2 ‘Rivers of the World’. Model to chn how to use Google Earth to locate the source of a river. E.g. Google source of amazon. (Mantaro River in Peru is claimed to be the source of the Amazon). Then type Mantaro River into Google Earth and model dragging the man onto the map to get onto Google Earth. Model moving the cursor and move along the river to find the source.



Explain that Google Earth is photos taken from the back of a vehicle so they follow roads, but we can see the river valley by the side of the road.



Explain that it is very difficult to find the source of a river because there are so many tributaries (smaller rivers) all

How do human features affect developing countries? How does this differ in developed countries? New learning – Chn may need more time to finish their research this lesson.

Chn prepare PPT presentations to share with the class displaying images and sharing the human and physical differences between developed and developing countries.

-Know why industrial areas and ports are important
<https://www.twinkl.co.uk/resource/tp2-g-162-planit-geography-year-6-trade-and-economics-unit-pack>

Lesson 5) Begin by asking chn what is a port? Re-cap Y2 learning on describing ports as a human feature. Ask chn what are industrial areas?

New learning - Share PPT lesson 1 from the twinkl link. Explain the words ‘trade, import, export’ to the chn. Ask chn how do they think the imported and exported goods move between countries? Explain that a lot of goods travel by huge boats. Show images of containers at ports.



Video on trade on the bitesize link could help to explain trade, import and export
<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr>

Video on Port of Rotterdam –

Can chn tell you the 6 figure grid reference of a symbol e.g. school? Again re-capping previous Y6 learning. New Learning in their books– Chn make their own maps of a make believe place and plot features (Re-capping what makes a good OS symbol – chn should use existing ordnance survey symbols, could also create their own OS symbol based on what makes a good OS symbol)

Lesson 6) Show chn an OS map on the board.

Point out symbols on the map, can chn say what the symbol stands for? Re-capping previous Y6 lessons.

Can chn tell you the 6 figure grid reference of a symbol e.g. school? Again re-capping previous Y6 learning. RE-cap 8 point compass rose from Y3 and again in Y4.

Use Lesson PPT 5 ‘Planning a route’ in the twinkl link. Y4 covered this with 4 figure grid references.

Use the ‘Activity Sheet route Planning’ Folder in Lesson 5. Use the 3 star sheet with 6 figure references. Model to chn giving instructions using the compass rose e.g. Start at (315, 562) – use OS symbols, what is at this location? (Church), travel East to grid reference (33, 56) where do you finish?

In their books - treasure hunt - chn should write instructions using, 6 figure grid references, eight point compass rose and OS symbols. Their partner could follow their route and find the “treasure”.

joining to make a larger river. So often there may be more than one source.

Then model to chn dragging the cursor along the amazon river to plot its course, which towns/cities does it pass through? Plot its course and label the mouth.

In their books - Chn then choose different rivers e.g. one table could choose Congo, another table could choose Ganges etc.

Chn should have zoomed in maps of that continent and use laptops to follow and plot the course of the rivers.

-Know the names of and locate some of the world’s deserts.

Lesson 5) Show chn a world map. Re-cap Y5 learning on Biomes. Can chn recall any of the Biomes and locate them on the world map? E.g. grassland, tundra, savannah, rainforest.

Tell the chn that today we are going to look specifically at deserts. RE-cap habitats from Y2 when chn looked at desert habitats. Remind chn that not all deserts are sandy.

Definition of a desert is: A **desert** is a barren area of landscape where little precipitation occurs and, consequently, living conditions are hostile for plant and animal life. This includes much of the polar regions where little precipitation occurs and which are sometimes called polar deserts or "cold deserts".

New Learning – Using I pads/laptops, chn research the location of deserts.

In their books - Can chn use the research maps to complete a blank map in their books e.g. chn could use <https://geology.com/records/largest-desert.shtml> to complete the maps in their books with the location of deserts around the world.

Lesson 6) RE-cap Y5 learning on Biomes. Can chn recall the names and locate on a map different Biomes?

On a world map, can chn locate and name some of the world’s deserts? Can chn remember that not all deserts are sandy? E.g. Gobi, Sahara, Arctic Polar, Antarctic Polar.

<https://www.bbc.co.uk/teach/class-clips-video/geography-a-child-led-tour-of-veere-in-the-province-of-rotterdam-in-holland/z4w2hbk>

In their books - On a UK map, chn use IPads and laptops to locate and name ports around the UK.

<https://www.maritime-executive.com/article/u-k-ports-investing-billions-in-infrastructure>

Why are ports all located on the coast?

Discuss as a class and then ask chn to record as sentences – Why are ports important?

Chn should discuss things such as:

- 1) Without ports we wouldn’t be able to get goods that don’t grow, or can’t be made in this country
- 2) It’s a way for us to sell our UK goods and make money
- 3) Without ports a lot of goods couldn’t travel between countries – aeroplanes have weight limits, where as boats don’t. They can carry huge amounts of containers – full of sometimes very heavy goods (see clip on Rotterdam)

Share PPT lesson 2 ‘Who do we trade with’ from the twinkl link. You could also share this link:

<https://www.oddizzi.com/teachers/explore-the-world/food-and-farming/food-miles/>

In their books - On a world map chn should label goods we import and from which country do we buy them?

Lesson 6) Show chn a world map. Ask chn what is trade?

Re-cap import, export and trade. Can chn remember where we import goods from e.g. where do we buy coffee beans from?

New Learning – explain that today we will be looking at why industrial areas are important.

Ask chn what is industry? Establish chn’s starting points first.

Share <https://www.oddizzi.com/teachers/explore-the-world/country-close-up/united-kingdom/economy/>

New Learning – Adapt the recording sheet form rivers to use for deserts. Using iPads/laptops can chn research the countries closest to each desert. Are cities located in the desert? Why not?
In their books – Chn complete the table with name of desert, how large is the desert, which countries are closest to the desert?
Then chn label their map from lesson 5 with the nearest cities/countries to the desert to show the chn know the location of the world’s deserts.
Chn could apply their skills from using Google maps to look as closely to the desert as is recorded. Why can’t we use Google Earth to look at the middle of the Gobi desert? Explain Google use a vehicle to record images for Google Earth and difficult to record the middle of the desert with limited roads.

With the chn and discuss the range of industries within the UK e.g. farming, service industry.

Discuss the Industrial Revolution and explain industries that the UK used to have e.g. coal industry, cotton industry, pottery industry. Explain that a lot of things are now made in other countries because it is cheaper. Explain decline in pottery industry as that relates directly to S-o-T.
Share the beginning of this article from Emma Bridgewater’s husband to try and explain how industry has changed in S-o-T.
<https://www.independent.co.uk/news/uk/this-britain/stoke-on-trent-a-potted-history-2283307.html>

However, nowadays UK has high-earning industries that provide a service. We don’t make many things anymore.

In their books – Ask chn to work in groups. Using images from S-o-T at the peak of its industry and images from today – can chn say whether the change of industry is a good thing or bad thing. Chn should work to think of pros and cons of the change in industry. After preparing with iPads and laptops for research – chn could hold a debate to argue whether industry should have carried on here more.

Discuss things like:

- 1) air pollution and cleanliness
- 2) abundance of jobs in the past, now a lack of jobs in S-o-T
- 3) used to have highly skilled sought after workers
- 4) safety down the coal pits and safety in factories using the machinery

On a UK map, chn use the following link to locate and label cities in the UK which still have strong industrial areas and are still manufacturing goods.
<https://www.citymetric.com/business/factory-towns->

			which-british-cities-still-have-big-manufacturing-industries-1540
Y7			