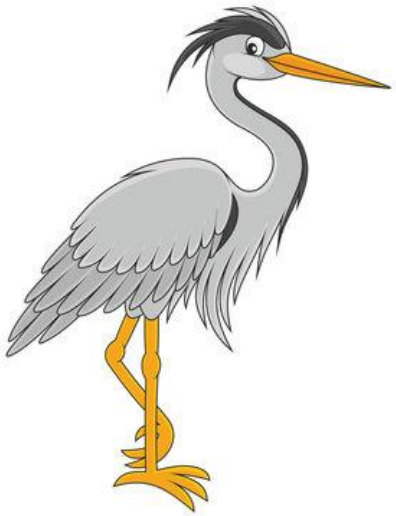
Chilham St Mary's CEP

Geography Curriculum

EYFS - Early Learning Goal – Understanding the World
The EYFS Framework for Understanding the World aims to ensure that all pupils: **People, Culture and Communities** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
EYFS Specific Geography Coverage within the Topics
Travel and Transport I can draw information from a simple map. I can explore an atlas and globe. I can listen to stories and talk about other countries in the world where they are set. **People Who Help in our Village** I can understand that some places are special to members of my community. I can recognise that people have different beliefs and celebrate special times in different ways. I can take part in walks around our village and note local landmarks. I can navigate a map with our Beebot. **Animals** I can talk about how Handa's Home is different to mine. (Handa's Surprise – Eileen Browne) I can draw information from a simple map. (What the Ladybird Heard – Julia Donaldson) I can recognise that people have different beliefs and celebrate special times in different ways **Forest School** Through Forest School sessions I can observe the natural environment and changing seasons I can compare the site in our school garden to the forest school site at the churchyard

Herons Geography Curriculum

(Year 1 and Year 2)



Year 1 and Year 2 Geography	
Cycle A	**<u>Our School</u>** **<u>Term 1</u>**
National Curriculum links	1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 2. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Fieldwork opportunities/ wider learning.	• To make wider connections, children could visit a nearby school in the local area to identify geographical similarities and differences between schools in the layout and organisation. • School staff such as the Head Teacher, support staff, midday supervisors, play leaders and governors could be invited to talk to children about their roles in school. To make wider connections, children could also walk the route from school to the PE hall with geography in mind, stopping to look at amenities and streets.
Learning Questions:	**<u>Can I plan a simple route on a map?</u>** ➢ Talk about what the work “route” means ➢ Look at map of Chilham (Google maps) Where is our school on a map? ➢ Can you plan a route from the school to the PE hall together as a class make sure to reference roads and places that you pass? *Could more able children do this in a group with a TA?* ➢ Can children use the map with the plotted route as part of a daily mile? Encourage children to talk about the landmarks and basic human and physical features. Pictures may be taken of these using an iPad for a later lesson on creating symbols.

	<u>What does an aerial photograph look like?</u> ➢ Starter: revisit previous lesson: What is a route? What route did we take? What did we see on our way? ➢ Children look at examples of ariel photographs: they are like bird's eye views ➢ On flip chart paper (2 stuck together), children make a messy map aerial view of the classroom out of junk modelling materials. ➢ Children take photos of messy map to be used in next lesson. A video of the children could also be taken of them explaining what each part of their messy map is. This will help to remind them in the next lesson. **<u>Can I observe the school environment? (Fieldwork)</u>** ➢ Starter: revisit previous lesson: Using the photos of the messy map, children stick them in and label the different parts of the classroom ➢ Sitting in the middle of the playground with a clip board, children draw and aerial view of the school, this could be modelled using a flip chart first of all. **<u>Can I recognise map symbols?</u>** ➢ Introduce map symbols. ➢ Look at a map with map symbols. What can children see and understand regarding map symbols. ➢ Remind children of their fieldwork when they used a route. Revisit photos of landmarks observed that day.

	➢ Can children design a new map symbol that may be used in a map of our school? ➢ Walking gallery of the different designed symbols **<u>Can I present collected information on a frequency table?</u>** ➢ Introduce children to a frequency table. Do a frequency table for your class, asking them which mode of transport they take to school, modelling on the board. ➢ Have children split up into 3 groups (one adult with each) let them go to a selected class and collect data for their frequency table (what mode of transport that class takes) ➢ Come back to class and complete with selected adult. ➢ Complete frequency table using collected data. Which class uses which mode of transport the most and the least?
Cycle A	**<u>Our Local Area</u> <u>Term 2</u>**
National Curriculum links	Revisit previously learned skills: 1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 2. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key New knowledge: 1. Use basic geographical vocabulary to refer to our local area: key human features, including: village, factory, farm, house, office, shop, restaurant etc.

	2. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Fieldwork opportunities/ wider learning.	• In addition to the fieldwork trip which is integral to this unit, children could visit another nearby area to make comparisons and contrasts about the features and geography of different places. • Children could visit a local Tourist Information Centre to collect leaflets, look at maps, posters and general information about their local area.
Learning Questions:	**<u>Can I use an online map to find places in the local area?</u>** ➢ Ask children to talk about Chilham. What can you find here? Where do they like to visit? ➢ Using google maps, show children a map of Chilham, what do they recognise? ➢ Give children time to look on google maps, can they use the street view to look at places? ➢ Print out the google maps view of Chilham so that street names are visible (or use google maps as a class) to allow children to fill in a table showing “Local Feature” and “Street name”. ➢ Traveling Ted: allow children to talk to each other and recommend a place that they would advise traveling Ted to visit in Chilham **<u>How can a map help me to find places in my local area?</u>** Fieldwork ➢ Talk about staying safe ➢ Give children a map of the local area and tell them that you will be using it to visit some places today with Travel Ted. ➢ Use map to visit:

	➢ Chilham Castle (gates) The Church, The Hotel, The Sports Hall, they can circle each thing on the map as the visit it. ➢ Bring Traveling Ted with you and take a picture of him at each place ➢ Allow children time to reflect over the places visited **<u>What different types of houses can we find in and around Chilham?</u>** ➢ Starter: Ask children “Can you tell me about your house?” ➢ Look at different types of houses in and around Chilham, offering pictures: attached, detached, semi-detached, bungalow, flats, caravans, chalets. ➢ Have pictures of the different types of houses spread around the room. Allow children to come up with descriptions of each house on a sticky note and stick it around the picture, based on the input discussion. Eg “not connected to another house.” “More than one story” etc. ➢ Children are to design a house for Ted to live in in Chilham, this can be differentiated from only designing a house to writing about the house’s properties. ➢ Walking gallery of house designs **<u>What jobs do people do in our local area?</u>** ➢ What jobs do you know about? What jobs do the grownups who look after you do? ➢ Have pictures of places in our local area, allow children to talk about what jobs people do in these areas. Children can stick pictures in and write these jobs beside. ➢ People have lots of jobs in our school. Can we choose someone we would like to interview about their job? What questions could we ask them? ➢ Could Pip visit to answer some questions about her job? **<u>How can our local area be improved?</u>**

	➢ What type of settlement is our school in? Village? Town? City? ➢ Circle time: ➢ What do you like about our local area? ➢ What do you not like? ➢ How could it be improved? ➢ Children plan persuasive letter to write next lesson to a councillor. Could HA write independently which the rest of the class do a shared write? ➢ Hear children's suggestions **How does Chilham compare to Tocuaro?** ➢ Locate Tocuaro on a map (small Mexican village) ➢ What language do they speak? (Spanish) ➢ Look at Hortas (masks they make) ➢ Look at weather (Since Tocuaro is high up in the mountains, between October and April it can be quite cool in the mornings and evenings.) ➢ Look at diet (Tortillas) ➢ Look at schools (On Mondays the Mexican flag in raised and children march to the playground to watch) ➢ Compare to Chilham
Cycle A	**Wonderful Weather** **Term 4**
National Curriculum Links	1. To identify daily weather patterns 2. To understand seasonal weather patterns 3. To identify daily weather patterns in the UK (Weather Forecasting) 4. To identify daily weather patterns (dangerous/adverse weather)

	5. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole 6. To understand the human/physical geography of a cold area of the world in the context of the Arctic
Fieldwork opportunities/ wider learning.	Forest school- making a rain gauge
Learning Questions:	**<u>What is weather like in our country?</u>** ➢ Ask children to share what they know about weather already ➢ Remind children of what countries are in the UK- looking at map of UK ➢ Remind children that we live in England- looking at map of UK ➢ Show children 4 videos of weather in the UK • One cloudy • One stormy • One rainy • One snowy ➢ While children watch the video they should think about the following questions • What type of weather can you see? • What colours can you see? • What sounds can you hear? • Is the weather hot or cold? ➢ Children should then answer these questions on a table Video: ① ② ③ ④ What types of weather can you see? What colours/sounds can you see/hear? Is the weather hot or cold? Can you draw a quick picture of the weather?

What are the different seasons in a year?
How does the changing weather affect us?

- Introduce children to the four seasons of the year
- Introduce children to the 12 months of the year
- Allow children to match the months to the seasons in groups- listen to discussions and ask questions- Picture evidence
- Go through this with children, correcting any misconceptions
- Show children a packed suitcase. Tell them that you have clothing for all the different seasons, but they have been muddled up
- Ask they children what type of clothes they wear in each season
- Pull items of clothing out of suitcase and with the class, sort them into the correct seasonal piles

What do weather forecasts show?

- Recap with children- can they remember the seasons?
- Introduce the phrase “weather symbols” to children. Ask them:
  - What are weather symbols?
  - Weather symbols are ‘pictures’ or ‘signs’ to help us understand a type of weather e.g. sunny, rainy.
  - When do we see weather symbols?
  - Weather symbols are used on a weather forecast as a 'quick' and 'easy' way to show the weather that is happening in a particular place.
  - Who uses weather symbols?
  - Meteorologists- people who predict the weather

- Show children weather symbols and ask them to guess what weather they represent

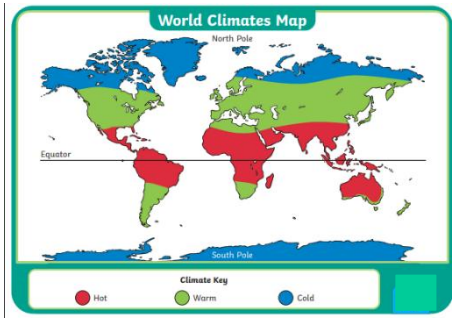
- Tell children that you want to find out the weather for tomorrow, ask them how you might find this out.
- Watch video on bbc bitesize which has a weather forecast: https://www.bbc.co.uk/bitesize/articles/zjdk7v4
- Can children make their own weather forecast? Teacher to provide word bank to help with this

How can weather be dangerous?

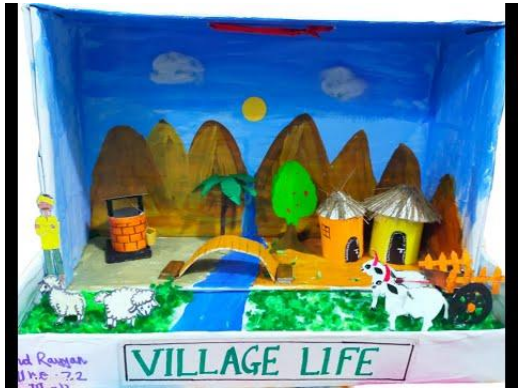
- Explain to children, that normally, weather is very safe, but on rare occasions we have "extreme weather"
- Ask children what they think "extreme weather" means
- Introduce children to: flooding, draughts, heatwaves, blizzards
- Choose one of these extreme weather events and talk about how you can keep yourself safe during it
- Children make posters, advising people on how to stay safe

Why are some countries hot and some countries cold?

- Show children a thermometer- ask them to talk about what it is and what it measures
- Ask children what the weather is like in the UK- is it hot or cold- encourage them to think about prior learning of seasons
- Introduce the children to the term "climate" tell them that climate is what the weather is usually like over a longer period of time
- Show children the equator on a world map- tell them that countries closest to the equator are the hottest



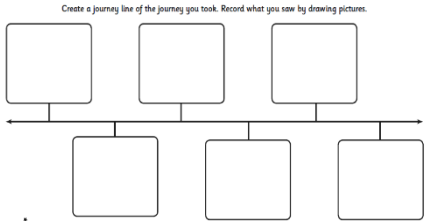
	➢ Show children the world climate map. Talk to them about the places that are hot and the places that are cold ➢ Ask children to match a suitcase to a country on the map, explaining why they have chosen that country **<u>What are the cold areas of the world like?</u>** ➢ Show children a map of the globe- point out the equator. Remind them that countries closest to the equator are the hottest ➢ Point to the Artic- talk about how it is far away from the equator. What do the children think the weather could be like here? ➢ Talk about the conditions in the Artic, you could also talk about the animals found here. ➢ Children "pack their own suitcase" with clothes and items they would need to bring to the artic- cut and stick activity. HA children could write a list of items to pack or an "Artic Survival Guide"
Cycle A	**<u>Our Country</u>** **<u>Term 5</u>**
National Curriculum Links	1. To understand geographical similarities and differences through studying the human and physical geography 2. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 3. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 4. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

	5. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Fieldwork opportunities/ wider learning.	Trip into Canterbury to compare to Chilham
Learning Questions:	**<u>What is the difference between a town and countryside?</u>** ➢ Share the story of The Town Mouse and the Country Mouse ➢ Talk about the things that can be seen in the country and things that can be seen in a town- have printed out pictures of these and allow children to place them in the correct hoop on the carpet ➢ Allow children to make their own miniature "town" or "countryside" in a shoebox  **<u>Can I name the countries of the UK?</u>** ➢ Ask the children if they have ever heard of the UK ➢ Ask children what countries are in the UK ➢ Show children the UK on a map- locate the countries ➢ Show children the UK on a map- locate the capital cities ➢ Show children the UK on a map- locate the seas ➢ Show children the flags of each country- can they match them?

- Show children the national symbol of the UK- can they match them?
- Can children label their own maps of the UK?

<u>Can I use an ariel view to describe a journey through the UK?</u>

- Introduce the children to an ariel view- remind them what it is used for
- Show children an ariel view of London- ask them to pretend they are on a hot air balloon and are taking a trip. What will they see on their journey?
- Can they record their trip on a journey line?



<u>Can I identify the key features of the countries of the UK?</u>

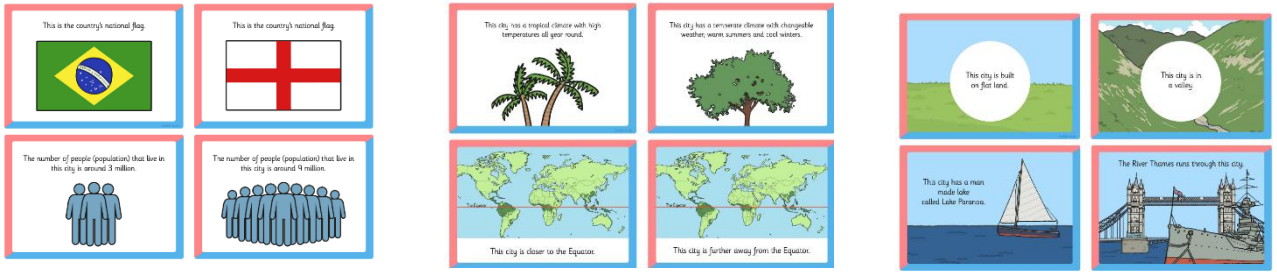
- Set up a carousel activity- each take has different information/ pictures about each country in the UK. Allow children time to explore each table. Children could be challenged to make notes of that they see at each station.
- Come back and share learning

<u>Can I explain what London looks like using words?</u>

- Recap learning about London from last lesson
- Children to write persuasive paragraph, talking about why people should visit London

<u>Can I compare two capital cities? (London and Brasilia)</u>

- Show London and Brasilia on a world map
- Tell children that we will be comparing them today- ensure they know what comparing means
- Allow children to sort cards into who piles. One for London and one for Brasilia.
- Talk about their choices- correcting any misconceptions
- Children can answer they question “would you rather live in London or Brasilia- why?”

	
Cycle A	**<u>Our world</u>** **<u>Term 6</u>**
National Curriculum Links	1. Name and locate the world's seven continents and five oceans 2. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Fieldwork opportunities/ wider learning.	• Children can talk about places they have visited in the world and share photographs. • A travel agent may visit school and talk about different places in the world.
Learning Questions:	**<u>Can I label the 7 continents of the world on a map?</u>** ➢ Explain what a continent is and how it is different from a country ➢ Use an Atlas or globe to locate the continents one by one ➢ Plot them on a world map on the IWB ➢ Children then go independently and label a world map **<u>Can I name the continent we live in and talk about some of it's physical and human features?</u>** ➢ Find Europe on an online map, talk about the countries that are in it. ➢ Find the UK within Europe ➢ What are landmarks? Do children know any famous landmarks ➢ Use Go Jetters - Continent of Europe - BBC Teach to learn about landmarks in Europe

	➢ Can they choose a European landmark and write a short persuasive paragraph encouraging tourists to visit it? **<u>Can I label the 5 oceans of the world on a map?</u>** ➢ Explain what an ocean is and why it is different to a river or a lake ➢ Do children know any oceans? ➢ Use a globe to locate oceans and then label them on a map on the IWB ➢ Children then go away and label these independently on a map **<u>What is the weather like in North Africa? (Looking at location on map in relation to Equator)</u>** ➢ Find North Africa on a Map, look at it in relation to the Equator ➢ Share some pictures of Africa throughout the year. What does the weather look like? ➢ Look at the daily weather forecast for Africa on that day. ➢ Activity idea: What would you need to pack to go on a holiday to Africa? **<u>What is the weather like in Antarctica? (Looking at location on map in relation to Equator)</u>** ➢ Find North Antarctica on a Map, look at it in relation to the Equator ➢ Share some pictures of Antarctica throughout the year. What does the weather look like? ➢ Look at the daily weather forecast for Antarctica on that day. ➢ Activity idea: What would you need to pack to go on a holiday to Antarctica?

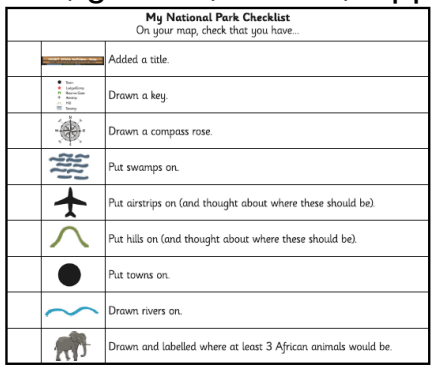
Cycle B	**Sensational Safari** **Terms 1**
National Curriculum links	1. To name and locate the world's seven continents and five oceans 2. To devise simple maps 3. To use basic geographical vocabulary to refer to key physical and human features 4. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 5. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Fieldwork opportunities/ wider learning.	Visit to a zoo: Wingham/Howletts

Learning Questions:	**<u>Can I locate Kenya on a world map?</u>** ➢ Locate Africa on a world map ➢ Locate Kenya on a map of Africa ➢ Using an Atlas, work as a class to answer: • Can you find the capital city? • Can you find Mombasa, Mount Kenya or the Tana river? • Can you find a city in the north of Kenya? • Which cities are on the coast? • Name an ocean near to Kenya. • Name 2 countries which border Kenya ➢ Children to independently label Kenya on a map **<u>Can I understand what life is like for people living in Kenya?</u>** ➢ Create a carousel activity for children to learn about life in Kenya. Focus on: • Weather and climate • Animals • Going to school • Clothing • Housing ➢ Some children could be challenged to take notes as they move around

- Children to come together to discuss learning and talk about how this would impact the people that live in Kenya

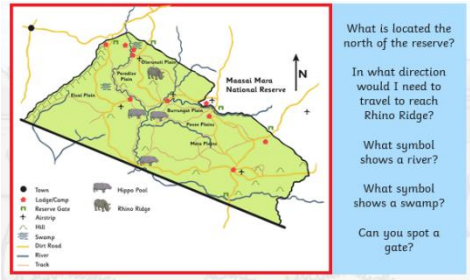
What is a national park?

- Explain to children what a National Park/ Game Reserve is
- Show children a map of the main National Parks/Game Reserves in Kenya
- Explain that Millions of tourists visit the Maasai reserve each year to see the endless savannah and to go on safari to look at the amazing wildlife such as elephants, lions, cheetahs, giraffes, zebras, hippos, rhinos and many more!
- Show children a map of a Safari Park and ask questions which encourage them to use directional language
- Children to design their own National Park, encouraged to use keys



My National Park Checklist
On your map, check that you have...

	Added a title.
	Drawn a key.
	Drawn a compass rose.
	Put swamps on.
	Put airstrips on (and thought about where these should be).
	Put hills on (and thought about where these should be).
	Put towns on.
	Drawn rivers on.
	Drawn and labelled where at least 3 African animals would be.

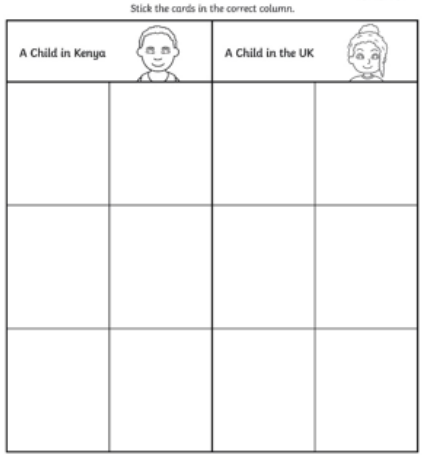


What animals live in Kenya?

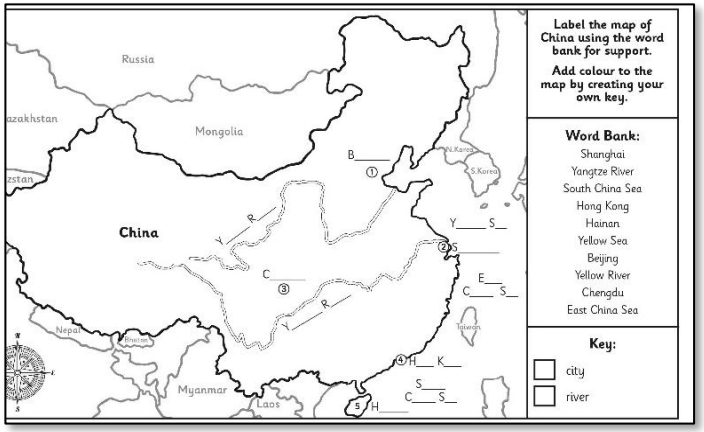
- Introduce children to the term “Migrate” and ensure they know what it means
- Introduce children to the term “Big Five” Lion, african buffalo, rhinoceros, elephant, leopard
- https://www.youtube.com/watch?v=3p0cnurZIYw&pp=0gcJCfcAhR29_xXO
- Allow children to choose one of the animals and complete a fact file on it

What is Maasai culture like?

	➢ The most popular reserve in Kenya is the Maasai Mara National Reserve, which can be found in the south west of the country. It is named in honour of the Maasai tribe who live in the area. ➢ Introduce children to the term “culture” and ensure they know what it means ➢ Set up a carousel activity. Children should learn about: • Who they are • Where they live • How they farm • Who leads the tribe • The life of women and children ➢ Show children a video of the Maasai “Jump Dance” https://www.youtube.com/watch?v=_MO9B2jLOgw ➢ Can children preform it? **Can I compare my life to a child’s life in Kenya?** ➢ Teacher to have a variety of pictures printed out on the carpet. Children to sort them into “UK” or “Kenya” hoops ➢ Children to watch video of Evangeline’s day https://www.bbc.co.uk/programmes/p0114s06 ➢ Children to think about their life. Do they have similarities to Evangeline? What are the differences?

	➢ Children to complete a table, showing similarities and differences  Stick the cards in the correct column. A Child in Kenya A Child in the UK I start school at 9 AM. Before school, I feed the animals. Before school I play, read or I may watch TV. I start school at 8 AM. After school, I help my family on the farm. I help to collect the water. After school, I have my tea and do my homework. I walk to school. It might take me an hour. I walk to school. School is near my home. Sometimes I might go in the car or on the bus. I have tea and fried eggs for breakfast. We have break and lunchtime. I can have a school lunch or bring a packed lunch. We start lessons and are taught lots of different subjects including Maths, English, Science and lots more. We start lessons and are taught lots of different subjects including Maths, English, Kiswahili and lots more.
Cycle B	**Let's go to China!** **Term 2**
National Curriculum links	1. To use world maps, atlases and globes to identify the countries studied at this key stage 2. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 3. To ask geographical questions
Fieldwork opportunities/ wider learning.	**Chinese Dance Workshops:** https://primaryworkshopsforschools.com/workshop/chinese-dance-workshop/?_gl=1*1cechdc*_up*MQ..*_gs*MQ..&gclid=Cj0KCQjwhr6_BhD4ARIsAH1YdjDxgPHzU6z3iXBZ5i0wk-gBWVu_sauFSOGuLeeytKx9apW87COODd4aApPgEALw_wcB
Learning Questions:	**Where is China in the world?** ➢ Show China on a world map ➢ Show Beijing on a map of China

- Looking at a map of China, ask children:
  - **Can you find Yangtze river?**
  - **Can you find a city in the North of China?**
  - **Which cities are on the coast?**
  - **Name an ocean near to China.**
  - **Name 2 countries which border China.**
- Children to input this onto a map



Can I understand what life is like for people in China?

- Carousel activity. Children should learn about:
  - Weather and climate
  - Culture
  - Farming
  - Great Wall of China
  - Animals
- Children to write 3 facts that have stuck on a sticky note and make a class "What I learned" flip chart page

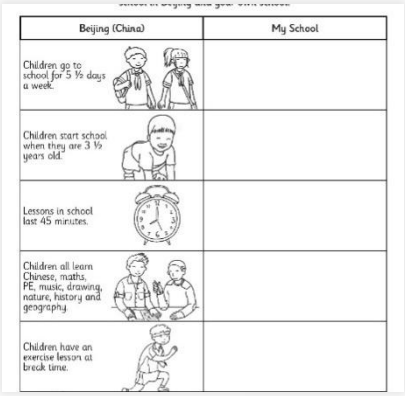
Can I compare life in the UK and life in China?

- Recap learning from last lesson. Looking at the information, were there similarities and differences between the UK and China
- This can be recorded in a table

Start of the day	Morning	Morning break	Morning	Lunch	Afternoon	Hometime

Can I compare schooling in Beijing to schooling in China?

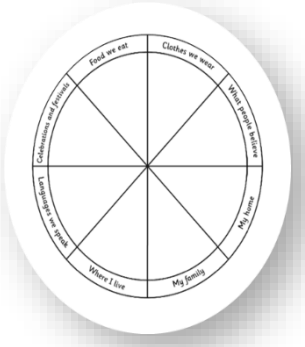
- Watch the following video: https://www.bbc.co.uk/programmes/p0113kgs
- Use the video to fill in a timetable of a day in school in Beijing as a class
- Children then compare the school day in Beijing to their own school day



Beijing (China)	My School
Children go to school for 5 ½ days a week.	
Children start school when they are 3 ½ years old.	
Lessons in school last 45 minutes.	
Children all learn Chinese, maths, PE, music, drawing, nature, history and geography.	
Children have an exercise lesson at break time.	

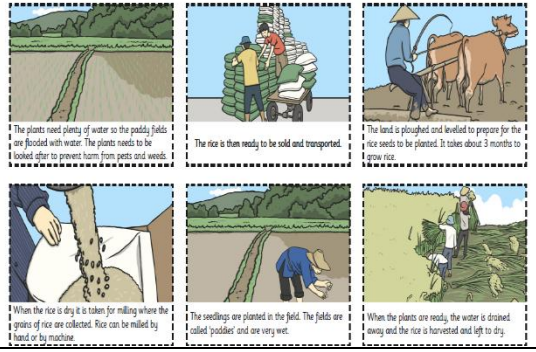
What is Chinese culture like?

- Remind children of that the word “culture” means. Allow them to make their own culture plate
- Teach children about Chinese New Year
- Allow children to try some Chinese foods

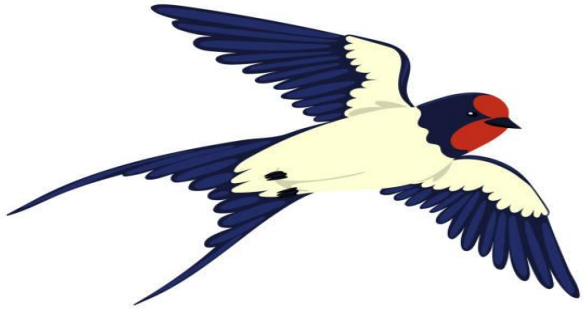


What are the different types of farming in China?

- Introduce children to the words “farming”, goods and produce and make sure they understand what they mean
- Teach the children that the main types of farming are rice and tea farming
- Children order or rewrite the steps of rice farming



Martins Geography Curriculum (Year 3 and Year 4)



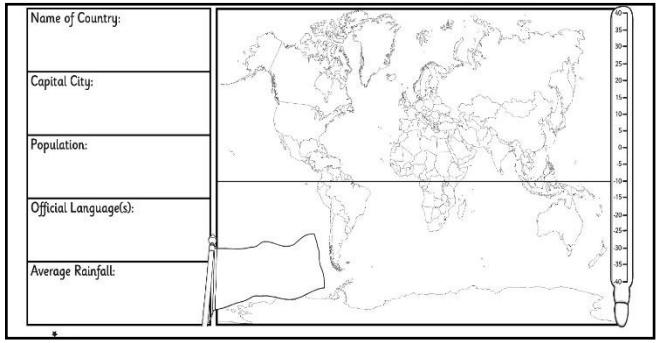
Year 3 and Year 4 Geography	
Cycle A	**Postcards Home** **Term 1**
National Curriculum Links	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) 2. Name and locate counties and cities of the United Kingdom 3. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and region in a European country. 4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Fieldwork opportunities/ wider learning.	• Children talk about places they have visited in the UK and in Europe • Children could contact a school in Denmark and compare lives via letter
Learning Questions:	**Recap: Where is the UK? What are its Capital cities?** ➢ Recap lesson: children should recall previously learnt facts about the UK from KS1. To be used as formative assessment for the teacher to fill gaps. **Can I name and locate the main cities on the UK?** ➢ Look at regions of UK on a map eg North East, Midlands etc. ➢ Introduce main cities of England: Newcastle, York, Cambridge, London, Canterbury, Bath, Coventry, Birmingham, Liverpool. Can children use an Atlas to label them on a map? ➢ As a plenary, can children match the key landmarks with each place? Canterbury Cathedral, Ston Henge, Angel of the North, Clifton Suspension Bridge, Roman Baths, Buckingham Palace, Anfield Stadium.

	<u>Can I name and locate European countries? (Including Russia)</u> **<u>Focus on Southern and Northern Hemisphere</u>** ➢ Explain what Europe is and show where it is found on a map. ➢ Children use an atlas to label countries of Europe **<u>Can I name and locate the capital cities of Europe?</u>** ➢ Children use Atlas or google maps/ earth to locate the capital cities of Europe. **<u>What are the similarities and differences between England and Spain?</u>** ➢ A booklet can be found on Twinkl to support with this. ➢ Children can compare different aspects such as: • Climate • Schooling • Food • People of interest • Places of interest

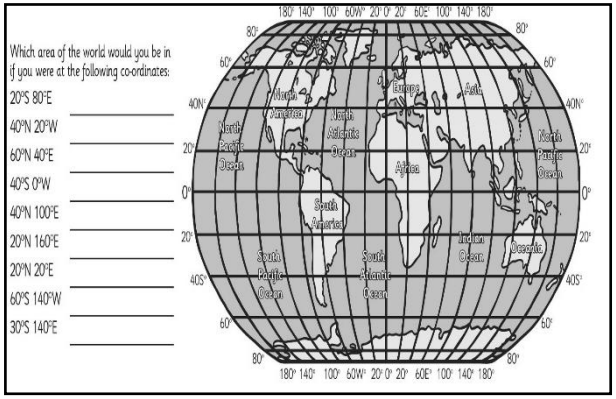
Cycle A	**Volcanoes and Earthquakes** **Term 4 and Term 5**
National Curriculum Links	1. To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 3. To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Fieldwork opportunities/ wider learning.	• Wider learning opportunities through case studies of Mount Vesuvius or Indian Ocean Earthquake 2004.
Learning Questions:	**<u>Can I label the layers of the earth?</u>** ➢ Introduce the core, mantle, and crust. Talk about their features ➢ Children label a diagram of this **<u>Can I describe the different ways tectonic plates can move?</u>** ➢ Introduce the idea of tectonic plates ➢ Children should know that they can move apart, move together, or move side by side ➢ These can be recreated using either paper or Oreos **<u>How are volcanoes formed?</u>**

	https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc ➢ Explain different types of volcanoes: active, dormant, extinct ➢ Introduce children to the “Ring of Fire” and show it on a map ➢ Children create diagram explaining how volcanoes are formed ➢ You may want to make your own volcanoes with children **How do volcanoes effect people’s lives and the environment?** ➢ Ask children if they would like to live beside a volcano and why. ➢ Give children pro and con cards and allow them to sort them accordingly (See Twinkl) These include: • Farming near a volcano can be really good, because the volcanic soil can produce very good crops. • Volcanic regions can produce geothermal energy, which is clean and renewable. • Ash can destroy farm crops. • Volcanoes are tourist attractions bringing money and jobs to the area. • Buildings can be destroyed by lava flow. • Scientists can predict when a volcano will erupt. • Dormant volcanoes may not erupt for hundreds of years. • The isolated slopes of volcanoes are good habitats for rare plants and animals. • Minerals and rocks made from volcanic lava are mined and used for building materials, bringing jobs to the area. • People can be swept away by pyroclastic flows or lahars (mudflows). • Ash can cause health problems for people and animals. • Frequent earthquakes can damage property. **How are earthquakes caused and how are they measured?**

	➢ Explain that earthquakes happen on tectonic plate boundaries ➢ Explain that earthquakes can be measured in 2 different ways: Seismometers and Mercalli Scale ➢ Give children a copy of the Mercalli Scale and allow them to put them into order of severity (See Twinkl) **How do earthquakes effect people's lives and the environment?** ➢ This could be looked at through the case study of the Indian Ocean Earthquake 2004 **Case studies to be considered:** ➢ **Mount Vesuvius** ➢ **Indian Ocean Earthquake 2004**
Cycle B	**All Around the World** **Term 2**
National Curriculum Links	1. To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere 2. To identify the position and significance of latitude and longitude 3. To identify the position and significance of the Arctic and the Antarctic Circle 4. To identify the position and significance of the Tropics of Cancer and Capricorn 5. To identify the position and significance of the Prime/ Greenwich Meridian 6. To identify the position and significance of time zones (including day and night)

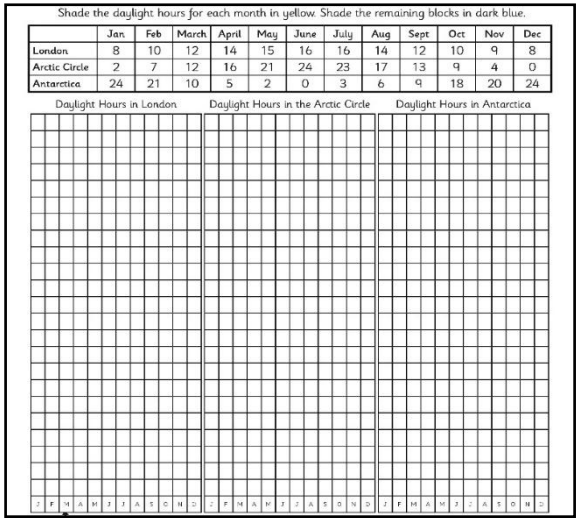
Fieldwork opportunities/ wider learning.	
Learning Questions:	**<u>Can I explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere?</u>** ➢ Find the UK on a globe ➢ Ask children how they would describe it's position ➢ Ask children to discuss the word "hemisphere" ➢ Explain to them that we have a Northern and Southern Hemisphere ➢ In which hemisphere do they think the UK is? ➢ Ask children to discuss the word "equator" ➢ Show them where the equator is and explain that it divides the globe into two equal halfs ➢ Children to use an atlas to find a country that is positioned in the Northern Hemisphere, Southern Hemisphere and on the equator. ➢ They should find out the following information: • Name • Capital City • Population • Official language(s) • Average rainfall  **<u>Can I identify lines of latitude and longitude and use them to locate different places?</u>**

- Introduce the children to lines of Latitude. The LA can help us to remember that they are "Lines Around" the earth.
- Introduce the children to lines on Longitude. The LO can help us to remember that they are "Lines On" the earth.
- Explain that we use these lines to help us to find locations as we can use numbers and letters to create co-ordinates.
- The latitude is always given first
- Children use co-ordinates to find places on the map



<u>Can I describe the key features of the polar regions and compare them to the UK?</u>

- Explain to the children that the North Pole located at the Artic circle at latitude 66°N
- Explain to the children that the South Pole located at the Artic circle at latitude 66°S
- Look at the countries in the Artic Circle:
- Norway, Sweden, Finland, Russia, United States of America (Alaska), Canada, Greenland, Iceland
- Ask children to consider: What would the weather be like here in July and December? What animals might you see here?
- Activity: Children compare daylight hours in the Artic and Antarctica



Shade the daylight hours for each month in yellow. Shade the remaining blocks in dark blue.

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
London	8	10	12	14	15	16	16	14	12	10	9	8
Arctic Circle	2	7	12	16	21	24	23	17	13	9	4	0
Antarctica	24	21	10	5	2	0	3	6	9	18	20	24

Daylight Hours in London | Daylight Hours in the Arctic Circle | Daylight Hours in Antarctica

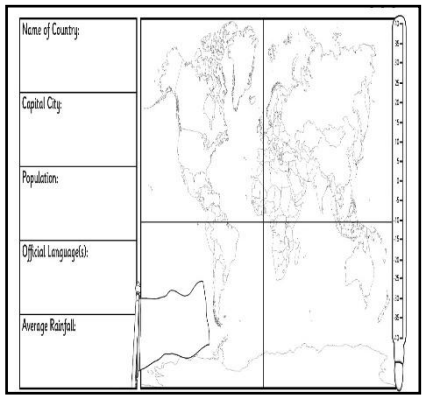
J F M A M J J A S O N D | J F M A M J J A S O N D | J F M A M J J A S O N D

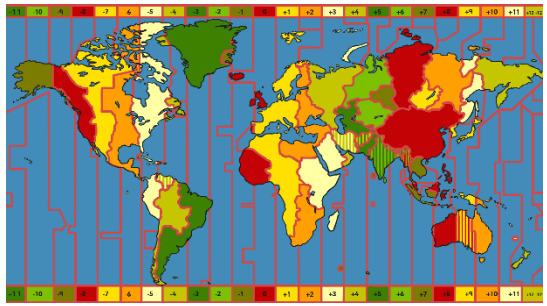
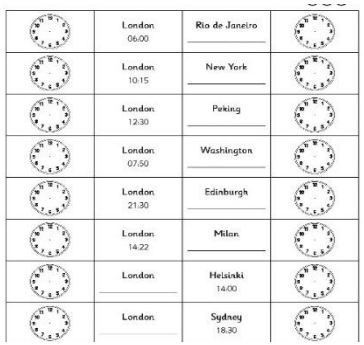
What is the climate of the tropics?

- Introduce the Topics of Cancer and the Topics of Capricorn and their positions
- Tell the class that between the Tropics of Cancer and Capricorn, the weather is hot all year round. Rainfall can be very varied in tropical locations – some areas have very little rain, some have a rainy season and some have fairly consistent rainfall throughout the year.
- Explore the conditions in:
- Tropical Rainforests, Tropical Coniferous Rainforests, Tropical Dry Forests and Tropical Grasslands
  - Children choose an area in the tropics and create a weather report

Can I explain the position and significance of the Prime Meridian?

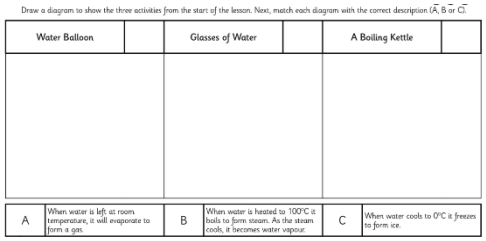
- Explain that the lines of longitude are also called meridians.
- Meridian comes from a Latin word that means midday, the sun crosses each meridian half way between sunrise and sunset.
- The Prime Meridian is at longitude 0°, it divides the Earth into two hemispheres, the Eastern Hemisphere and the Western Hemisphere.
- Explain that Prime Meridian was invented for sailing
- Children to research a country on the Prime Meridian



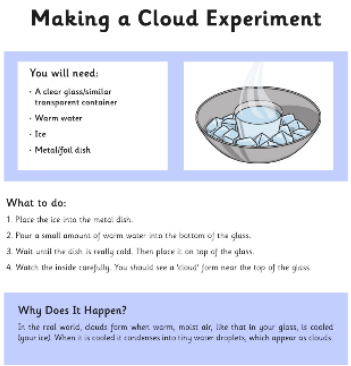
	<u>Can I explain the position and significance of time zones?</u> ➢ Explain night and day ➢ Time is different depending on where you are in the world. If it is daytime in the UK, it will be night-time in Australia. ➢ There are now many more than 24 time zones as several time zones are only 30 or 45 minutes apart. ➢ All time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich Meridian or the Prime Meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT) or Universal Time. ➢ Share a graph of different time zones ➢ Children to calculate times in different countries   London 06:00 Rio de Janeiro London 10:15 New York London 12:30 Peking London 07:50 Washington London 21:30 Edinburgh London 14:22 Milan London Helsinki 14:00 London Sydney 18:30
	Rainforests **Term 3**
National Curriculum Links	1. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 2. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	4. Human geography, including the distribution of natural resources including energy, food, minerals and water
Fieldwork opportunities/ wider learning.	• Fieldwork to a local forest
Learning Questions:	**<u>What is a rainforest and where are they found?</u>** ➢ Start by looking at the 4 different types of forest: • Temperate deciduous, Temperate Coniferous, Boreal Forest, Tropical Rainforest ➢ Look at the Key features of what makes a rainforest ➢ Look at where rainforests are found on a map. Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map. ➢ Can children independently label the Rainforests on a map? **<u>What is the climate of a Rainforest?</u>** Starter activity: What is meant by biomes and what are the features of a specific biome? ➢ Recap the difference between weather and climate ➢ Remind children of where rainforests are found on a map: near the equator between the Tropics of Capricorn and Cancer ➢ As a result: • There are no seasons: the weather is the same all year round • Every month has an average rainfall of at least 6cm • It usually rains everyday • Temperatures are hot all year round • It is very humid ➢ Activity suggestion: Children write and record their own weather report for a rainforest **<u>What are the layers in a tropical rainforest?</u>**

	➢ Rainforest layers are different because of the different amounts of light and water that they get ➢ Explain the features of each layer: • Emergent layer • Canopy layer • Understory layer • Forest floor ➢ Activity idea: Children label each layer on a diagram **<u>What is the Amazon Rainforest?</u>** ➢ Children research the Amazon Rainforest and present their findings to the class **<u>How does the Amazon Rainforest compare to a local forest?</u>** ➢ Fieldwork report **<u>What does deforestation mean and why are rainforests under threat?</u>** **<u>What can we do about it?</u>** ➢ Define deforestation ➢ Look at the negative impacts of deforestation ➢ Think of ways that we can help at Chilham ➢ Activity idea: Write a class letter to a local MP, convincing them to help stop deforestation
Cycle B	**Water**
National Curriculum Links	1. Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter.

	2. Describe and understand key aspects of the water cycle in the context of explaining the water cycle. 3. Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. 4. Describe and understand key aspects of the water cycle in the context of learning about the water treating process. 5. Describe and understand key aspects of the water cycle in the context of learning about flooding. 6. Describe and understand key aspects of the water cycle in the context of learning about water pollution.
Fieldwork opportunities/ wider learning.	
Learning Questions:	**<u>What are the three states of matter?</u>** ➢ Have a glass of water at room temperature, explain that if it was left sitting out, it would begin to evaporate to for a gas. ➢ Have an ice cube block filled with water, explain that if it was put in the freezer it would freeze to form a solid. ➢ Have a kettle, boil the water and explain that when the steam is left to cool, it will become water vapour- a mirror could be used to help show this by placing it in front of the steam. ➢ Children draw diagrams to show what they have learned.  Draw a diagram to show the three activities from the start of the lesson. Next, match each diagram with the correct description (A, B or C). Water Balloon | Glasses of Water | A Boiling Kettle A: When water is left at room temperature, it will evaporate to form a gas. B: When water is heated to 100°C it boils to form steam. As the steam cools, it becomes water vapour. C: When water cools to 0°C it freezes to form ice. **<u>What are the key aspects of the water cycle?</u>** ➢ Show children a diagram of the water cycle ➢ Explain to them how it works

- Video animation: https://www.bbc.co.uk/bitesize/articles/z3wpp39
- Allow children to label their own diagram of the water cycle



Making a Cloud Experiment

You will need:

- A clear glass/similar transparent container
- Warm water
- Ice
- Metal/foil dish

What to do:

1. Place the ice into the metal dish.
2. Pour a small amount of warm water into the bottom of the glass.
3. Wait until the dish is really cold. Then place it on top of the glass.
4. Watch the inside carefully. You should see a 'cloud' form near the top of the glass.

Why Does It Happen?

In the real world, clouds form when warm, moist air, like that in your glass, is cooled (your ice). When it is cooled it condenses into tiny water droplets, which appear as clouds.

How are clouds and rain formed?

- Boil a kettle- tell the children to discuss what they see
- Ask the children how this could be related to how clouds are made
- Allow children to “make their own cloud”
- Plenary- explain the names of different types of clouds

https://www.bbc.co.uk/bitesize/articles/zj3fhcw#zrr6vj6

How and why is drinking water cleaned?

- Ask children do discuss where they think the water we drink comes from
- Show this video of explain: https://www.youtube.com/watch?v=9z14l51ISwg
- Allow children to filter their own water: Video to help teacher: https://www.youtube.com/watch?v=pU3gAK3Xyhs

What are the causes and effects of flooding?

- Explain that there are four types of flooding:
  - Fluvial- rivers bursting their banks
  - Pluvial- caused by rainwater
  - Coastal- caused by high tides and storms
  - Plumbing- caused by broken pipes in properties
- Ask children to think about our school, do they think we could be ready for a flood? Have them look at the classroom environment and fill in the attached survey. Can they give advice to make their classroom more resistant to the effects of flooding?

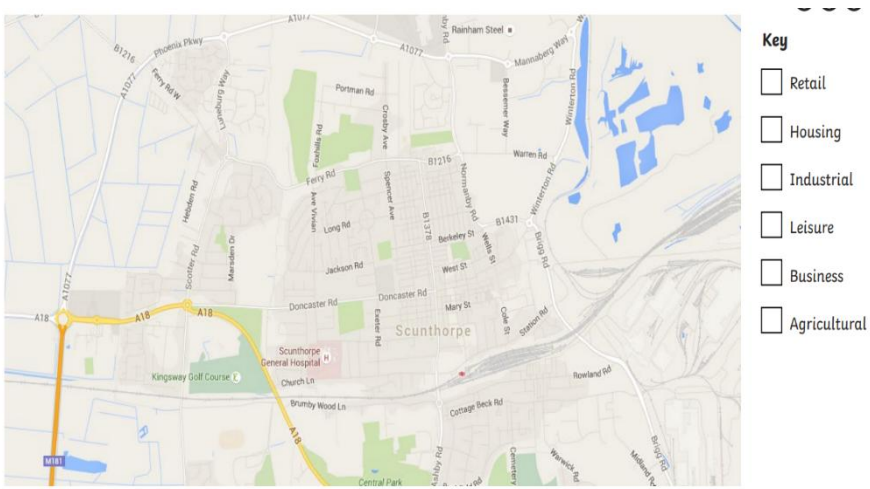
Height of water =	1cm of water	10cm of water	100cm of water
Carpets and furnishings			
Electrical fittings (like plugs)			
Furniture			
Electrical items			
Books and CDs			

	<u>What are the causes and effects of water pollution?</u> ➢ Define pollution: Pollution is anything that is introduced into a habitat which has a harmful effect on plants and animals living there. ➢ What sorts of things might harm plants and animals living in or near water? • Chemicals • Litter • Fertilisers ➢ Ask children for ideas on how to reduce water pollution. ➢ Have them create their own posters to educate other children in the school.
Cycle B	**Land Use**
National Curriculum Links	1. To describe and understand key aspects of human geography including land use in the context of using sketch maps. 2. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map. 3. Describe and understand key aspects of human geography including land use in the context of using keys and legends. 4. Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. 5. Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map. 6. Use maps and atlases to describe land use in the context of thinking about urban and rural areas. 7. Use maps and atlases to describe land use in the context of thinking about agriculture.

Fieldwork opportunities/ wider learning.	
Learning Questions:	**<u>Can I create a sketch map of the local area?</u>** ➢ Allow children to compare a sketch map and a digital map ➢ What do they think the features of a sketch map are? • A title • Labels when needed • Simple lines • Enough detail to give the general idea (not every house and tree) • A note to say that it is not drawn to scale • A North arrow ➢ Allow children to sketch maps of the village square **<u>Can I use a key on a map to show how land is used?</u>** ➢ Ask children what the purpose of a key is ➢ Allow children to discuss what makes a good key ➢ Allow children to design keys that may be used on a map of a school What symbols would you use for a visitors' map for your school? Fill in the key below and then add the symbols to your school map. Remember to make your symbols simple enough that you can draw them several times, and easily distinguished from each other. | | Boys' toilets | | Sports area | | | Girls' toilets | | Dining area | | | Disabled toilets | | Parking | | | Staff toilets | | Stairs | | | Staff room | | Storage area | | | First aid point | | Classroom | | | Drinking water | | Offices | | | Telephone | | Toilets |

How is land used in settlements?

- Describe different types of land use:
- Agriculture
- Housing
- Industrial
- Business
- Leisure
- Retail
- Find examples of different land used on a map



How are settlements linked?

- Ask children how they are linked to other settlements e.g. through family, hobbies. Favourite sports team, singer etc.
- Ask children how they travel to different places.
- Allow children to use an atlas or google maps to plan the following journeys.

Use the index in your atlas to find the start and finish points.

Which road would you need to take to travel between the two places?

Start	Finish	Road Number
Worksop	*Newark on Trent*	*A1*
Northampton	Corby	
Plymouth	Exeter	
Glasgow	Edinburgh	
Bristol	Birmingham	
Southampton	Bournemouth	
Skipton	Harrogate	
Swindon	Reading	
Aberdeen	Stonehaven	
Holyhead	Bangor	
Coleraine	Ballymoney	

	What makes a settlement ideal? ➢ Ask children what a settlement needs to be attractive to humans ➢ Supply children with a list of things a settlement may have. Get them to think about whether they are “essential” “desirable” or “unwanted”. ➢ Allow children to draw a map of their ideal settlement, including the features of a sketch map.

Peacocks Geography Curriculum

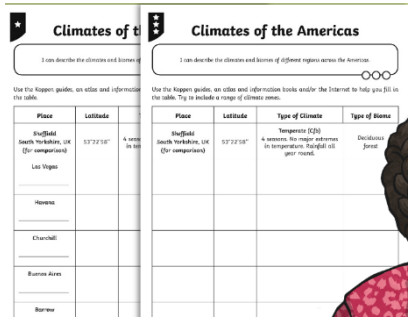
(Year 5 and Year 6)

Year 5 and Year 6 Geography	
Cycle A	**The Americas**
National Curriculum Links	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. Locate the world's countries, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 4. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and nigh Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Fieldwork opportunities/ wider learning.	Visit from Miss Callow (Herons Class Teacher) who lived and travelled in South America for 8 months.
Learning Questions:	**Can I identify countries in North and South America?** ➢ Ask children what they already know about the Americas and share their ideas ➢ Model finding a country in North and South America using an atlas ➢ Allow children time to find the different countries of North and South America using an Atlas ➢ Tell children that there are 50 states in the Americas. Give them 5 minutes to write down as many as they can. Share all 50 after 5 minutes **Can I use geographical terminology to describe the location and characteristics of a range of places across the Americas?** ➢ Revisit the vocabulary of Longitude and Latitude ➢ Introduce the Climate Zones: Antarctic Circle, Artic Circle, Equator, Tropics of Cancer ➢ Allow children to complete a wordsearch of the new vocabulary

- Challenge: Write a definition of each word

<u>Can I describe the weather and biomes in different places across the Americas?</u>

- Discuss the difference between weather and climate
- Recall last lesson, how may climate and weather be effected by latitude (climate zones)
- Tell the children to look at the Koppen System Information Sheet. Ask them to discuss what type of climate it is in the UK
- Explain to the children that the type of climate effects the type of Biome found
- Allow children to research different places in America, recording what they find in relation to their climate and biome


Climates of the Americas

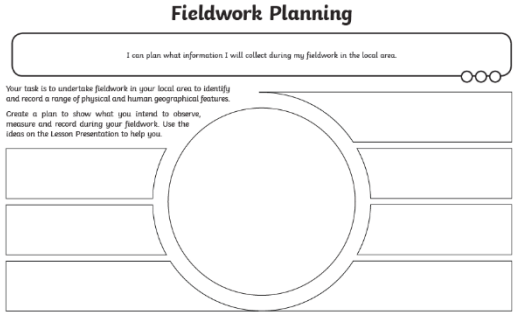
I can describe the climates and biomes of different regions across the Americas.

Use the Koppen guide, an atlas and information books and/or the Internet to help you fill in the table. Try to include a range of climate zones.

Place	Latitude	Type of Climate	Type of Biome
Sheffield South Yorkshire, UK (for comparison)	53°23'58"	Temperate (Cfb) 4 seasons. No major extremes in temperature. Rainfall all year round.	Deciduous forest
Las Vegas			
Havana			
Churchill			
Buenos Aires			
Barrow			

<u>Can identify physical and human geographical features of my local area?</u>

- Supply children with pictures of Death Valley, California and the Peak District, UK
- Ask children to predict where they think these places are and compare them
- Explain to the children that they are going to be taking part in fieldwork to compare the local area to Death Valley
- Allow children to plan the fieldwork using the “fieldwork planning activity sheet”
- Allow children to go out into the local fieldwork
- Allow children to share their findings once back at school


Fieldwork Planning

I can plan what information I will collect during my fieldwork in the local area.

Your task is to undertake fieldwork in your local area to identify and record a range of physical and human geographical features.

Create a plan to show what you intend to observe, measure and record during your fieldwork. Use the ideas on the Lesson Presentation to help you.

	<u>Can I explain human and physical characteristics of a chosen location in the Americas?</u> ➢ Give children cards containing pictures of different places in the Americas. Allow them to group them into different groups, taking human and physical characteristics into account. Ask children to explain their reasoning ➢ Ask children to think back to the fieldwork they undertook last lesson. Ask them what type of characteristics they observed ➢ Tell the children that they are going to research an area of the Americas in a similar way to the way they researched their local areas- looking at the same categories of characteristics ➢ Allow children to research different parts of the Americas and make a PowerPoint presentation ➢ Allow children to present their findings **<u>Can I describe the characteristics and significance of a natural wonder of the Americas?</u>** ➢ Ask children to discuss what wonders of the world they know ➢ Share the 7 ancient wonders of the world ➢ Explain to the children that there are many other beautiful natural landmarks that are not classed as wonders of the world ➢ Explain that today, they are going to pick the 8th wonder of the world and persuade the class of why it should be chosen ➢ Children should be given time to pick a natural beauty spot in America and persuade the rest of the class on why it should be chosen- they may pick from multiple ways of doing this, pre-selected by the teacher
Cycle A	**<u>Global Trade</u>**
National Curriculum Links	1.To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports

	2. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports 3.To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador 4.To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade 5.To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the global supply chain 6.To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links
Fieldwork opportunities/ wider learning.	Visit from fair trade company- Body Shop/ Siesta Crafts (Canterbury)
Learning Questions:	**<u>What do we trade?</u>** ➢ Introduce new vocabulary: trade, import, export ➢ Ask the children what they know about trade within the UK ➢ Give children a table of commodities, allow them to discuss whether they think the UK imports or exports them, encourage them to give reasons for their answer

Use the data provided and the axes on the next page to show UK imports and exports.

Traded item	Import value (billions of £)	Export value (billions of £)
Coffee beans	3	0
Medicines	15	17
Aircraft parts	3	5
Scrap iron	0	2
Bananas	0.5	0
Whisky	0	5
Cars	32	12
Oil and gas	33	19
Computers	11	3
Tartan kilts	0	0.2

UK Imports and Exports

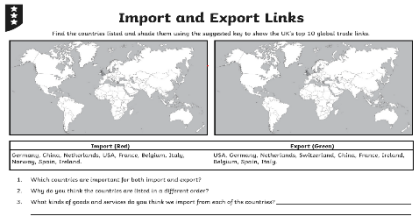
Which items do you think are exported from the UK? Which are imported into the UK?
Which are both imported and exported?
Put a tick in the correct column.

Traded item	Imported	Exported	Both
Coffee beans			
Medicines			
Aircraft parts			
Scrap iron			
Bananas			
Whisky			
Cars			
Oil and gas			
Computers			
Tartan kilts			

- Give children a table showing the imports and exports of the UK. Ask them to make a graph using the given information

Who do we trade with?

- Ask the children to recall the last lesson, what does the UK import and export?
- Provide children with a list of countries that the UK imports and exports from
- Ask children to find the countries on a map, using an atlas and to use a key to show which countries the UK imports from, and which countries the UK exports from
- Allow children to use the "Import Cards" to learn about what commodities are imported and exported from different countries by the UK


Import and Export Links

Find the countries listed and shade them using the suggested key to show the UK's top 10 global trade links.

Import (Red)	Export (Green)
Germany, China, Netherlands, USA, France, Belgium, Italy, Norway, Spain, Ireland.	USA, Germany, Netherlands, Switzerland, China, France, Ireland, Belgium, Spain, Italy

1. Which countries are important for both import and export?
2. Why do you think the countries are listed in a different order?
3. What kinds of goods and services do you think we import from each of the countries? _____

How does trade link the UK and El Salvador?

- Ask children if the have ever heard of El Salvador, what do they know about it?
- Show children a topographical map of El Salvador and discuss the landscape
- Show the children a variety of goods, ask they which ones they think we import from El Salvador. Ask them to justify their answers, thinking about the topographical map
- Explain to the children that many families face challenges in El Salvador
- Allow children to read the three biographies of children in El Salvador, they should discuss:
  *What problems do they face?
  *What effect does this have on their income?
  *What could be done to help them
- Children should discuss their thinking with other children and share their ideas

What is the importance of Fair Trade?

- Ask children to discuss Fair Trade and what they already know about it
- Show children a variety of products. Ask them to think about which ones could be Fair Trade and why
- Show children the sheet which discusses different jobs in the production of a banana, have children predict how much more they think each person makes
- Get children to discuss the other benefits of fair trade
- Can children make posters for around the school to promote buying fair trade?

Fair Trade

Match each person with their role in the production of bananas. Then, sort the roles into the correct order to get the bananas from the tree to the shop!

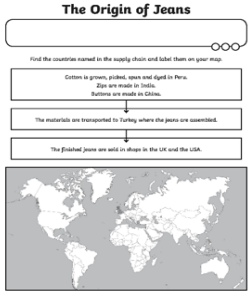
Can you guess how much each person would make if a banana costs the consumer 30p?

Profit from 30p =	Profit from 30p =	Profit from 30p =	Profit from 30p =	Profit from 30p =	Profit from 30p =

Retailer	Exporter	Importer	Plantation Owner	Picker	Ripener
I work 10 -12 hours a day. I select, wash and cut the bananas. I also make sure they are fed and watered.	I buy machinery for the plantation and pay the pickers. I pay for fertilisers to increase harvests.	I transport the bananas by cargo ship. I pay for fuel and any loads that are lost or damaged on the journey. I also pay fees for the ship to stop in a port.	I sell the bananas to consumers. I pay for staff and the running costs of the store. I am also responsible for advertising and any losses if stock isn't sold.	I run ripening centres, where green bananas are ripened ready to sell. I have to pay for workers and the gases used for ripening.	I transport the bananas from the port to ripening centres in Europe. I have to pay for workers and lorries to transport the bananas.

What is the global supply chain?

- Ask the children to share what they know about the global supply chain
- Ask children to use the given sheet to find all the places a pair of jeans comes from
- Introduce the children to the idea of globalisation
- Give children a sheet containing the positives and negatives of globalisation, have them sort them in pairs



The Origin of Jeans

Find the countries named in the supply chain and label them on your map.

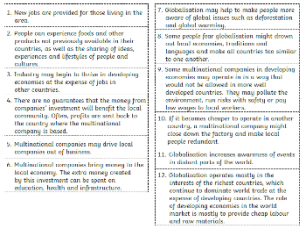
Cotton is grown, picked, spun and dyed in Peru.
Zips are made in India.
Buttons are made in China.

↓

The materials are transported to Turkey where the jeans are assembled.

↓

The finished jeans are sold in shops in the UK and the USA.



1. New jobs are provided for those living in the area.
2. People can experience foods and other products not previously available in their countries, as well as the sharing of ideas, experiences and lifestyles of people and cultures.
3. Industry may begin to thrive in developing economies at the expense of jobs in other countries.
4. There are no guarantees that the money from companies' investment will benefit the local community. Often, profits are sent back to the country where the multinational company is based.
5. Multinational companies may drive local companies out of business.
6. Multinational companies bring money in the local economy. The extra money created by this investment can be spent on education, health and infrastructure.
7. Globalisation may help to make people more aware of global issues such as deforestation and global warming.
8. Some people fear globalisation might drown out local economies, traditions and languages and make all countries too similar to one another.
9. Some multinational companies in developing economies may operate in in a way that would not be allowed in more well developed countries. They may pollute the environment, run risks with safety or pay low wages to local workers.
10. If it becomes cheaper to operate in another country, a multinational company might close down the factory and make local people redundant.
11. Globalisation increases awareness of events in distant parts of the world.
12. Globalisation operates mostly in the interests of the richest countries, which continue to dominate world trade at the expense of developing countries. The role of developing economies in the world market is mostly to provide cheap labour and raw materials.

How has trading changed throughout history?

Cycle A	**Marvellous Maps**
National Curriculum Links	Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Fieldwork opportunities/ wider learning.	Potential scavenger hunt/ local walk using maps
Learning Questions:	• I can find information in an atlas using the index and simple co-ordinates. • I can use a key to describe features on an Ordnance Survey map • I can use the eight compass points to describe routes on a map • I can use four or six-figure grid references to locate places on a map. • I can plan a journey using the eight compass points and four or six-figure grid references. • I can describe how land use has changed over time
Cycle B	Mountains
National Curriculum Links	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. Name and locate key topographical features (including hills and mountains), and land-use patterns; and understand how some of these aspects have changed over time Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Fieldwork opportunities/ wider learning.	In English through our book King of the Cloud Forest, children will be given a chance to study the Himalayas in a cross curricular context as part of a larger case study on mountains. They will be given time to independently research the Himalayas, gathering facts and figures.

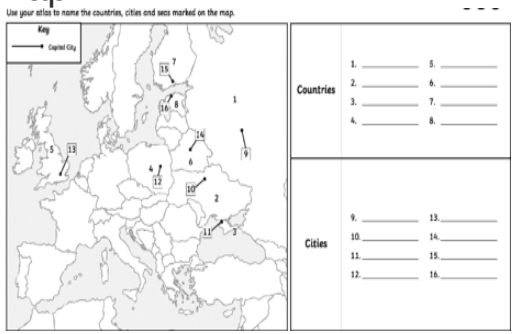
	<u>What makes a mountain?</u> Mountain focuses for this lesson: Pyrenees, Alps, Carpathians, Apennines, Urals, Balkan mountains. ➢ Explore when a hill becomes a mountain. ➢ Use google maps to locate different mountains on a digital map. ➢ Identify the height of a peak on a map. ➢ Explore contours and what they tell us about a hill or mountain. **<u>What are the key features of a mountain?</u>** Mountain focuses for this lesson: Himalayas and Snowdonia. ➢ Understand that not all mountains look the same. Compare Himalayas and Snowdonia. ➢ Identify a valley and summit, foot and slope of a mountain. ➢ Identify an outcrop, a ridge, the tree line and the snow line. ➢ Identify the plateau. **<u>What mountains are in the UK and how do they differ from the Himalayas?</u>** Mountain focuses for this lesson: Pennines, Grampian mountains, Snowdonia, Dartmoor, Cambrian mountains, Sperrin mountains, Himalayan mountains. ➢ Use google maps to identify different mountain ranges in the UK. ➢ Choose one of the Uk mountains and use the computer to independently research this mountain. ➢ Find differences and similarities to the Himalayas.

	<u>How are mountains made?</u> Mountains of focus for this lesson: Alps (fold mountains), Sierra Navada Mountains (Fault- block mountains), Mount Vesuvius (Volcanic mountain) Devils Tower (Dome mountain) Allegheny Mountains (Plateau mountain) ➢ Understand that mountains formed a very long time ago. ➢ Describe how tectonic plates move together to create fold mountains. ➢ Describe how lava flow creates volcanic mountains. ➢ Describe how fault lines in the earth's crust move to create mountains. ➢ Describe how pressure from magma below the earth creates dome mountains. ➢ Describe how erosion creates plateau mountains. **<u>What is the climate of a mountain?</u>** Mountains of focus for this lesson: Rocky Mountains, Alps, Himalayas. ➢ Understand the difference between climate and weather. ➢ Find and compare mountain climates. ➢ List risks associates with the climates of a mountain. **<u>How does tourism effect mountain regions?</u>** ➢ Discuss why people may visit a mountain. ➢ Describe some of the effects of tourism on a mountain region. ➢ Discuss how we could limit damage created by tourism on mountain regions. ➢ Identify who might be responsible for limiting damage caused by tourism on mountain regions.

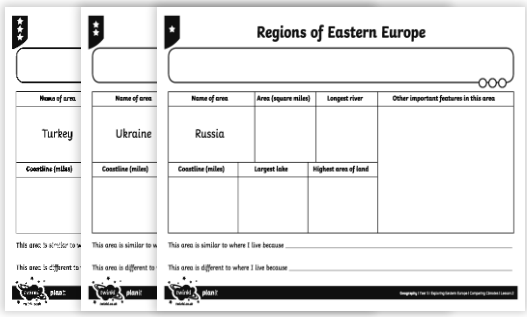
Cycle A	**Rivers**
National Curriculum Links	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. Name and locate key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 3. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 4. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Fieldwork opportunities/ wider learning.	Fieldwork opportunity to visit the river Stour.
Learning Questions:	**Where does our water come from and what rivers are in the UK?** River focus for this lesson: Spey, Bann, Trent, Mersey, Thames, Severn, Conwy, Tyn, Clyde, Tweed. ➢ Look at water cycle and understand that it is a closed cycle. ➢ Use a map to find rivers. ➢ Identify the source on a map and the sea the river runs into. ➢ Identify key locations along a river using a map. **Which are the key rivers of the world?**

	River focus for this lesson: Amazon, Cogo, Ganges, Indus, Loire, Mississippi, Murray, Nile, Ob, Yangtze. ➢ Recap from last lesson: ➢ Find a river on a map. ➢ Identify the source on a map and the sea the river runs into. ➢ Identify key locations along a river using a map. ➢ New learning: ➢ Compare length of rivers ➢ Compare discharge of rivers **<u>What are the key features of a river system? Link to fieldwork</u>** River focus for this lesson: Amazon and Thames. ➢ Look at the key features of the rivers upper course. ➢ Look at the key features of a rivers middle course. ➢ Look at the key features of a rivers lower course. ➢ Compare a river at different points of its course. **<u>What are erosion and deposition?</u>** River focus for this lesson: Amazon River. ➢ Explore how water erodes a river bank. ➢ Explain how deposition changes to shape of a river. ➢ Explore key features of erosion and deposition: ox-bow lake, waterfall and meander and identify them on a map and on a photograph. **<u>How do humans use rivers?</u>** ➢ Use OS map to identify human uses around a river. ➢ Explore and list some ways humans use rivers.

	➢ Sort these uses into categories: Leisure, industry, conservation and other. ➢ Look at advantages and disadvantages of using rivers. ➢ Identify possible impacts on rivers. **<u>How can we stop a river from flooding?</u>** Dam focus for this lesson: Hoover Dam ➢ Learn what a dam is and why they are built. ➢ Explore a major dam (Aswan Dam) ➢ Identify advantages and disadvantages of building a dam.
Cycle B	**<u>Exploring Eastern Europe</u>**
National Curriculum Links	1. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. 2. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in Europe. 3. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes. 4. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing climates. 5. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing towns

	6. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of nuclear power generation at Chernobyl.
Fieldwork opportunities/ wider learning.	
Learning Questions:	**<u>Can I name the countries and capital cities of Europe?</u>** ➢ Starter: Ask the children to record what they know about Europe already and what they would like to find out. ➢ Model using an atlas to find some countries on a map along with their capital cities: France, Sardinia, Poland and Finland ➢ Allow children to find different countries and capital cities on a map  **<u>Can I compare features of eastern European landscapes with my own area?</u>**

- Starter: Ask children to draw a sketch of what they think a physical landscape in Eastern Europe would look like. Share some pictures of eastern European landscapes.
- Recap lines of Latitude and what they mean. Show children a map of eastern Europe and discuss the lines of Latitude they fall under. Discuss what this means for landscapes- These will vary from place to place due to position effecting climate etc.
- Give children time to research places in eastern Europe and record what they have found out about their landscapes on provided sheets.



<u>Can I compare the climate of eastern European regions with that of my own area?</u>

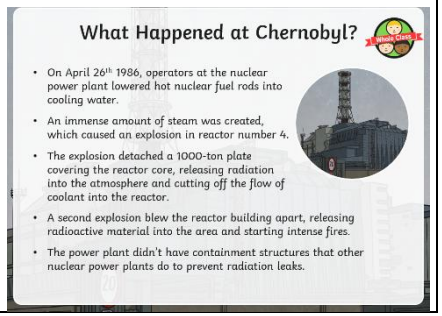
- Starter: Recall learning from last lesson, that the climate of regions will vary due the location.
- Allow children an opportunity to research the climate within a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Extended learning idea: Could children film themselves presenting the weather forecast for a chosen area of Eastern Europe?

<u>Can I compare the human geography of eastern European regions with that of my own area?</u>

- Starter: Recall the difference between human and physical geography.
- Allow children time to research a region of the United Kingdom, a region in a European country, and a region within North or South America, recording aspects of human geography on the provided sheets.
- Extended learning idea: Could children write a persuasive argument for what region of eastern Europe this would like to live in, drawing on their knowledge of both the physical and human features of the area?

Can I present information about one area of eastern Europe?

- Starter: On a sticky note, children write a human or physical characteristic about a chosen place in eastern Europe, they then swap theirs with another child in the class and see if they can guess which location their partner is referring to.
- Children create an itinerary for a two-day trip to a chosen place in Eastern Europe, drawing on physical and human geography.

Can I explain the impact of the Chernobyl nuclear disaster?

- Starter: Ensure the children know what a nuclear power plant is and what they are used for.
- Discuss the positives and negatives of nuclear power.
- Explain what happened during the Chernobyl nuclear disaster in a child friendly way. Note: It many we a good idea to let parents know that this is a topic you will be covering.
- Look at the map indicating the countries effected by the disaster, note that it effected countries closest to it, with the effects being less serious the further away countries are.
- Complete activity, ranking impacts of the disaster from more serious to least serious and discuss as a class.