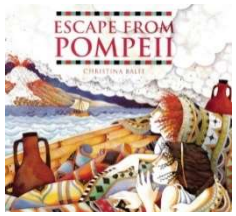
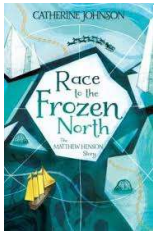
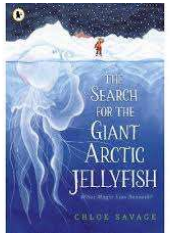
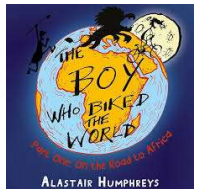
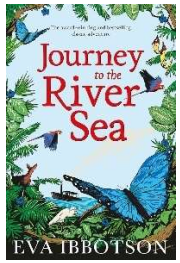
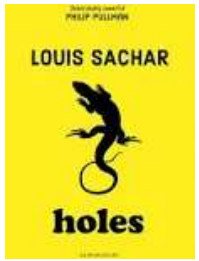
Geography at Spire Junior School

Geography Overview

	Year 3/4	Year 5/6
Cycle A	National disasters and flooding Is the Earth a peaceful place? Yorkshire Flood Agency Local walks Magna	Rainforests and forests/woods Is the Amazon vital for our existence? Deforestation, South America Linacre Woods and Reservoir, local walk around new housing estates to understand deforestation in the local area.
Cycle A texts		
Cycle B	Extreme environment Which European countries are committed to tackling climate change?	Mountains and Rivers What makes the natural landscape special? Longshaw

	Yorkshire Wildlife Park - habitats Carsington Water	Local Walk Talks from mountain enthusiasts Severn Trent water- human's impact on water
Cycle B texts	  	 

Progression of skills

	Year 3/4			Year 5/6		
	What children will learn.	Skills	Vocabulary	What children will learn.	Skills	Vocabulary
Cycle A	Uk - flooding Pompeii - settlements Volcanoes - Pompeii, Iceland Human geography - why settled on the volcano? (fertile land) Physical - volcanoes, earthquakes Flooding - impact Compass skills Water cycle An earthquake is the result of a sudden release of energy in the Earth's crust. Place with many earthquakes have specially designed buildings to protect them. There are more than 1500 active volcanoes on the Earth. We currently know of 80 which are under the sea.	Locational and Place knowledge: Locate the world's countries, using maps Name and locate counties and cities Identify cities of significance. Human and Physical Understand geographical similarities and differences	Eruption Aftershock Richter Scale Magna Lava Volcano Plate Boundary Crust Flood Water Cycle Condensation Evaporation Precipitation Surface run-off Saturated Porus Collection Storage Response Aid Human	Locate the Amazon rainforest and understand the location of Brazil. Identify and describe the different climate zones and the tropics. Compare the climate of the Amazon to that of Chesterfield. Recognise the importance of different environments. Describe and understand the land use and distribution of natural resources in the Amazon Rainforest. Know the impact of deforestation. Learn how natural resources are used in the modern world. Fair	Locational and Place knowledge Locate the world's countries, using Identify the physical characteristics and key topographical features of these places. Name and locate counties and cities and geographical regions Identify the position and significance of latitude, longitude, Equator, the hemisphere and tropics Human and Physical Understand the geographical similarities and differences	Biomes Climate Continent Fauna Country Flaura Equator Rural Landmarks Urban Latitude Forest Longitude Weather Rainforest Tropical Temperate Floor Vegetation Minerals

	Magma is liquid rock inside a volcano. Lava is liquid rock (magma) that flows out of a volcano. Our local area has been experiencing more flooding in recent years.  	Describe and understand key aspects of physical geography (volcanoes and earthquakes, and the water cycle) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and water). <u>Geographical skills and fieldwork</u> Use maps, atlases and digital/computer mapping to locate countries and describe features	Physical Disaster Evacuation Warning Protection Dormant Fault Tectonic plate Hot Spots Activity Monitor Fertile land Settlement Prevention Ash Slope vent magma chamber crater	trade Understand that natural resources are not limitless. Compare and contrast with UK woodland - Linacre woods.	Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, timber, food, minerals and water). <u>Geographical skills and fieldwork</u> <u>Map Work</u> Use maps, atlases and digital computer mapping to find out about other features of places.	Population Understory Canopy Grazing land Emergent layer Deforestation Livelihoods Cultural heritage Urbanisation Indigenous Tribe South America countries continents ocean rainforest, climate, weather, area, seasons, map climate zones, polar, temperate, arid,

		studied Ask, respond and compare by using geographical questions, e.g. Describe the landscape. Why is it like this? How has it changed? What happened after? Use and understand a series of geographical vocabulary in the correct context such as: Disaster, Response, Eruption, Magnitude, Impact,			Use/recognise OS map symbols and atlas symbols. Ask, respond predict and compare by using geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues? Use and understand a series of advanced geographical vocabulary in the correct context such as: biodiversity, ecosystem, deforestation, microorganism, resources, diversity, vegetation, non-	mediterranean, tropical, mountain, equator, tropic of cancer/capricorn, longitude, latitude, compare, Biome, savanna, temperate forest, Taiga forest, tundra, rainforest, desert, Deforestation resources, diversity, vegetation, non-renewable, sustainability, economy. Types of settlement and land

		economy. <u>Organisation and Communication</u> Communicate their knowledge and understanding in a variety of media e.g. news reporting Select and organise information.			renewable, sustainability, <u>Organisation and Communication</u> Communicate their knowledge and understanding in a variety of media e.g. debate Select and organise information to produce structured work.	use, economic activity including trade links, and the distribution of natural resources including energy, timber, food, minerals and water. geographical regions, identifying human and physical characteristics, land-use patterns; how some of these aspects have changed over time. Hills, mountains, coasts and rivers, land-

						use patterns, understand how some of these aspects have changed over time.
Cycle B	Human geography - settlements - bigger countries - more crowded? Smaller countries - more sustainable? Physical - Arctic Northern Lights - compass skills Hemispheres - knowing that Europe is in the Northern Hemisphere Name and locate some European countries Effect humans have on climate and land /habitats - **England, Scotland, Wales** , and **Northern Ireland** make up the United Kingdom. - There are **44 countries** in Europe.	Locational and Place knowledge Identify where countries are within the UK and Europe, begin to understand the distance between these. -Name and locate some major cities of the UK and capital cities of other European countries.	Weather continent border landlocked travel rural urban country Europe world direction physical human	Identify world mountain ranges. Mountain formations Key features of a mountain range Features of a river Identify world rivers Understand the wider context of places Compare physical and human features How humans effect the world environments over time Understand why people seek to manage and sustain the environment Physical features of coasts Longitude and latitude Antarctica- seasonal melt water stream	Locational and Place knowledge Identify and describe the significance of the Prime/Greenwich Meridian and time zones Recognise the different shapes of countries. Identify world mountain ranges and rivers. Know the location of: capital cities of countries in the British Isles and UK, seas around	Regions World Continents Longitude Latitude Boarders Peaks Ridge Valley Base Summit Waterfall Tributary Marsh

	- Europe is home to around **733 million people** . This is **11%** of the world's population. - Russia is the **biggest** country in the world. - Vatican City is the **smallest** country in the world. - Hottest place- Greece (48 °C) Coldest Place - Russia (-58.1 °C) - The 7 **Continents of the world** are: Europe, Africa, Asia, Australasia, North America, South America, Antarctica. **Country** / **Capital city** England / London France / Paris Germany / Berlin Spain / Madrid	Human and Physical Geography Identify physical and human features of the locality. -Explain about weather conditions/patterns around the UK and parts of Europe. -Understand some key aspects of physical geography -Understand the impact of climate agreements Understand how humans affect the environment over time. Know about changes to the world environments			the UK, European Countries. Human and Physical Geography Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences. Know about the physical features of coasts Understand how humans affect the environment over time. Know about changes to the world environments over time. Understand	Estuary Erosion Pollution Tourism Grid reference Physical Formation

		over time. Understand how people seek to help their environment. <u>Geographical skills and fieldwork</u> Ask simple geographical questions -Use basic geographical vocabulary such as: Population, European Union, country, city, weather, urban, rural, continent, capital city, trade, symbol. <u>Map Work</u> -Locate places on larger scale maps			why people seek to manage and sustain their environment. <u>Geographical skills and fieldwork</u> Ask and respond to a series of more complex to geographical questions, Use and understand a widening range of geographical terms: mountains, metres above sea level, altitude, aiguille, summit, peak, contour lines, range, butte, elevation, glacier, geology, meander, estuary, ox bow lake, confluence, tributary. <u>Map Work</u>	

		-Follow a route on a map with some accuracy. -Begin to draw a sketch map (messy map) -Begin to use map sites on internet and use junior atlases. -Know why a key is needed and use standard symbols. -Observe and Understand similarities and differences between places using pictures and maps. <u>Communicate knowledge</u> Communicate their knowledge and understanding through discussions,			Compare maps with aerial photographs. Select a map for a specific purpose. Use atlases to find out about other features of places. Draw a sketch map using symbols and a key; Use/recognise OS map symbols <u>Communicate knowledge</u> Communicate their knowledge and understanding in a variety of media, including ICT, written and oral methods, diagrams and models.	

		posters and appropriate media.				

Year 3/4 - Cycle A

Is the Earth a peaceful place?

Volcanoes, Floods, Earthquakes, Water Cycle

To prepare:
Yorkshire Flooding Agency
Compasses

	Learning Intention	Substantive knowledge	Key words
Lesson 1	To know the features of a volcano.	What is a volcano? What are its features? What are Shield and composite volcanoes? How do they erupt- (save the vinegar experiment for Pompeii destruction lesson) Dormant VS Active Pressure builds up underground in the magma chamber Investigate lava	Magma chamber Ash Lava Vent Slope crater
Lesson 2	To locate volcanoes on a map	Use an atlas to locate volcanoes on a map and areas of high volcanic activity. Compare using aerials and photographs, which volcanoes are near villages, which are not?	Map Locate

		Pompeii and E16 (Iceland) Also identify plate boundaries- earthquakes Map skills Paper Mache- make a volcano.	
Lesson 3	To understand the impacts of a volcanic eruption	Learn about the settlement of Pompeii. *Compass skills: Mount Vesuvius is north of Pompeii* Model- Paint Compare to the impact of Iceland's- both loss of fertile land, ash clouds Lead to air space closing down- economic cost VS loss of life Which was more destructive and why>	Erupt Destruction Lava Economic cost
Lesson 4	To investigate why people live near volcanoes.	Hot Seat- a farmer, geologist Eruption experiment- show destruction and discuss how you would feel living near this rik Reasons for and against Fertile land, always been there home, can't afford to move, technology has advanced to give warnings. VS Danger, risk, could lose life, house, would always be worried.	Risk Warning Choice Settlement
Lesson 5	To investigate earthquakes	Understand how they are formed- tectonic plates moving Identify on the map areas that have many earthquakes *Compass skills: where are these located compared to the UK?* Richter scales- not all earthquakes are the same.	Earthquake Aftershock Prepare Tectonic plate Plate boundary Richter Scale

		How do people prepare and protect themselves from earthquakes. Look at Japanese school. Do a drill- under the tables	
Lesson 6	To understand the water cycle	What is the water cycle? What are the processes of the water cycle? The water cycle KS2	Y3 Geography Lesson Resources	Oak National Academy au-us-sc-314-water-cycle-in-the-bag-model-science-experiment-english.pdf	Water cycle Precipitation Condensation Evaporation collection
Lesson 7	To understand the causes of flooding	Link to the water cycle What are floods? - Heavy rain - Blocked sewers - Increased surface run-off Create a model and explain why there is flooding Grass VS Concrete, buildings, blocked drain	Surface run-off Drainage precipitation
Lesson 8	To understand the impact of floods	Look at flooding in Chesterfield Look at the impact that floods have had on the local area: Section 2 - County-Wide Impacts Final - Storm Babet DCC Section 19 Report Who was impacted? How were they impacted? What was the greatest loss? Debate- home, financial, school closures *Compass skills: Rain came from South to North* Extra: How can floods be prevented?	Financial Flooding Impact

Lesson 9	To understand volcanoes further	Trip to Magna Science Adventure Centre with Volcanoes and Rocks workshop	Eruption Consequence Tectonic Plates Magna Lava
Lesson 10	To report on a natural disaster	To create a news report on either the Pompeii eruption, Iceland eruption, local flood or earthquake. Children should report on where and when the natural disaster occurred, its cause and the impacts. Considering the environmental and human impacts and responses. Link back to- Is the Earth a peaceful place?	Consequence Impact Response Disaster

Assessment:

News report showcase. Use the hall to create a 'breaking news' show on either the Pompeii eruption, Iceland eruption, local flood or earthquake. This will be evidenced using pictures and QR codes in books.

Key Word		Definition
Lava		Molten rock from a volcano above the Earth's crust
Magma		Molten rock below the Earth's surface
Eruption		An explosion of steam or lava from a volcano
Dormant		A volcano that has not erupted in a long time (sleeping)
Earthquake		Shock movement of tectonic plates
Tectonic Plate		Large slabs that fit together to make the Earth's crust
Fault		A break in the Earth's crust. Where tectonic plates meet.
Magnitude		The intensity of an earthquake represented by a number on a scale
Condensation		Water vapour becomes a liquid
Evaporation		Water turning from a liquid into water vapour (gas)
Precipitation		Water falling from the sky

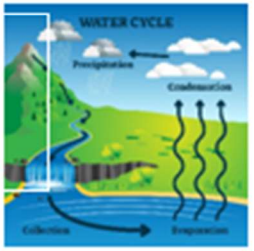
Impact		A strong effect or consequences
Prevention		Actions to stop something from happening

Is the Earth a Peaceful Place?



Volcanoes Earthquakes Floods

Water Cycle



Case Studies:

- Pompeii

-Iceland

- Local Flooding

Year 5/6 - Cycle A

Biomes, Climate zones, land use, economic activity, deforestation, distribution of natural resources

Rainforests and forests/woods

Is the Amazon vital for our existence?

To learn about the current climate crisis and to educate the next generation on the importance of the Earth.

To understand and experience natural wonders of the world and how they impact and are impacted by humans.

	Learning intention	Substantive knowledge	Key words
Lesson 1	Locate the Amazon rainforest and understand the location of Brazil.	Ask, respond predict and compare. Locate places on a world map. Recognise the world map as a flattened globe. To complete pre-assessment Locate South America, Brazil and the Amazon rainforest. Look at a range of photographs and decide which depict Brazil and why. Answer questions using a map of Brazil.	South America, countries, continents, ocean, rainforest, climate, weather, area, seasons, map
Lesson 2	Identify and describe the different	Communicate their knowledge and understanding. Describe and understand key aspects of physical geography.	Climate, climate zones, polar, temperate, arid, mediterranean,

	climate zones and the tropics. Compare the climate of the Amazon to that of Chesterfield.	Understand the geographical similarities and differences through the study of physical geography of a region of the UK, and a region within South America. Identify the position and significance of latitude, longitude, Equator, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand the world's climate zones and where they are, read information and graphs to match to the correct climates, compare the climate of Manaus, Brazil to Chesterfield, Derbyshire, understand the lines of latitude.	tropical, mountain, equator, tropic of cancer/capricorn, longitude, latitude, compare,
Lesson 3	To recognise the importance of different environments.	Describe and understand physical geography. Communicate their knowledge and understanding. Select and organise information. Use and understand a series of geographical vocabulary Make notes on biomes, and create their own biome rainforest art.	Biome, savanna, temperate forest, Taiga forest, tundra, rainforest, desert,
Lesson 4	Describe and understand the land use and distribution of natural resources in the Amazon Rainforest.	Communicate their knowledge and understanding in a variety of media, including written and oral methods, diagrams and models Generate questions about evidence using the British Geological Society grid.	Deforestation, microorganism, photosynthesis, resources, diversity, vegetation, non-renewable, sustainability, economy.
Lesson 5	To understand the impact of deforestation.	Follow a short route on an OS map. Draw a plan view map with accuracy. Use/recognise OS map symbols and atlas symbols.	Deforestation, resources, diversity, vegetation, non-renewable,

		Local walk in the community to follow the messy maps chn draw to see if they can see any changes in the local community.	sustainability, economy.
Lesson 6	To learn how natural resources are used in the modern world. Fair trade	Describe and understand key aspects of human geography. Ideas- Debate bananasplit.pdf	Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, timber, food, minerals and water.
Lesson 7	To understand that natural resources are not limitless.	Could explore oil. Why are more people changing their lifestyle and buying electric cars? What are natural resources? Where are they located around the world? Why are they limited?	geographical regions, identifying human and physical characteristics, land-use patterns; how some of these aspects have changed over time.
Lesson 8	To identify the features of a UK woodland	Trip to Linacre woods. Use compasses to help locate features and navigate Identify wildlife and plants- Taking picture evidence	Wildlife, land-use. Physical, human, plants, habitat

		Sketch trees	
Lesson 9	Compare and contrast with UK woodland - Linacre woods.	Name and locate geographical regions and their identifying human and physical characteristics, key topographical features. Understand Identify wildlife/wildlife tracks, plants and compare the different layers of the rainforest to woodland.	Hills, mountains, coasts and rivers, land-use patterns, understand how some of these aspects have changed over time.
Lesson 10	To discuss human actions towards the Amazon rainforest	Is the Amazon vital for our existence? - List the ways that we use it How do we use our local woodlands? Discuss land-use and materials How do we use the Amazon rainforest? Materials, purpose How can we protect the Amazon? Should we? How will human action affect local people living in/ near the Amazon? Debate- between animals, loggers, local communities and residents about the actions that should be made towards the Amazon. Can create supporting posters with reasonings.	Deforestation, resources, diversity, vegetation, sustainability, economy, land-use, impact,

Assessment

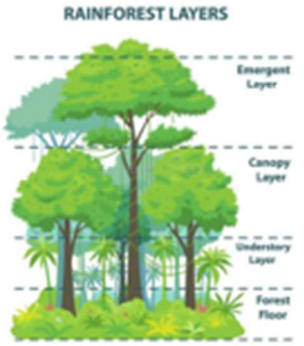
Debate- between animals, loggers, local communities, residents. Using QR codes to record as well as written debate points.

Key Word		Definition
Biome		An area with a similar climate and landscape where similar animals and plants live
Rural		Areas which are less densely populated for example the countryside
Urban		Towns and cities, which house many people.
Weather		Conditions of a specific place at a specific time
Climate		Long-term patterns of weather
Equator		Imaginary line that run around the centre of the globe
Latitude		Lines running horizontally (east to west)
Longitude		Lines running vertically (north to south)
Rainforest		Areas with many tall trees and high amounts of rainfall
Vegetation		The types of plants in an area
Deforestation		The cutting down of forests
Cultural heritage		Things associated with a place that often values their history and traditions
Indigenous tribe		Group of people who are from a specific place and were the first people to live there

Is the Amazon vital for our existence?

Biomes, Climate zones, land use, economic activity, deforestation, distribution of natural resources

Rainforests and forests/woods



Year 3/4 - Cycle B

Extreme Environment

Which European countries are committed to tackling climate change?

To learn about how different European countries are working to encourage and develop sustainability and what we can do to support this. The children will be developing their map skills using atlases to locate different European countries and cities.

	Learning intention	Substantive knowledge	Key words
Lesson 1	Locate European **countries**	Use atlases and online maps to locate continents and European countries. Find & name continents on a world map Europe is in the Northern Hemisphere Find and name countries in Europe Use atlases and iPads	Continent locate map atlas country boundary
Lesson 2	Name and locate major **cities** of European countries.	Name and locate some major **cities** of the UK and capital cities of other European countries. Use atlases and iPads to locate countries and find capital cities. Recap last lesson Discuss countries that make up Europe and their capital cities. Capital city recap/Quiz Use atlases/ iPad and a blank European map, name counties and their capital cities	City locate map atlas shape boundary direction
Lesson 3	Plan & follow a route on a map with some accuracy	Messy Map Use map of local area to plan a circular route. Discuss when, when and how we use maps Identify where specific buildings/venues are on a variety of local maps Plan a route in local area on paper. Follow route and add landmarks, bins, bus stops etc	Map local route north, east, south, west pathway left, right landmark Locate follow

Lesson 4	To use maps to locate specific places in our community	Are there areas where there are more buildings/houses? Why do you think this could be? More people Identify physical and human features- rivers, canals Compare maps and aerials to cities with different populations and crowding.	Population Overcrowding Maps Locate
Lesson 5	To investigate the effects that humans have on the environment	Look at both the positive and negative Pollution Littering- link to their local walk Hook for littering- trash the classroom and have children discuss is it okay to do this to their environment Link to population size and over crowding	Pollution Littering Human effect
Lesson 6	To investigate the sustainability of different countries	Does the size of the country have an impact? Does the population? Look at maps and aerials. What do we do as a school to support sustainability? What is sustainability? What do other countries do? Debate- which country has the best approach and why?	Sustainability Maps Strategies Recycle Carbon print Awareness
Lesson 7	Understanding and investigating the Northern Lights	Where are they located? Where have there been sights? Use a compass to find their direction Discuss optimal conditions for seeing them Does pollution and air quality affect their visibility?	Arctic Northern Compass
Lesson 8	To investigate the characteristics of	Country Day! Carousel of different European countries showing and doing activities that	

	European countries	would make them attractive to tourists and visitors. E.g. Making pasta for Italy, Trying pretzels from Germany, Chocolate from Belgium, look at the Eiffel tower and it's views using videos. Show both human and physical characteristics	
Lesson 9	To compare human and physical features and effects	Compare physical vs human landmarks What would make you want to visit a place, the human or the physical features? Do the features contribute to pollution or do they conserve the environment and have measures to reduce their contribution to climate change.	Human Physical landmarks
Lesson 10	To identify which European countries are committed to tackling climate change	Investigate the policies of different countries towards their approach to climate change- do they have law, rules or programs to help tackle the issue What is their attitude towards helping. Investigate 'committed' - how long have their actions been in place- do you think they will last? Debate which country is the most helpful and active in their approach.	Policy Climate change Pollution Action committed

Assessment- Paragraph or presentation (debate) answering which European country/countries are most committed to tackling climate change?

Key Word		Definition
Committed		Dedicated and engaged with a cause
Country		A nation/ area of land with its own government
Government		The group of people in charge of a country
Border		A line separating two countries
Landlocked		A country that is surrounded by land
Urban		Towns and cities
Rural		Countryside
World		The Earth with all the countries and people on it
Climate Change		Long-term changes in weather patterns and temperature
Pollution		When harmful substances (things) are released (put) into the environment

Which European countries are committed to tackling climate change?

Year 5/6 - Cycle B

Mountains and natural landscapes

What makes the natural landscape special?

Children will be learning about mountains, rivers and natural landscapes. They will look at the formations, identify them around the world, understand sustainability and conservation of the environment.

	Learning intention	Substantive knowledge	Key words
Lesson 1	To identify world mountain ranges	To understand what a mountain is. To understand that there are different mountain ranges in the world. A mountain range is a group of mountains.	Mountain Summit Mountain range Peak Valley

		Learn about different mountain ranges across the world and be able name/ locate using the index page of an atlas/ sort them according to their heights. Hill VS a mountain Compare maps with aerial photographs of Rocky Mountains- area of interest for the topic due to being in North America.	Ascending Data Aerial
Lesson 2	**To understand mountain formation**	Mountains are formed in a number of ways. LKS2 volcano vocabulary- crust, mantle, core. Look at different ways mountains are formed and examples of each. Rocky mountains- fold mountains- How are fold mountains formed? » Stanborough Primary School https://www.bing.com/videos/riverview/relatedvideo?q=how+mountains+are+formed+using+paper&mid=CF0B08753805DC0BCEACCF0B08753805DC0BCEAC&FORM=VIRE	Mountain Crust Mantle Core Tectonic plates Earth Plateau Fold Dome Fault-block
Lesson 3	To describe key features of a mountain range	Compare them using photos and looking at the contour lines on topographical maps. Children to discuss features of a mountain and understand not all mountains are the same. Children could compare what to take/how to prepare for climbing Kinder Scout VS Everest. Contour lines on OS maps https://www.youtube.com/watch?v=4i_6eToM3X8 Children to compare an OS map of Snowdon and Ben Nevis and identify features using a key.	Foot Slope Summit Base Snow line Tree line Outcrop Face Ridge Peak Plateau Valley
Lesson 4	To understand the importance of mountains	Visitor- organize for a mountaineer to come and discuss their experiences with the children. Asking them why mountains are important to them. Discuss safety precautions and equipment and look at specific example relevant to them.	Experiences, Safety Equipment Peak Altitude

		For example, Mountain Rescue, an 'Everest' climber or enthusiasts (e.g. John) What makes mountains special? What do the add to the natural landscape?	Base
Lesson 5	To identify features of a river.	To understand the different parts of a river including the mouth, the source and different land forms within the different courses. Learn about the upper, middle and lower course of a river and the different landforms that are there. Create a slope/model. Start with a narrow tube and then it gets bigger as it moves to the lower course. Have children create a model with blue fabric or play-doh. Gap fill activity to show what they have learnt about the different sections.	Upper Middle Lower Course Mouth Source
Lesson 6	To identify rivers of the world.	To understand the largest rivers in the world (Amazon, Nile, Mississippi, Congo) and why they are important. Learn about different rivers in the world and be able to name/ locate using the index page of the atlas and sort them. Compare to rivers in the UK	Rivers Importance Length Distance Nile
Lesson 7	To understand how humans affect world environments over time	To understand how humans have affected environments such as rivers and mountains including positive and negative effects. To understand why people campaign and do activities to support the environment as a result of some of human's negative impacts Children to learn about positive changes (e.g. restoring levels of peat, charities such as The National trust installing traditional paths) and the negative changes such as mining, tourism, litter and water pollution.	Sustainability Environment Change Landscape Sustain Support Litter Pollution Pollution Human Damage
Lesson 8	To compare physical and	To explore the Rocky Mountains in North America and understand the physical features of this mountain as well as the human features that have	Mountain range Physical Valley

	human features	been created to increase tourism, compare this to Chesterfield.	Peak Human Building Tourism
Lesson 9	To know about the wider context of places.	Using a world map, annotate the mountains and rivers studied. To understand physical and human features about the North America region including countries, rivers and mountains. Be able to locate North America on a World Map. Locating countries in North America including Canada, Greenland, Mexico. Identify on a map where mountains are in North America (Rocky Mountains are the largest mountain range). Locate on a map- rivers in North America. Learn some of the different ways in which the Rocky mountains are used by people- looking at tourist attractions/ human geography features. Summer/winter mountain activities linking with climates **Create a big world map annotated with features and have different information coming from that place.**	Locate Countries States Mountains Rivers Humans Changes Landscape Settlement Tourist
Lesson 10	To understand how we can help protect the natural landscape	Study ways that humans can help protect natural landscapes of 'do' and 'don't' Link this to when humans visit natural landscapes such as mountains and rivers. Produce a booklet for the tourist information centre in Castleton with ways in which humans can protect the natural environment, especially with many visitors going to Castleton to visit Mam Tor.	Protect Inform Natural landscape Sustainability Rivers Mountains Impacts

Assessment

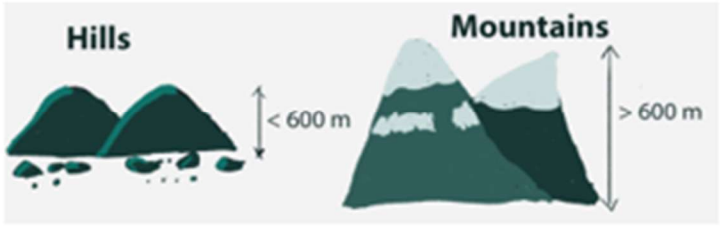
To produce a booklet for the tourist information centre in Castleton with ways in which humans can protect the natural environment, especially with many visitors going to Castleton to visit Mam Tor.

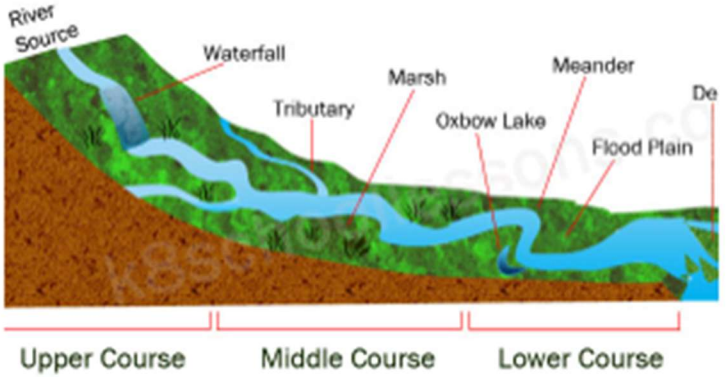
Key Word		Definition
Peak		The highest point of a mountain or hill
Summit		The highest point on a mountain
Altitude		Elevation. The distance above sea level.
Base		The lowest level to which water can flow and erode
Valley		Low area found between hills and mountains.
Tributary		Small stream that connects a water source to a larger area of water like a river or lake
Mouth		The end of a river where it flows into the sea or a lake
Marsh		A type of wetland where water covers the ground for long periods of time
Estuary		An area where a freshwater river or stream meets the ocean
Erosion		Natural process that slowly breaks down or changes rock
Tourism		People travel to a place for pleasure or relaxation

What makes the

natural landscape special?

Mountains and Rivers





SEND in my subject: Geography

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
- Learning and understanding new vocabulary - Processing of information - Thinking of ideas and contributions - Retention of information	- Using widgets and actions - Using physical resources and materials where possible - Using talking tins - Knowledge organisers for revisiting knowledge - Talking with partners and Kagan activities to share ideas - Breaking down tasks with box work and trays - 6 in 6 adapted, which includes simplified vocabulary and widget cues - Working walls - Enable table (word mats)	- Articulating knowledge and ideas - Sharing ideas with class confidently - Having the confidence to ask visitors questions	- Communication boards - Widgets - Working with talk partners - Writing down questions - Talking tins - Vocabulary mats with key vocabulary - Representing understanding through story boards and models
Physical and Sensory		**Social, Emotional and Mental Health**	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
- Visually being able to access maps, compasses and resources - Physically being able to access fieldwork safety	- Using enlarged materials and magnifiers - Using IT shortcuts and software - Support from an adult and individual risk assessments	- Sensitivity to topics and natural disasters - Being able to regulate emotions - Being sensitive to local topics (Chesterfield flooding)	- Preparing children in advance and discussing how the response was to disasters first, - Scheduled brain breaks -

Assessment:

Assessment in Geography	Example
- 6 in 6 questions to revise and recap knowledge - Double page spreads to showcase their learning of a topic - Questioning and AFL strategies throughout (cold calling, show me boards, talk partners). - Vocabulary quizzes and checks - Debates - Projects and models - Performances (e.g. news report on a natural disaster). - Fieldwork analysis and conclusions - Revisiting and answering how the learning links and can help us answer the enquiry question - End of topic quiz assessments