



YEAR C		
Autumn: The Amazon What is life like in the Amazon?	Spring – <b>Where is Senegal?</b> A study of an Alpine region: Where should we go on holiday?	Summer Climate and Weather: Why is Climate Important?
3	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
	The Environment, biomes and ecosystems (last term) Weather and climate	I know that it is hot in Senegal because it is near the Equator. I can find Senegal on a globe.
	<b>Knowledge</b>	<b>Knowledge</b>
	I will extend my knowledge and understanding beyond my local area to include South America I understand geographical similarities and differences through the study of human and physical geography of a region in South America I understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. I understand that animals and plants are adapted to the climate. I know and understand what life is like in cities and in villages. I know and can explain some ways a biome (including the oceans) is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I know and can identify an important environmental issue: protection of the rainforest.	<b>Senegal:</b> I know where Senegal is on a map/atlas (using the index) and globe. I know it is in West Africa. I know it is on the North Atlantic Ocean. I know the name of our twin school in Ziguinchor. I know that Senegal has a warm, dry climate and a desert region and I know how the climate will differ in those areas. I know the capital city is Dakar. Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy. <u>Where should we go on holiday? The Alpine Region</u>  I know and can describe some key physical and human characteristics of Europe. I know and can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. I know and share information about a European region and understand that a region such as the Alps is unique. I understand and can explain some ways a biome is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments such as avalanches in mountain region
	<b>Key Skills</b>	<b>Key Skills</b>
I can locate some major cities and countries of South America on physical and political maps. I can describe and understand key aspects of physical and human geography in South America. I can use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. I can use an atlas, map or globe to locate the Amazon rainforest and Amazon River I can explain some of the ways in which the Amazon rainforest is valuable I can correctly use some of the key vocabulary I can name at least one animal that lives in the Amazon and describe how it has adapted to its habitat. I know how I can play a role in preserving the environment. I can learn about what it is like to live in the Amazon rainforest by looking at indigenous art: <a href="#">Spirit of the Rainforest project with British artist John Dyer</a> and <a href="#">Tribal Amazon Indian artist Nixiwaka Yawanawá</a> .	<b>Senegal:</b> I can locate Senegal on a map/globe and describe its location. I can describe the biomes that exist in Senegal. <u>Where should we go on holiday? The Alpine Region</u> I can use maps to focus on countries, cities and regions in Europe I can describe a region of another European country I can explain some of the physical and human processes that shape a region I can explain and describe the location and characteristics of a range of the world's more significant human and physical features. I can use physical and political maps to locate places and regions I can select geographical information for a specific purpose I can select and share information about a European region that may be useful to tourists.	
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Key Skills</b>
Amazon River Basin	Biomes	<u>Why is Climate important?</u> I can locate some of the world's climate zones on a globe or map, name examples and have some understanding of them I can extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations I can describe and give examples of the variety of biomes and vegetation belts I can use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts I can identify the world's hottest, coldest, wettest and driest locations <u>Fieldwork:</u> In the school grounds: collect and represent weather data
		<b>Vocabulary</b>
		climate, weather

	<p>Rainforest canopy ecosystems including rainforests. Species: endangered, extinct Indigenous Tropical climate commercial development, Ecology and environment Biodiversity</p>	<p><b>Globe, atlas, index</b> <b>Climate</b> <b>Desert</b> <b>Tropical rainforest</b> Alps/Alpine, tectonic plates, sedimentary rock France, Switzerland, Liechtenstein, Germany, Austria, Italy, Slovenia and Monaco. Mont Blanc, Matterhorn Temperate, altitude, tourism</p>	<p>Zones, habitats, adaptations Vegetation belts Flora and fauna Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>
	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>
	<p>I know that many indigenous cultures have been discriminated against. I know that choices in my life can protect the rainforest from destruction and therefore the indigenous people, flora and fauna.</p>	<p><b>Senegalese Twinning Project</b> Debate/communication Enquiry Understanding our responsibility in caring for our world Understanding the inter-related nature of the globe</p>	<p>Debate/communication Enquiry Understanding our responsibility in caring for our world Understanding the inter-related nature of the globe</p>
	<p><b>Key values</b></p>	<p><b>Key values</b></p>	<p><b>Key values</b></p>
	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
<p><b>Book List &amp; Resources</b></p>	<p><b>Book List &amp; Resources</b></p>	<p><b>Book List &amp; Resources</b></p>	
<p>Spirit of the Rainforest project with British artist John Dyer and Tribal Amazon Indian artist Nixiwaka Yawanawá. Rising Stars Geography The Great Kapok Tree Lynne Cherry Maps, atlases and globes</p>		<p>Rising Stars Geography Year 3 Unit 1</p>	

**YEAR C**

4	<p><b>Autumn</b> <b>The Amazon</b> <b>What is life like in the Amazon?</b></p>	<p><b>Spring</b> <b>Where is Senegal?</b> <b>Where should we go on holiday? A study of an Alpine Region</b></p>	<p><b>Summer -</b> <b>Climate and Weather: Why is Climate Important?</b></p>
	<p><b>Links to previous Learning</b></p>	<p><b>Links to previous Learning</b></p>	<p><b>Links to previous Learning</b></p>
	<p>The Environment, biomes and ecosystems (last term) Weather and climate</p>	<p><b>Climate in Senegal</b> <b>Animals and birds of Senegal</b> <b>Comparing Senegal with Arnside</b> <b>Where on Earth are we?</b> <b>Rainforests, Weather, Volcanoes and Earthquakes, Rivers</b></p>	<p><b>Where on Earth are we?</b> <b>Rainforests, Weather, Volcanoes and Earthquakes, Rivers</b></p>
	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>
	<p>I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest. I know and can describe what the climate of a region is like and how plants and animals are adapted to it. I know and understand what life is like in cities and in villages and in a range of settlement sizes. I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I understand how human activity is influenced by climate and weather. I understand and can explain several threats to wildlife/habitats.</p>	<p><b>Senegal:</b> I know some of the major cities of Senegal: Dakar, Ziguinchor. I know the major rivers of Senegal including the Casamance River in Ziguinchor. I know that Senegalese people communicate in French but also have indigenous languages.  <b>Fairtrade:</b> I know that some products are more fairly traded than others and it is important to think about what we buy. <u>Where should we go on holiday? The Alpine Region</u></p>	<p><u>Climate and Weather: Why is Climate Important?</u>  I know the difference between weather and climate. I know that climates can be predominantly hot, cold, wet or dry, hot and wet, hot and dry. I know that the climate of a place affects the soil, flora and fauna of that place, and impacts on human activity in a variety of ways. I know that biomes include deserts, forests, grasslands, tundra and aquatic environments. I know that biomes are defined collectively by the climate, soil, organisms, flora and fauna of a large geographical area. I know that each biome consists of many ecosystems whose</p>

		<p>I know and can describe key physical and human characteristics and environmental regions of Europe.</p> <p>I know and can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>I understand that fold mountains occur when two tectonic plates meet</p> <p>I understand how a mountain region was formed.</p> <p>I know information about a region of Europe and its physical environment and climate, and economic activity.</p> <p>I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I understand how human activity is influenced by climate and weather.</p> <p>I understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p>communities and wildlife have adapted to the small differences in climate and the environment inside the biome</p>
	<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>
	<p>I can locate cities, countries and regions of South America on physical and political maps.</p> <p>I can identify and name some of the countries in which the Amazon is located</p> <p>I can choose and use appropriate sources for geographical research</p> <p>I can explain the value of the Amazon rainforest and some ways in which it can be protected</p> <p>I can describe some similarities and differences between their local area and a region in South America</p> <p>I can describe what the climate is like in Amazonas.</p> <p>I can learn from looking at Indigenous art about life in the Amazon: <a href="#">Spirit of the Rainforest project with British artist John Dyer and Tribal Amazon Indian artist Nixiwaka Yawanawá.</a></p>	<p><b>I can describe Senegal's location in Africa using the points of a compass.</b></p> <p><b>I can describe the location of Ziguinchor within Senegal.</b></p> <p><b>I can draw the Senegalese flag.</b></p> <p><b>I can research key facts about Senegal using the internet (population, economy, trade, language, major cities and rivers, climate, etc) to make a fact sheet about the country.</b></p> <p><u>Where should we go on holiday? The Alpine Region</u></p> <p>I can use maps to focus on countries, cities and regions in Europe</p> <p>I can describe a region of another European country</p> <p>I can explain some of the physical and human processes that shape a region</p> <p>I can explain and describe the location and characteristics of a range of the world's more significant human and physical features.</p> <p>I can explain the climate patterns of the Alpine region</p> <p>I can explain that there are advantages and disadvantages to tourism in the Alps</p> <p>I can explain how avalanches are caused</p> <p>I can explain some of the ways avalanches can be prevented</p>	<p><u>Why is Climate important?</u></p> <p>I can locate some of the world's climate zones on a globe or map, name examples and have some understanding of them</p> <p>I can extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations</p> <p>I can describe and give examples of the variety of biomes and vegetation belts</p> <p>I can use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts</p> <p>I can identify the world's hottest, coldest, wettest and driest locations</p> <p><u>Fieldwork:</u></p> <p>In the school grounds: collect and represent weather data</p>
	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>
	<p>Amazon River Basin</p> <p>Rainforest canopy</p> <p>ecosystems including rainforests, seasonal forests, deciduous forests, flooded forests</p> <p>Species: endangered, extinct</p> <p>Indigenous</p> <p>Tropical climate</p> <p>commercial development,</p> <p>Ecology and environment</p> <p>Biodiversity</p>	<p><b>Indigenous</b></p> <p><b>Population</b></p> <p><b>Economy</b></p> <p><b>Trade</b></p> <p><b>Language</b></p> <p>Alps/Alpine, tectonic plates, sedimentary rock</p> <p>France, Switzerland, Liechtenstein, Germany, Austria, Italy, Slovenia and Monaco.</p> <p>Mont Blanc, Matterhorn</p> <p>Temperate, altitude, tourism</p>	<p>climate, weather</p> <p>Zones, habitats, adaptations</p> <p>Vegetation belts</p> <p>Flora and fauna</p> <p>Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>
	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>
	<p>I know that many indigenous cultures have been discriminated against.</p> <p>I know that choices in my life can protect the rainforest from destruction and therefore the indigenous people.</p>	<p><b>Senegalese Twinning Project</b></p> <p>Debate/communication</p> <p>Enquiry</p> <p>Understanding our responsibility in caring for our world</p> <p>Understanding the inter-related nature of the globe</p>	<p>Debate/communication</p> <p>Enquiry</p> <p>Understanding our responsibility in caring for our world</p> <p>Understanding the inter-related nature of the globe</p>

	<b>Key values</b> <b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. <b>Respectful and Caring.</b> Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b> Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness		<b>Key values</b> <b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness		<b>Key values</b> <b>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</b> <b>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</b> <b>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</b>
	<b>Book List &amp; Resources</b> Spirit of the Rainforest project with British artist John Dyer and Tribal Amazon Indian artist Nixiwaka Yawanawá. Rising Stars Geography The Great Kapok Tree Lynne Cherry Maps, atlases and globes		<b>Book List &amp; Resources</b>		<b>Book List &amp; Resources</b> Rising Stars Year 3 Unit 1

**YEAR C**

5	<b>Autumn</b> <b>What is life like in the Amazon?</b>	<b>Spring:</b> <b>Why do some birds migrate to Senegal?</b> <b>Where should we go on holiday?</b> <b>A study of an Alpine Region</b>	<b>Summer-</b> <b>The Lake District Residential/ Map reading</b>
	<b>Links to previous Learning</b> The Environment, biomes and ecosystems (last term) Weather and climate	<b>Links to previous Learning</b> Cities, rivers and facts about Senegal Location of Senegal The Senegalese flag Climate, animals and birds of Senegal Rainforests, Rivers, Earthquakes and volcanoes	<b>Links to previous Learning</b> Y3/4 residential topics Rainforests, Rivers, Earthquakes and volcanoes
	<b>Knowledge</b> I know and can describe, compare and contrast key physical and human characteristics, and environmental regions of South America. I understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest. I know and can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. I know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I understand how human activity is influenced by climate and weather.	<b>Knowledge</b> <u>Senegal:</u> I know that some birds migrate from the UK to Africa. I know that some willow warblers/turtle doves fly from Senegal to Arnside for the summer to breed. I know the reasons for the willow warblers' migration and the dangers they face on the way. I know what we can do to help willow warblers in the local areas (provide habitats/reduce pollution). <u>Where should we go on holiday?</u> <u>A study of an Alpine Region</u> I know and can locate places and regions of Europe and can identify the distinct characteristics of some regions. I know and can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe. I can describe and understand some key physical processes and the resulting landscape features. I understand how fold mountain regions are formed. I understand the importance of a region in Europe its human and physical environment, and how they are connected. I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be	<b>Knowledge</b> <u>The Lake District Residential/ Map reading</u> I know key words which explain human and physical features of The Lake District. I know how land use has changed over time in the Lake District. I know about the advantages and disadvantages of tourism in the Lake District. I know the symbols for: place of worship, train station, parking, campsite, golf course, footpath, nature reserve, motorway, cycle trail, main road and can locate them on a map. I know that contour lines show high and low areas of land. I know that contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping or undulating. I know the 4 cardinal points of the compass: N S E W & intercardinal NE SE SW NW I know that on an Ordnance Survey map, each square represents the same size area: 1 square km (1km <sup>2</sup> ). I know that Eastings are the numbers than run from left to right on the map & Northings run from south to north.

		<p>protected for the future.  I understand how human activity is influenced by climate and weather.  I understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions.  I understand that no one type of energy production will provide all our energy needs.</p>	<p>I know The National Grid splits the country into much bigger squares each of which is 100km across.</p>
	<p><b>Key Skills</b></p> <p>I can locate places and regions of South America, and can identify the distinct characteristics of some regions.  I can evaluate and refine the effectiveness of research methods  I can correctly use the key vocabulary  I can describe how communities change over time.  I can use indigenous art to make deductions about life in the Amazon:  Spirit of the Rainforest project with British artist John Dyer and Tribal Amazon Indian artist Nixiwaka Yawanawá.</p>	<p><b>Key Skills</b></p> <p><u>Senegal:</u>  I can identify willow warblers/turtle doves and map their route from Africa to Arnside, describing the dangers they face on the way.  I can follow their migratory route on a globe and match it with a world map to identify countries and geographical features they will fly over on their journey.  I can use scale on a map to calculate the approximate distance a willow warbler will travel on its migration.  <u>Where should we go on holiday? The Alpine Region</u></p> <p>I can use maps to focus on countries, cities and regions in Europe  I can describe a region of another European country  I can explain some of the physical and human processes that shape a region  I can explain and describe the location and characteristics of a range of the world's more significant human and physical features.  I can explain the importance of sustainable development in the Alps  I can explain how the Alps have changed over time.</p>	<p><b>Key Skills</b></p> <p><u>The Lake District Residential/ Map reading</u></p> <p>I can use maps and atlases to describe land use.  I can examine the differences between different types of maps &amp; begin to describe the advantages of one map type over another.  I can use the eight compass points to describe routes on a map.  I can plan a route to walk to camp using co-ordinates for grid references and compass directions.  I can use historical maps and photographs of the Lake District to learn about factors influencing change.  I can use simple sketch maps that show how land is used.  I can draw a simple sketch map.  I can use a key/legend on a map to show how land is used.  I can create a simple sketch map to show how land is used.  I can describe land use in Urban and Rural areas in the UK.  I can explain how land is used for different types of farming.  I can use maps and atlases of different scales to locate locations in the Lake District, using the index and simple co-ordinates  I can use a key to describe features on an Ordnance Survey map.  I can use grid references to locate a specific point on a map.</p>
	<p><b>Vocabulary</b></p> <p>Amazon River Basin  Rainforest canopy  ecosystems including rainforests, seasonal forests, deciduous forests, flooded forests and savannahs.  Species: endangered, extinct  Indigenous  Tropical climate  commercial development,  Ecology and environment  Biodiversity</p>	<p><b>Vocabulary</b></p> <p>Migrate/migration  Sahara Desert  Mediterranean Sea  Willow warbler  Alps/Alpine, tectonic plates, sedimentary rock  France, Switzerland, Liechtenstein, Germany, Austria, Italy, Slovenia and Monaco.  Mont Blanc, Matterhorn  Temperate, altitude, tourism</p>	<p><b>Vocabulary</b></p> <p>Ordnance survey, grid reference, co-ordinates, compass, cardinal points, intercardinal points, contour lines, land usage</p>
	<p><b>Cultural Opportunities</b></p> <p>I know that many indigenous cultures have been discriminated against.  I know that choices in my life can protect the rainforest from destruction and therefore the indigenous people.</p>	<p><b>Cultural Opportunities</b></p> <p>Senegalese Twinning Project  Leighton Moss/RSPB</p>	<p><b>Cultural Opportunities</b></p> <p>Residential at Langdale - Camp</p>
	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>

	<b>Book List &amp; Resources</b> Spirit of the Rainforest project with British artist John Dyer and Tribal Amazon Indian artist Nixiwaka Yawanawá. The Great Kapok Tree Lynne Cherry Rising Stars Geography The Explorer – Katherine Rundell Maps, atlases and globes	<b>Book List &amp; Resources</b> Turtle Doves   Satellite Tracking Birds - The RSPB	<b>Book List &amp; Resources</b> <a href="https://www.ordnancesurvey.co.uk/mapzone/map-skills">https://www.ordnancesurvey.co.uk/mapzone/map-skills</a> <a href="https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint">https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint</a> <a href="http://www.nurturelakeland.org">www.nurturelakeland.org</a> <a href="http://www.lakedistrict.gov.uk">www.lakedistrict.gov.uk</a> <a href="http://www.visionofbritain.org.uk/">http://www.visionofbritain.org.uk/</a>
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**YEAR C**

<b>6</b>	<b>Autumn: Coasts</b> <b>What are the key features of coastal landscapes?</b>	<b>Spring: Are we damaging our world?</b> <b>What is it like to live in Senegal?</b>	<b>Summer: How will Arnside change in the future?</b> <b>How does London compare with Arnside?</b>
	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
	<p>Map-reading Y5 – using OS maps, grid references          Rivers – erosion and weathering, the power of water to shape the landscape          Link to previous science: making solutions (dissolving solids in liquids)</p> <p><b>Knowledge</b></p> <p>To know that there are different kinds of weathering (mechanical and chemical)          To know that hydraulic action (attrition, abrasion and destructive waves) cause coastal features that evolve over time: crack, cave, arch, stack, stump.          To know that land can move due to sliding, slumping and rock-falls, which alters the coastline.          To learn that hydraulic and wind action erodes rock, transports (transportation through the process of Longshore drift) and deposits sand (deposition - constructive waves) to create beaches, bays, sandbanks and dunes          To know how tidal mudflats and saltmarshes are formed          To know how coastal land is used (tourism, farming, fishing)          To research UK and global coastal settlements: physical and human geography of the areas.</p> <p>Link to English Black Lives Poetry Unit  <b>I know that Lancaster was once an important and powerful port, which was used to ship slaves. I know the wealth of the area was a result of the successful slave trading.</b>          I know about the “slave triangle”, which was at its peak about 1750, taking captured slaves from West Africa to the Caribbean, returning to the UK with goods such as sugar, rum and exotic woods, and then taking manufactured goods, guns and ammunition to Africa.          Although Lancaster slave ships were relatively small, it was the fourth largest port in the land at the time, the trade flourishing there during the second half of the 18th Century. By 1807, 29,000 slaves had been taken to the Caribbean by Lancaster ships.</p>	<p><b>Senegal: flora and fauna, climate, major cities and rivers, biomes</b></p> <p><b>Knowledge</b></p> <p><u>Are we damaging our world?</u></p> <p>I know where our energy and natural resources come from, and the impacts of their use.          I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.          I know and understand how human activity is influenced by climate and weather.          I know and understand that no one type of energy production will provide all our energy needs</p> <p><u>How does the position of a place on the globe effect its climate?</u></p> <p><b>Mapping Knowledge:</b>          I know about the equator, tropics, hemisphere, time-zones and poles and how the climate is affected by a place’s location.          I know the names and locations of oceans, seas and continents.</p> <p><b>Senegal:</b>  <b>I know the countries that border Senegal, including the Gambia.</b>  <b>I know that Senegal was a French colony so their official language is French.</b>  <b>I know that the main religion of Senegal is Islam.</b>  <b>I know that Senegal is a developing country, which relies on agriculture, tourism and mining economically.</b>  <b>I know how desertification is caused and what impact it has on the economy and environment.</b>  <b>I know the impact that climate change will have on Senegal.</b>  <b>I know how some animals have adapted to live in the different biomes of Senegal (link to science)</b>  <b>I know that in a global economy, our choices can impact countries poorer than our own: Fairtrade.</b>  <b>I know that many of the slave workers, victims of the ‘slave triangle’,</b></p>	<p>Map-reading – Y5          Residential (y3,4,5) #          Know that London is our capital city &amp; all the other capital cities of the UK (KS1)</p> <p><b>Knowledge</b></p> <p><u>How will Arnside change in the future?</u></p> <p>I know and can explain how, and offer reasons why, the types of industry in the area have changed over time.          I know and understand how human activity is influenced by climate and weather.          I know and can understand that no one type of energy production will provide all our energy needs.          Present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p><u>How does London compare with Arnside? (Residential)</u></p> <p>I know the major capital cities of the world &amp; be able to locate them.          I know the countries of Europe and their capitals.          I know the geographical features (physical and human) and location of London.          I know how London has changed over time (link to history)          I know the importance of London globally for time (Greenwich meantime – review learning of latitude and longitude from Autumn term)          I know that London is made up of a combination of villages, why people settled there.          I know that London is an important global economic and trade centre.          I know that London is an important global economic and trade centre.          I know that Britain is a monarchy – the head of which is the Queen – who lives in Buckingham Palace.          I know that Britain is governed by a democratic parliament – based in the Houses of Parliament – and the leader is the Prime Minister (who lives in Downing Street).          I know that the Houses of Parliament is made up of the House of Commons and the House of Lords – both of which work to make the laws of the country.</p>

	<p><b>Key Skills</b></p> <p><b>Fieldwork:</b>  <b>I can plan a route for a coastal fieldtrip using an OS Map.</b>  <b>I can draw a sketch map of my route.</b>  <b>I can highlight possible hazards and explain how to minimise risk.</b>  I can photograph and record geographical findings and features using sketch maps.  I can recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references, using these to make deductions about changes in human and physical geography.  I can use historical maps to compare with modern OS maps to investigate changes in land use and topography over time.  I can use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings in the locality along the coast, e.g. direction and flow of water when the tide is going in/out; height and times of high tides (draw table and graph – make predictions); rate of erosion; impact on structures (photographs); size of pebbles on beach; plastic pollution/vandalism on beach (where is it and why?); human impact on coast; rock features; coastal features (caves, cracks, mudflats, saltmarshes, spits, headlands, beaches, coves, bays); evidence of erosion and weathering; land use; different kinds of beaches; high and low tide marks.</p> <p><b>Vocabulary</b></p> <p>Hydraulic action, weathering, erosion: Attrition, Abrasion, destructive waves  Stacks, stumps, arches, caves  Mass movement: sliding, slumping, rock-falls  Tidal mudflats, saltmarsh, bore  Settlements, human and physical geography</p> <p><b>Cultural Opportunities</b></p> <p>Local study: saltmarshes, mudflats, bays and beaches, headlands  Geography Field Trip to visit locations  Visit Coastguard station  <b>Debates and discussions about colonialisation.</b></p>	<p><b>were from Senegal.</b></p> <p><b>Key Skills</b></p> <p><u>Are we damaging our world?</u>  I can describe key aspects of the distribution of natural resources including energy, minerals and water  I can use maps, atlases and globes to locate countries and describe features studied  I can use the eight points of a compass, symbols and keys to build my knowledge of the UK and the wider world  I can 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.</p> <p>I can describe places according to latitude and longitude (and their link with time – meridian/time zones/Greenwich Meantime), hemispheres.</p> <p><b>Senegal:</b>  <b>I can describe the position of Senegal using latitude, longitude, its position on the equator, time-zone and hemisphere, making links to its climate (tropical/ desert).</b>  <b>I can read the population pyramid for Senegal and make deductions based on this data.</b>  <b>I can locate Senegal on a map/atlas/globe.</b>  <b>I can make comparisons between urban and rural areas of Senegal – land-use, deprivation, employment, etc.</b>  <b>I know that many of the slave workers, victims of the ‘slave triangle’, were from Senegal.</b></p> <p><b>Vocabulary</b></p> <p>Environment  Sustainability  Energy  Renewable  Distribution  Poverty and deprivation  Developing world/developed world  Population  Demography  urban/rural  Latitude, longitude, hemispheres, poles, tropics  Time zones, Greenwich Meantime, Meridian</p> <p><b>Cultural Opportunities</b></p> <p><b>Senegalese Twinning Project</b>  Understanding how life is different to people around the world  Understanding how poverty has an impact on lives  Understanding the inter-related nature of the globe and of</p>	<p><b>Key Skills</b></p> <p><u>How will Arnside change in the future?</u>  I can describe and understand key aspects of: – physical geography – human geography  I can learn geographical skills and fieldwork: use maps and symbols to build my knowledge of the UK  I can use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  I can use digital maps to research factual information about features.  I can present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p><u>How does Arnside compare with London? (residential)</u>  I can recognise patterns in human and physical features in London and understand some of the conditions, processes or changes which influence these patterns (use population pyramids).  I can explain some links and interactions between people, places and environments in London (Identify different zones &amp; their features, such as financial/political/historical/residential/industrial)  I can use the Environmental Quality Index (EQI) and create my own using an Environmental Quality Survey (compare London data with Arnside data). I can establish how councils might change their funding allocation according to this data.  I can use different maps of London and identify their purposes (rivers, tube map, tourist map, etc)</p> <p><b>Vocabulary</b></p> <p>Capital city  Compass Points (Eight points)  Meridian, Greenwich Mean Time  Democracy  Monarchy  Trade and commerce  Sustainability  Projections  Predictions  Topographical  Industry, employment, primary, secondary, tertiary or quaternary  Amenities, accessible, public services, public spaces</p> <p><b>Cultural Opportunities</b></p> <p>Cultural visit to London including trips to museums, cathedrals, Houses of Parliament, Downing Street, Buckingham Palace, theatre, walking tour of London (mapped by children), use of public transport (mapped by children).</p>
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		<p>geography/politics.</p> <p>Understanding our influence on the environment on a local and global level.</p>	<p>Understanding our influence on the environment on a local and global level.</p>
	<b>Key values</b>	<b>Key values</b>	<b>Key values</b>
	<p>An appreciation and respect for our local environment <b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
	<b>Book List &amp; Resources</b>	<b>Book List &amp; Resources</b>	<b>Book List &amp; Resources</b>
	<p>Atlases</p> <p>Reference books</p> <p><a href="https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/before-you-start/">https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/before-you-start/</a></p> <p><a href="https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/fieldwork/">https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/fieldwork/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/coasts-(1)/">https://www.rgs.org/schools/teaching-resources/coasts-(1)/</a> (fieldwork planning)</p>	<p>Atlases</p> <p>Globe</p> <p>Ipads</p> <p>Maps of the conquests of Alexander the Great</p> <p>Maps of Ancient and Modern Greece</p> <p>Photocopiable Maps of Africa</p> <p>EPI records for UK and Senegal (saved in One Drive)</p> <p><a href="#">Senegal - Our World in Data</a></p> <p><a href="#">United Kingdom - Our World in Data</a></p> <p><a href="#">Human Development Reports (undp.org)</a></p> <p>Population Pyramids</p> <p><a href="#">The impact of climate change in Sub Saharan Africa: vulnerabilities, resilience and finance   Banque de France (banque-france.fr)</a></p> <p>Climate change vocabulary worksheets</p>	<p>The London Eye Mystery</p> <p>Reference Books</p> <p>Maps of the Underground</p> <p>A-Z of London</p> <p><a href="https://uk-air.defra.gov.uk/air-pollution/daqi?view=more-info&amp;pollutant=ozone#pollutant">https://uk-air.defra.gov.uk/air-pollution/daqi?view=more-info&amp;pollutant=ozone#pollutant</a></p> <p><a href="http://dclgapps.communities.gov.uk/imd/iod_index.html">http://dclgapps.communities.gov.uk/imd/iod_index.html</a></p> <p><a href="https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/">https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/colouring-london/">https://www.rgs.org/schools/teaching-resources/colouring-london/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/primary-fieldwork-in-london/">https://www.rgs.org/schools/teaching-resources/primary-fieldwork-in-london/</a></p>