

## Holme Community School – Long Term Curriculum Planning

Subject	Geography	Cycle	B
<b>What themes/ golden threads weave through the curriculum?</b>		The golden threads through our geography curriculum are locality, landscapes and landforms and settlements.	
<b>Why were these themes chosen?</b>		<p>All three strands provide children with experiences to create a curiosity and fascination about the world and its people. Locality supports children contextual knowledge of their place in the world, along with globally significant places. We use fieldwork and mapping skills to further understanding of the Earth's features as a whole and how these are interconnected and change. Landscapes and landforms support children's understanding of diverse places, resources and psychical and human processes. Children are able to interpret a range of sources to study the wider world. Settlements allows children to look closely at the human and physical features in specific areas around the world that are globally significant. They will learn about various cultures and traditions to broaden their knowledge and curiosity for not on the world but the people that live on it.</p>	
<b>What are the overall aims of this curriculum?</b>		<p>The aims of our geography curriculum is to promote children as citizens of the community and the World through highly creative and practical experiences including learning through the natural environment and increasing fieldwork skills which weave throughout our golden threads. <b>We also intend for our children to think like geographers, using skills and knowledge from our broad curriculum.</b></p>	

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Holme</u>		<u>Chilly Places</u>		<u>Safari</u>	
<b>EYFS</b>	What are the building blocks for this subject to ensure	<u>UW 30-50</u> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Developing an understanding of growth, decay and changes over time.</li> </ul>	<u>UW 40-60</u> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<u>UW 30-50</u> <ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment.</li> </ul> <u>ELG</u>			

	children are KS1 ready?			<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>
<b>Year 1/2</b>		<u>Weather</u>	<u>United Kingdom</u>	<u>Africa</u>
	Link to themes/key concepts	<b>Locality</b>	<b>Landscapes and Landforms</b>	<b>Settlements</b>
National Curriculum Objectives to be covered...	<ul style="list-style-type: none"> <li>Identify weather patterns in relation to the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</li> <li>To use simple compass directions (North, South, East, West) and locational language (near and far) to describe the location features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>To use basic geographical vocabulary to refer to key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and <u>a small area in a contrasting non-European country</u>.</li> </ul> <p>Use world maps, atlases and globes to identify countries and continents.</p>	

	<p>... through the following learning objectives</p> <ol style="list-style-type: none"> <li>1. To identify daily weather patterns in the UK.</li> <li>2. To understand the different season in a year.</li> <li>3. To understand how weather can affect us.</li> <li>4. To understand what weather forecasts show.</li> <li>5. To use key words to describe the weather.</li> <li>6. To understand the dangers of the weather.</li> <li>7. To understand what hot and cold countries are like</li> <li>8. To use map skills to locate hot and cold places</li> <li>9. To understand what a cold area of the world is like, in the context of the Arctic</li> </ol> <p>(taken from Twinkl's <a href="#">Wonderful Weather</a>)</p>	<ol style="list-style-type: none"> <li>1. To understand the differences between the town and the countryside</li> <li>2. To name the countries of the UK and locate on a map.</li> <li>3. To understand a journey line and what an 'aerial view' shows.</li> <li>4. To identify key features of the countries of the UK. To use aerial view photos.</li> <li>5. To name the capital cities of the UK.</li> <li>6. To explain what London is like using key words.</li> <li>7. To compare two capital cities: _____ and London.</li> </ol> <p>(taken from Twinkl's <a href="#">Our Country</a>)</p>	<ol style="list-style-type: none"> <li>1. Locate Kenya on a world map.</li> <li>2. Understand what life is like for people in Kenya.</li> <li>3. Identify some of the human and physical features of Africa (and Kenya).</li> <li>4. Understand what a national park is.</li> <li>5. Identify some of the animals that live in Kenya.</li> <li>6. Understand what Maasai culture is like.</li> <li>7. Observe photographs and ask questions to find out about Kenya.</li> <li>8. Compare life here with the life for a child in Kenya.</li> </ol>
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	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- The weather in the UK changes from day to day.</li> <li>- There are changes in the weather each season: <ul style="list-style-type: none"> <li>· Spring is often rainy and it begins to get warmer.</li> <li>· Summer is usually the warmest and the sun is strongest.</li> <li>· In autumn, the weather turns chillier and windier and there is often rain.</li> <li>· In winter it is often cold and frosty, though it has to be freezing to snow.</li> </ul> </li> <li>- The weather affects what we do and what we wear. If it is rainy, we wear waterproof clothes when we go outside. If it is hot, we need to wear sun cream and a sun hat.</li> <li>- In a weather forecast, symbols are used to show what the weather will be like in a particular area.</li> <li>- People need to take special care in extreme weather such as: droughts, flooding, blizzards, heatwaves and hurricanes.</li> <li>- Countries around the world have different climates. Countries near the equator have hotter climates and the Arctic and Antarctic have much colder climates.</li> </ul>	<ul style="list-style-type: none"> <li>- In a town, you might find a football stadium, office blocks and shopping centres. In the countryside, you might find farms and open fields.</li> <li>- England is the largest country in the UK. London is the capital city. Many parts of England are flat but there is also lots of rural countryside with rolling hills and valleys in the north.</li> <li>- Scotland is a country in the north of the UK. Edinburgh is the capital city. Scotland has large mountains including Ben Nevis, which is the largest in the UK.</li> <li>- Northern Ireland is the smallest country in the UK. Belfast is the capital city. One of the most famous landmarks is Giant's Causeway (natural rock steps mostly hexagonal in shape).</li> <li>- Wales is a mountainous country in the west of the UK. Cardiff is the capital city. Wales has its own language (Welsh). Not everyone there speaks it though.</li> <li>- London is a very busy and built-up city with lots of important buildings.</li> <li>- There are lots of different ways of travelling around London. There are train stations, the London Underground (sometimes called the 'tube') and buses.</li> <li>- London has lots of famous landmarks.</li> <li>- London hosted the Olympic Games in 2012 and it was an exciting time for sport in the UK.</li> <li>- London has lots of green spaces in its parks.</li> </ul>	<ul style="list-style-type: none"> <li>- Kenya is in Eastern Africa on the equator.</li> <li>- Its terrain rises from a low coastal plain on the Indian Ocean to mountains and plateaus at its centre.</li> <li>- In Kenya, more than 60 languages are spoken and there are more than 40 ethnic groups. Almost everyone there speaks more than one African language.</li> <li>- School is free in Kenya, but many children are too busy to go to classes. They help their families by working the land, tending cattle, cooking, or fetching water.</li> <li>- A national park is an area set aside by a national government for the preservation of the natural environment.</li> <li>- The Kenyan government has set up more than 50 reserves and parks to protect its animals: <a href="#">elephants</a>, <a href="#">lions</a>, <a href="#">cheetahs</a>, <a href="#">giraffes</a>, <a href="#">zebras</a>, <a href="#">hippos</a>, <a href="#">rhinos</a>, and more.</li> <li>- The Maasai are semi-nomadic and pastoral: they live by herding cattle and goats. They are known for their distinctive culture, rituals, 'high jumping'</li> </ul>
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	Key Subject Specific Vocabulary to be taught	Weather Climate Seasons Observations Record Temperature Thermometer Waterproof Heatwave	Weather forecast Extreme Drought Flooding Blizzard Hurricane United Kingdom Equator	Country England Great Britain Town City Capital city Island	Sea Monarch Flag Queen	Continent Endangered Habitat Migration National Park Vegetation Equator	Savannah Tourists Safari Tribe Contrast Kenya Vegetation
	Core Activity	<ul style="list-style-type: none"> <li>Make a rain gauge</li> <li>Collect data and input on Met Office website</li> </ul>	<ul style="list-style-type: none"> <li>Try food from the 4 different countries within the UK.</li> <li>Create an advert about one of the 4 countries within the UK, including food, nations flower, human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Set up a PenPal school for the class.</li> <li>Perform a Maasai tribe dance</li> </ul>			
	Fieldwork and mapping	<ul style="list-style-type: none"> <li><b>Which way are the clouds moving?</b> Making a nephoscope and recording the information over 5 days <a href="https://www.metlink.org/wp-content/uploads/2020/12/OPAL_cloud_mirror.pdf">https://www.metlink.org/wp-content/uploads/2020/12/OPAL_cloud_mirror.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Locate key places on a map.</li> <li>Make a map using simple symbols (the assessment).</li> <li>Digimap: Capital Stops (<a href="https://digimapforschools.edina.ac.uk/learning-resources/resource/capital-stops.html">https://digimapforschools.edina.ac.uk/learning-resources/resource/capital-stops.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Use maps and a globe to locate</b> Africa on a map and understand that both a map and a globe show the same thing.</li> <li><b>Study pictures/videos of a locality and ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live?</li> <li><b>Express own views</b> about a place, people and environment. <b>Give detailed reasons</b> to support own likes, dislikes and preferences.</li> <li><b>Draw and label pictures</b> to show how places are different.</li> </ul>			
	Assessment	<ul style="list-style-type: none"> <li>Match a selection of photographs to the season they show.</li> <li>Explain the day's/week's weather after looking at a simple forecast with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate a blank map of the UK with countries, key landmarks, capitals, physical features – anything they can think of! Children needing support could be given labels and symbols to stick onto the map.</li> </ul>	<ul style="list-style-type: none"> <li>Design a fold-out brochure advertising a safari trip to Kenya.</li> </ul>			



Year 3/4	Topic Heading	Great Britain	Mountains and Volcanoes	Scandinavia
	Link to themes/ key concepts	Locality	Landscapes and Landforms	Settlements
<p>National Curriculum Objectives to be covered...</p>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Human geography, including types of settlement and <u>land use</u>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify the position and significance of</b> latitude, longitude, Equator, <u>Northern Hemisphere, Southern Hemisphere</u>, the Tropics of Cancer and Capricorn, <u>Arctic and Antarctic Circle</u>, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Physical geography, including <u>climate zones</u>, biomes and vegetation belts, rivers, <u>mountains, volcanoes</u> and earthquakes, and the water cycle.</li> </ul> <p>*Recap from KS1</p>	<ul style="list-style-type: none"> <li>Identify the position and significance of Northern Hemisphere (including day and night).</li> <li>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.</li> <li>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.</li> <li><b>Physical geography</b>, including <u>climate zones</u>, biomes and vegetation belts, <u>rivers, mountains</u>, volcanoes and earthquakes, and the water cycle.</li> </ul>	
<p>... through the following learning objectives</p>	<ol style="list-style-type: none"> <li>To know the difference between the UK and Great Britain and locate the countries.</li> <li>To study how land is used across Great Britain and compare it with where we live.</li> <li>To create a land-use map of GB.</li> <li>To investigate land use in the past and compare it to how it is used today.</li> </ol>	<ol style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle.</li> <li>Locate the main mountain ranges of the world and the highest peaks within them.</li> <li>Locate the main mountain ranges of the UK and the highest peaks within them.</li> </ol>	<ol style="list-style-type: none"> <li>Locate Scandinavia's countries and major cities.</li> <li>Explore the climate and weather of Scandinavia. Why do parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer?</li> <li>Explore the physical features of Scandinavia.</li> </ol>	

		<p>5. To locate the main topographical features of GB, including rivers, mountains, coasts and rivers.</p> <p>6. To create a sketch map of the local area using aerial imagery.</p> <p>7. To locate the major cities of GB and mark them on a map.</p>	<p>4. Describe the key features of a mountain range.</p> <p>5. Explain how mountains are formed.</p> <p>6. Describe the climate in the mountains.</p> <p>7. Explore the features of a volcano and what happens when a volcano erupts</p> <p>8. Explore what tectonic plates are and what the 'ring of fire' is.</p> <p>9. Explore and explain what life is like in volcanic areas.</p> <p>10. Compare and contrast a volcanic area with non-volcanic areas.</p>	<p>4. Explore some aspects of the human geography of Scandinavia.</p> <p>5. Compare and contrast a place in Scandinavia with a place in the UK.</p> <p>6. Find out about the needs of early settlers and the origin of place names.</p> <p>7. Identify settlements and reasons for their early siting.</p> <p>8. Describe how settlements are connected.</p> <p>9. Explain how village settlements were influenced by physical features and personal choice.</p>
	Key knowledge	<ul style="list-style-type: none"> <li>- GB = England, Scotland and Wales.</li> <li>- UK = England, Scotland, Wales and N. Ireland.</li> <li>- The top 3 land use groups are 'Agriculture' (63.1%), 'Forestry, open land and water' (20.1%), and 'Residential gardens' (4.9%) [see map on knowledge organiser].</li> <li>- The topography of Great Britain consists mainly of low, gently rolling hills in the eastern and southern portions of the island and hills and low mountains in the western and northern regions. [see map of knowledge organiser].</li> <li>- The major cities in each country are: <ul style="list-style-type: none"> <li>- England: London, Birmingham, Manchester and Liverpool.</li> <li>- Scotland: Glasgow, Edinburgh and Aberdeen.</li> <li>- Wales: Cardiff, Swansea and Newport.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Some of the world's main mountain ranges with their highest peaks include: <ul style="list-style-type: none"> <li>- Andes (Mt Aconcagua)</li> <li>- Rocky Mountains (Mt Egbert)</li> <li>- Himalayas (Mt Everest)</li> <li>- The Alps (Mt Blanc)</li> <li>- The Pyrenees (Pic Aneto)</li> </ul> </li> <li>- The main mountain ranges in the UK are: <ul style="list-style-type: none"> <li>- Cairngorms (Ben Macdui)</li> <li>- Brecon Beacons (Pen y Fan)</li> <li>- Pennines (Cross Fell)</li> <li>- Snowdonia (Snowdon)</li> <li>- Grampians (Ben Nevis)</li> <li>- Lake District (Scafell)</li> </ul> </li> <li>- The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet.</li> <li>- Mountain climates are very changeable and unpredictable.</li> </ul>	<ul style="list-style-type: none"> <li>- Scandinavia's countries (and their capitals) are Denmark (Copenhagen), Sweden (Stockholm) and Norway (Oslo).</li> <li>- The weather in Scandinavia is generally mild and pleasant. However, the climate varies from north to south and from west to east.</li> <li>- There are places in the north where the sun never rises in the winter, nor sets in the summer.</li> <li>- The Scandinavian Peninsula is sparsely populated and covered with large forests. The western and northern parts are mountainous.</li> <li>- Scandinavian countries are not heavily populated – most people live in the south, near the coast.</li> <li>- Most early settlers settled in the south due to the more temperate climate, and the high mountains in the north.</li> </ul>

			- Volcanoes are openings, or vents where lava, small rocks, and steam erupt onto the Earth's surface.				
	Key Subject Specific Vocabulary to be taught	County Topography Landmark Coast Rural Key Urban	Landscape Mountain Parliament Grid reference Land use City	Mantle Molten Volcano Active Pumice Lava	Eruption Extinct Crust Dormant Core	Settlement Origin Trade route Settlers Climate Physical geography	Human geography Polar region Arctic Northern lights
	Core Activities	<ul style="list-style-type: none"> <li>- Look at the topography of Farleton Knott after visiting it.</li> </ul>		<ul style="list-style-type: none"> <li>- Make your own model volcano.</li> <li>- Locate and find the coordinates, then plot on a map the closest active volcano to school as well as the largest volcano in the World.</li> </ul>		<ul style="list-style-type: none"> <li>- Look at maps, pictures and other sources to <b>identify similarities and differences</b> between a UK region and Scandinavia. <b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</li> </ul>	
	Fieldwork and mapping	<ul style="list-style-type: none"> <li>- To make a land use map of Holme village. What is the land in Holme used for? What are the benefits and negatives of this?</li> <li>- Digimap: Patterns of Land use (<a href="https://digimapforschools.edina.ac.uk/files/resource-hub/downloads/Patternsoflanduse.pdf">https://digimapforschools.edina.ac.uk/files/resource-hub/downloads/Patternsoflanduse.pdf</a>)</li> </ul>		<ul style="list-style-type: none"> <li>- Visit Farleton Knott to study rock formations and how the hill was formed.</li> <li>- Digimap: Landscape Fingerprints (<a href="https://digimapforschools.edina.ac.uk/learning-resources/resource/landscape-fingerprints.html">https://digimapforschools.edina.ac.uk/learning-resources/resource/landscape-fingerprints.html</a>)</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Identify main trade and economy</b> in Scandinavia and <b>compare</b> to region of the UK.</li> <li>- <b>Ask, research and explain the following questions:</b> Why did the early settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today</li> </ul>	
	Assessment	<ul style="list-style-type: none"> <li>- Label blank map with major cities and topographical features.</li> </ul>		<ul style="list-style-type: none"> <li>- Create a fake text conversation between a mountain and a volcano talking about how they were formed and their main features. (<a href="http://www.iphonefaketext.com/MTEwMDk4Ng">http://www.iphonefaketext.com/MTEwMDk4Ng</a>)</li> </ul>		<ul style="list-style-type: none"> <li>- Complete a venn diagram comparing and contrasting the three Scandinavian countries.</li> </ul>	



Year 5/6	Topic Heading	The North West	Lake District Tourism	Climate Zone
	Link to themes/ key concepts	Locality	Settlements	Landscapes and Landforms
	National Curriculum Objectives to be covered...	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li><b><u>Name and locate counties and cities of the United Kingdom</u></b>, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; <b><u>and understand how some of these aspects have changed over time</u></b>.</li> </ul>	<ul style="list-style-type: none"> <li>Human geography, including types of settlement and land use, <b><u>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</u></b></li> <li><b><u>Locate the world's countries</u></b>, using maps to focus on Europe (including the location of Russia) and North and South America, <b><u>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, <b><u>including climate zones, biomes and vegetation belts</u></b>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li><b><u>Identify the position and significance of latitude, longitude</u></b>, Equator, Northern Hemisphere, Southern Hemisphere, <b><u>the Tropics of Cancer and Capricorn</u></b>, Arctic and Antarctic Circle, <b><u>the Prime/Greenwich Meridian and time zones</u></b> (including day and night).</li> </ul> <p>Covered in KS1 or LKS2</p>
	... through the following learning objectives	<ol style="list-style-type: none"> <li>To locate Holme, Westmorland and the counties of the NW on a map.</li> <li>To use 4 and 6-figure grid references to locate significant landmarks in the NW.</li> <li>To identify key industries of the NW.</li> <li>To understand how land use in the North West has changed over time.</li> <li>To locate significant physical features of the North West.</li> <li>To compare the housing in the North West with a contrasting location.</li> </ol>	<ol style="list-style-type: none"> <li>To understand what is meant by the term tourism.</li> <li>Explain why tourism is very important to many places all over the world.</li> <li>Explore the positive and negative impacts tourism has on a destination including the wildlife, culture, trade and transport.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to describe and understand climate zones.</li> <li>To be able to describe and understand biomes.</li> <li>Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones.</li> </ol>

			<ol style="list-style-type: none"> <li>4. Research how places can advertise to attract the attention of particular customers.</li> <li>5. Understand what resources the Lake District has to offer and how these are distributed around the World.</li> <li>6. Investigate the different types of accommodation and transport people use when visiting a tourist destination.</li> <li>7. To understand what is meant by the term eco-tourism and be able to create an eco-tourism model for our local area.</li> </ol>	<ol style="list-style-type: none"> <li>4. To identify climate zones and biomes across North and South America and compare and contrast these regions.</li> <li>5. To be able to understand how different climates and biomes impacts vegetation growth.</li> <li>6. To be able to describe how vegetation differs across biomes.</li> <li>7. To be able to understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions.</li> </ol>
Key Knowledge	<ul style="list-style-type: none"> <li>- The Northern West of England is famous for its varied and dramatic landscapes, which are home to many of Britain's magnificent and beautiful National Parks.</li> <li>- The North West is still one of the largest manufacturing hubs in the UK, with almost 15,000 manufacturing businesses across the region.</li> <li>- Amongst the better known of the North West's <u>physiographical features</u> are the <u>Lake District</u> and the <u>Cheshire Plain</u>.</li> <li>- The highest point in North West England (and the highest peak in England) is <u>Scafell Pike</u>, Cumbria, at a height of 3,209 feet (978 m).</li> </ul>	<ul style="list-style-type: none"> <li>- Tourism is the business of encouraging and supporting tourists.</li> <li>- Tourism creates jobs, strengthens the local economy, contributes to local infrastructure development and can help to conserve the natural environment and cultural assets and traditions.</li> <li>- There are positive as well as negative impacts of tourism.</li> <li>- Tourists from all over the world visit the Lake District National Park for its spectacular scenery, wildlife, history and culture.</li> <li>- The use of public transport is encouraged in The Lakes, but many visit by car.</li> <li>- Ecotourism is a form of tourism involving responsible travel to natural areas, conserving the environment,</li> </ul>	<ul style="list-style-type: none"> <li>- A climate zone is an area that has its own distinct climate. They also have their own type of vegetation and wildlife.</li> <li>- There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.</li> <li>- [see map on knowledge organiser for lines of latitude].</li> <li>- North America has many biomes [see map on knowledge organiser].</li> <li>- Different vegetation thrive in each biome; they have adapted for life where they live.</li> <li>- Climate change has the potential to substantially alter the distribution of the planet's terrestrial ecoregions and biomes. As the climate becomes warmer or drier, some populations may move to new areas in search of more suitable habitat conditions.</li> </ul>	

				and improving the well-being of the local people.		
Key Subject Specific Vocabulary to be taught	Residential Commercial Agricultural Ordnance Survey Map (OS)	Resource Grid Reference County	National Park Economy Tourism Trade Resource Distribution Minerals	Ecotourism Transport Culture Customer Advertisement Global warming	Polar Temperate Arid Tropical Mediterranean Mountainous Biomes Aquatic Desert	Forest Grassland, Rainforest Tundra Boreal Taiga forest Deciduous forest Savannah Ice
Core Activities	- Using digimaps create a map with features that you would add to our area for the future. Use questionnaires and old maps to help you. Grid references to locate features and compare old to new.	- Create a promotional video for tourists about the Lake District. - Hold a class debate, discussing the pros and cons of tourism.		<u>Enquiry question</u> - <i>How does climate affect vegetation in a biome?</i>  - Biome in a bag test: Grow seeds in different biome conditions i.e. sand, grass, ice (freezer) etc.		
Fieldwork and mapping	*As above	- Complete a survey to find out where and why people travel to certain places as tourists. Record and present the data, explaining your findings.		- Local study of impact of climate using data loggers. - Digimap: Themes, projections and world regions ( <a href="https://digimapforschools.edina.ac.uk/learning-resources/resource/10-themes-projections-and-world-regions.html">https://digimapforschools.edina.ac.uk/learning-resources/resource/10-themes-projections-and-world-regions.html</a> )		
Assessment	- Label blank map with counties of the North West and topographical features.	- Create a leaflet advertising a destination in The Lakes		- Write a persuasive letter to an MP imploring them for action on climate change, making reference to the effects on specific biomes.		