

## Mountford Manor Geography Units (2-year cycle)

### MMP Geography Intent

The purpose of the Geography Curriculum at Mountford Manor is to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The MMP Geography curriculum is designed to improve pupil’s cultural capital so that they acquire the essential knowledge to be educated citizen and have successful futures. The aim is that the pupil may go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society.

The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build upon a firm foundation in future years.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time

The MMP Geography curriculum is centred and linked around **4 Big Ideas**;

- What’s unique in where I’m from?
- Where am I in the world?
- How is the Earth shaped and formed by Physical Impacts?
- How is the Earth shaped and formed by Human Impacts?

### The 4 ‘Big Ideas’

What’s unique in where I’m from?	Where am I in the world?	How is the Earth shaped and formed by Physical Impacts?	How is the Earth shaped and formed by Human Impacts?
<i>Our Local Area</i> <b>Walcot</b>	<i>UK countries, capital cities and seas</i> <b>London</b>	<i>UK countries, capital cities and seas</i> <b>The Seaside</b>	Field Processes <b>Local Fieldwork; Traffic and pollution</b>
<i>Our Local Area</i> <b>Comparing Swindon &amp; Ocotal (Nicaragua)</b>	<i>Continents and Oceans</i> <b>North and South Poles</b> <i>Continents and Oceans; The Equator</i>	<i>Earth Processes</i> <b>Volcanoes &amp; Earthquakes</b>	<i>Earth Processes</i> <b>South America</b>
<i>Locational and Place</i> <b>How has Swindon changed?</b>	<i>Locational and Place</i> <b>European Cities</b>	Field Processes <b>Water, Weather &amp; Climate</b> <i>Earth Processes</i> <b>Raging Rivers</b>	<i>Locational and Place</i> <b>Amazon Rainforest; Deforestation</b>
Field Processes <b>Migration.</b>	<i>Locational and Place</i> <b>South America</b>	<i>Earth Processes</i> <b>Japan; Unstable world</b>	Field Processes <b>Globalisation</b>

## Geography Units (2 year cycle)

The units at MMP are taught on a 2-year cycle. Through these units, the key knowledge and skills laid out in the Geography Policy are taught and consolidated.

### Cycle A

Year groups	Unit 1	Unit 2	Unit 3
Year 1 & 2	Walcot	North and South Poles	London
Year 3 & 4	How has Swindon changed?	Volcanoes & Earthquakes	South America
Year 5 & 6	Water, Weather & Climate	Raging Rivers	Changing World - Migration

### Cycle B

Year groups	Unit 1	Unit 2	Unit 3
Year 1 & 2	Comparing Swindon & Ocotal (Nicaragua)	The Equator	Britain's Seaside and Coast
Year 3 & 4	European and its Cities	Biomes around the world	Local Fieldwork; Traffic and pollution
Year 5 & 6	Changing World - Globalisation	Japan; Unstable world	Amazon Rainforest

## How the Units fit in with the MMP Geography Sequence of learning

### KS1 Cycle A

Unit 1	Unit 2	Unit 3
Where we live: Walcot	North and South Poles	London
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>Draw own maps of the local area; use and construct basic symbols in a key.</li> <li>Observe and record the features around the school e.g. the different types of plants, the animals seen in the forest compared to the animals seen on the road, the different amount of traffic on Drakes Way compared to Frobisher Drive.</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents on a paper map.</li> <li>Name and locate the 5 oceans</li> <li>Understand that both a map and a globe show the same thing.</li> <li>Children to identify the equator and locate the places on the Equator which are the hottest.</li> <li>Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> <li>Ask questions about the weather and seasons.</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Name and locate the different countries of the UK on a paper map.</li> <li>Name and locate the different capital cities of the UK on a paper map</li> <li>Use simple compass directions (North, South, East and West) to describe the location of different features of the UK. i.e. London is in the South of England; Scotland is in the North of the UK</li> <li>Draw own maps of the local area; use and construct basic symbols in a key.</li> <li>Give detailed reasons to support own likes, dislikes and preferences</li> </ul>

<ul style="list-style-type: none"> <li>Children to make suggestions for the cause of the differences.</li> <li>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</li> <li>Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</li> </ul> <p><b>Supporting National Oak Academy Link -</b>  <a href="https://teachers.thenational.academy/units/villages-towns-and-cities-28b9">https://teachers.thenational.academy/units/villages-towns-and-cities-28b9</a></p>		<ul style="list-style-type: none"> <li>Be able to verbalise and write about similarities and differences between the features of the two localities.</li> </ul> <p><b>Supporting National Oak Academy Link -</b>  <a href="https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0">https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0</a></p>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is a settlement?</li> <li>What affects where people live?</li> <li>What makes up a city/large town?</li> <li>What human and physical features can I find in my settlement?</li> <li>Can I sketch a map of my settlement?</li> <li>Can I use symbols and a key in my map?</li> <li>How do I describe where things are in my settlement?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How is the ocean different at the North Pole and the Equator?</li> <li>Where are the North and south pole?</li> <li>What is the weather like there?</li> <li>Why is the weather like this?</li> <li>What will I find there? <i>Physical features</i></li> <li>Why is hard for humans to live there?</li> <li>How do animals survive there?</li> <li>How are humans harming these environments?</li> <li>What can we do to protect these environments?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is the United Kingdom? Where is the United Kingdom on a map of the world &amp; of Europe?</li> <li>What countries make up the United Kingdom?</li> <li>What makes the United Kingdom unique? is made up of islands and is surrounded by sea. Can you name the surrounding seas?</li> <li>What can you find in the United Kingdom?</li> <li>What are the physical features of the United Kingdom?</li> <li>Can you identify and name a range of physical features?</li> <li>Can you describe features of different parts of the UK? (Cities; Mountains and Rural)</li> <li>How do people move around in London?</li> <li>Why is the River Thames so important? (Romans built Londinium next to the river to allow transportation of goods)</li> <li>Can you identify different types of transport? (tube, buses, city cycles, taxi)</li> <li>What are the landmarks in London? Can you identify London landmarks</li> <li>Do you know any Facts about key landmarks (Big Ben; St Pauls Cathedral; London Eye)</li> <li>Where does the King live?</li> </ul>

**KS1 Cycle B**

Unit 1	Unit 2	Unit 3
Comparing Swindon & Ocotol (Nicaragua)	The Equator	Britain's Seaside & Coasts
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Study pictures/videos of a locality and contrast with a non-European locality.</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents on a paper map.</li> <li>Name and locate the 5 oceans</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> </ul>

<ul style="list-style-type: none"> <li>• Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>• Express own views about a place, people and environment.</li> <li>• Draw and label pictures to show how places are different to the UK</li> <li>• Give detailed reasons to support own likes, dislikes and preferences</li> <li>• Be able to verbalise and write about similarities and differences between the features of the two localities.</li> </ul> <p><b>Supporting National Oak Academy Link -</b>  <a href="https://teachers.thenational.academy/units/understanding-brazil-1068">https://teachers.thenational.academy/units/understanding-brazil-1068</a> (although references Brazil)</p>	<ul style="list-style-type: none"> <li>• Understand that both a map and a globe show the same thing.</li> <li>• Children to identify the equator and locate the places on the Equator which are the hottest.</li> <li>• Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> <li>• Ask questions about the weather and seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</li> <li>• Ask questions about the weather and seasons.</li> <li>• Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> <li>• Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts</li> </ul>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Where is Nicaragua?</li> <li>• Why do people visit Nicaragua?</li> <li>• What are the features of cities in Nicaragua (focus on Ocotal)?</li> <li>• What is the weather like in Nicaragua?</li> <li>• How is the weather in Nicaragua different than the UK?</li> <li>• What physical features are there in Nicaragua?</li> <li>• What similarities are there with where I live?</li> <li>• What differences?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a continent?</li> <li>• What continents are on the equator?</li> <li>• What environments would you find on the equator? Rainforests/ deserts?</li> <li>• What makes the equator special? Weather / habitats (rainforests) and animals.</li> <li>• Why do Humans live there?</li> <li>• How are humans harming areas on the equator (deforestation)</li> <li>• How can we protect these areas?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is an ocean?</li> <li>• Where are the world's oceans?</li> <li>• Why is the UK surrounded by seas?</li> <li>• What physical features would you find on the coast?</li> <li>• What human features would you find on the coast?</li> <li>• Why do we go to the seaside?</li> <li>• How does the weather change?</li> <li>• Can you describe how the seaside changes in the summer and in the winter?</li> </ul>

## LKS2 Cycle A

Unit 1	Unit 2	Unit 3
Volcanoes & Earthquakes *	How has Swindon changed?	South America*
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Locate places in the world where <b>volcanoes</b> and <b>earthquakes</b> occur.</li> <li>• Understand and be able to communicate in different ways the cause of <b>Earthquakes</b> and</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Ask, research and explain the following questions: Why have humans chosen to settle here? Link to trade/access to natural resources. How has this changed over-time? (link to population</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</li> </ul>

<p><b>volcanoes</b> and the process that occurs before an earthquake occurs or a volcano erupts.</p> <ul style="list-style-type: none"> <li>• Draw diagrams, produce writing and use the correct vocabulary when describing different earth processes</li> </ul> <p><b>National Oak Academy Link;</b>  <a href="https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a">https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a</a></p>	<p>growth/decline) How did they use the land previously and how has land use changed today?</p> <ul style="list-style-type: none"> <li>• Relate land use and trade to settlements.</li> <li>• Look at settlements, particularly in relation to the geography – what conclusions can be drawn?</li> <li>• Study how land in the local area was used overtime. Look at land use in the same area today and consider how and why this has changed.</li> <li>• Classify local buildings.</li> <li>• Use recognised symbols to mark out local areas of interest on own maps</li> <li>• Draw conclusions from the data</li> <li>• Study pictures of historic elements of a site and compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</li> <li>• Study maps to make assumptions about the different areas of Europe/South America e.g. using map keys to identify mountainous areas, urban areas.</li> <li>•</li> </ul> <p><b>National Oak Academy link -</b>  <a href="https://teachers.thenational.academy/units/building-locational-knowledge-south-america-f4d0">https://teachers.thenational.academy/units/building-locational-knowledge-south-america-f4d0</a></p>
<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the earth made of?</li> <li>2. How are volcanoes made?</li> <li>3. How does an earthquake occur?</li> <li>4. What happens when a volcano erupts?</li> <li>5. What happens when an earthquake occurs?</li> <li>6. How can we protect against earthquakes?</li> </ol>	<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you locate Swindon on a map and describe its location?</li> <li>2. Where is Swindon? <i>World; Continent; Country; County location on map (coordinates)</i></li> <li>3. What is the significance of its location? <i>Location in regards to London and Bristol; M4 corridor; on a Railway line;</i></li> <li>4. What are the Key geographical facts; <i>population?; key landmarks</i></li> <li>5. Can you describe what Swindon looked like in the past?</li> <li>6. What impact has the Railway had on what Swindon looks like?</li> <li>7. What impact has the Railway had on Swindon's population?</li> <li>8. How and why has Swindon changed since WW2?</li> <li>9. How my local area (Walcot) changed over time?</li> </ol>	<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Which countries are in South America?</li> <li>2. What physical features can we find in South America?</li> <li>3. What are some of South America's most important human features?</li> <li>4. What is the geography of Chile?</li> <li>5. What are the physical features of Chile?</li> <li>6. What are the human features of Chile?</li> <li>7. How does Chile's access to natural resources have an impact on its people?</li> <li>8. How are Chile and the UK similar and different?</li> <li>10. What are the differences and similarities in physical features between the two countries?</li> <li>11. How does economic activities and land use vary within and across the two countries?</li> </ol>

## LKS2 Cycle B

Unit 1 European Cities *	Unit 2 Biomes *	Unit 3 Local Fieldwork *
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Build on prior knowledge of UK regions by using maps to locate countries of Europe.</li> <li>• Study images/ pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</li> <li>• Choose effective recording and presentation methods e.g. tables to collect data.</li> </ul>

<ul style="list-style-type: none"> <li>• Make reasoned judgements about where the pictures are taken e.g. a mountain top may be in France because there is a large mountain range there.</li> <li>• Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>• Identify main trade and economy in another country and compare to region of the UK.</li> <li>• Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</li> </ul> <p><b>National Oak Academy link -</b>  <a href="https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322">https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322</a></p>	<p>discuss the relationships between these and the countries.</p> <ul style="list-style-type: none"> <li>• Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</li> <li>• Use maps to compare and contrast differences between the UK and other countries. Biomes; climate, agriculture, tourism etc</li> </ul> <p><b>National Oak Academy link -</b>  <a href="https://teachers.thenational.academy/units/biomes-bd47">https://teachers.thenational.academy/units/biomes-bd47</a></p>	<ul style="list-style-type: none"> <li>• Present data in an appropriate way using keys to make data clear.</li> <li>• Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</li> <li>• Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</li> </ul> <p><b>National Oak Academy link -</b>  <a href="https://teachers.thenational.academy/units/local-fieldwork-6adb">https://teachers.thenational.academy/units/local-fieldwork-6adb</a></p>
<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the countries of Europe?</li> <li>2. What are the physical features of Europe?</li> <li>3. What are some of Europe's most important human characteristics?</li> <li>4. Can you identify Europe on a world map?</li> <li>5. Can you identify the location of the United Kingdom?</li> <li>6. Can you explore other countries in Europe?</li> <li>7. Can you identify the environmental regions of Europe?</li> <li>8. Can you Explore the physical features of two contrasting?</li> <li>9. Can you European regions?</li> <li>10. Can you identify Europe's major cities?</li> <li>11. Can you explore where people in Europe live?</li> <li>12. Can you identify where Europe's natural resources are located?</li> </ol>	<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the Earth's biomes?</li> <li>2. Where are the Earth's biomes?</li> <li>3. What affects an ecosystem?</li> <li>4. What is the tundra? Identify the characteristics of the tundra</li> <li>5. What is the taiga?</li> <li>6. What are the grasslands?</li> <li>7. How are biomes being damaged?</li> </ol>	<p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do geographers do fieldwork?</li> <li>2. What enquiries are geographers currently doing? I</li> <li>3. Tools of fieldwork: maps</li> <li>4. Fieldwork: can I create a sketch map of roads in my community?</li> <li>5. Tools of fieldwork: surveys and questionnaires</li> <li>6. Fieldwork: can I create a field sketch of my community?</li> <li>7. How do geographers develop an enquiry question?</li> <li>8. Fieldwork: Can I collect data about road use in my community?</li> <li>9. How do geographers present their data?</li> <li>10. What do geographers do with their data?</li> </ol>

## UKS2 Cycle A

Unit 1	Unit 2	Unit 3
<p align="center"><b>Water, Weather &amp; Climate</b></p>	<p align="center"><b>Raging Rivers</b></p>	<p align="center"><b>Migration</b></p>
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</li> <li>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</li> <li>Choose effective recording and presentation methods e.g. tables to collect data.</li> <li>Present data in an appropriate way using keys to make data clear.</li> <li>Draw conclusions from the data</li> </ul> <p><i>National Oak Academy link - <a href="https://teachers.thenational.academy/units/water-weather-and-climate-4454">https://teachers.thenational.academy/units/water-weather-and-climate-4454</a></i></p>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>Explain and present the process of rivers,</li> <li>Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements</li> <li>Look for evidence of past river use by visiting the location.</li> <li>Make field notes/observational notes about land features.</li> <li>Visit a river/hill/coast, locate and explain the features.</li> </ul> <p><i>National Oak Academy link - <a href="https://teachers.thenational.academy/units/rivers-4772">https://teachers.thenational.academy/units/rivers-4772</a></i></p>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>Study pictures of historic elements of a site and compare and contrast.</li> <li>Use maps to compare and contrast differences between the UK and other countries,; climate, agriculture, tourism etc</li> <li>Raise questions about the different hemispheres and use and explain appropriate geographical language</li> <li>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> <li>Ask and answer geographical questions to unpick why human geography may have changed over time</li> </ul> <p><i>National Oak Academy link - <a href="https://teachers.thenational.academy/units/migration-7c41">https://teachers.thenational.academy/units/migration-7c41</a></i></p>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where is Earth's water?</li> <li>What makes up the weather?</li> <li>Why does it rain?</li> <li>Why does the UK have wild weather? Understand why the UK's weather can change daily.</li> <li>What are the reasons for seasons?</li> <li>How can we measure the weather? (rainfall/sunlight/wind speed)</li> <li>Why is the world's weather changing?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where are the world's rivers?</li> <li>What is a river?</li> <li>Where in the world are the major rivers?</li> <li>How do rivers shape the land?</li> <li>What are the four types of erosion?</li> <li>What is transportation?</li> <li>What is deposition?</li> <li>What landforms do rivers create? (Part</li> <li>What is a landform?</li> <li>What and how are valleys and interlocking spurs formed?</li> <li>What is a meander?</li> <li>How is a meander formed?</li> <li>How is an oxbow lake formed?</li> <li>Why are rivers important to people?</li> <li>Why do people like living near rivers?</li> <li>Why is the Amazon River important for people?</li> <li>What happens when a river floods?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is migration?</li> <li>Where do migrants go to and come from?</li> <li>How does migration affect us?</li> <li>How do migrants vary?</li> <li>What are the different types of migration?</li> <li>Why do people choose to migrate? push and pull factors.</li> <li>How does migration affect people and places?</li> <li>What are the positive impacts of migration for the source and host countries?</li> <li>What are the negative impacts of migration for the source and host countries?</li> <li>How the UK has been affected by migration. (historical and current)</li> <li>What is economic migration?</li> <li>What is a refugee?</li> <li>How will climate change affect migration?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is a flood?</li> <li>• Why do rivers flood?</li> <li>• How can a flood bring positive and negative impacts?</li> </ul>	<ul style="list-style-type: none"> <li>• Debate the following question; "All migrants are forced to leave their home": to what extent do you agree?</li> </ul>
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## UKS2 Cycle B

Unit 1	Unit 2	Unit 3
<b>Globalisation</b>	<b>Japan; Unstable world</b>	<b>Amazon Rainforest</b>
<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Study pictures of historic elements of a site and compare and contrast.</li> <li>• Use maps to compare and contrast differences between the UK and other countries; climate, agriculture, tourism etc</li> <li>• Raise questions about the different hemispheres and use and explain appropriate geographical language</li> <li>• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> <li>• Ask and answer geographical questions to unpick why human geography may have changed over time</li> </ul> <p><b>National Oak Academy link -</b>  <a href="https://teachers.thenational.academy/units/globalisation-672d">https://teachers.thenational.academy/units/globalisation-672d</a></p>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Identify the different hemispheres on a map.</li> <li>• Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>• Locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>• Raise questions about the different hemispheres and use and explain appropriate geographical language</li> <li>• Locate all the man-made features of a country e.g. Tokyo Sky-Tower; Rainbow Bridge; Tokyo Station; Shibuya Crossing; and relate to UK landmarks.</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>• Ask and answer geographical questions to unpick why human geography may have changed over time</li> </ul>	<p><b>END POINT UNDERSTANDING &amp; SKILLS;</b></p> <ul style="list-style-type: none"> <li>• Reach reasoned and informed solutions and discuss the consequences of humans around the world.</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>• Reflect on the importance and value of the tourism industry in these areas</li> <li>• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</li> <li>• Discover where food comes from.</li> <li>• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> <li>• Ask and answer geographical questions to unpick why human geography may have changed over time</li> </ul>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• How has globalisation changed the way we communicate?</li> <li>• How does globalisation affect trade?</li> <li>• What does globalisation have to do with fashion?</li> <li>• Where were your clothes made?</li> <li>• What does globalisation have to do with food?</li> <li>• Where does our food come from?</li> <li>• Where will globalisation lead us?</li> <li>• How globalised is your life?</li> <li>• What impact has globalisation had on your life?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Where is Japan?</li> <li>• What are the key facts about Japan?</li> <li>• How is Japan similar/different to the UK?</li> <li>• Why does Japan get earthquakes; volcanoes; typhoons and tsunamis?</li> <li>• What are the impacts of potential natural disasters on Japan?</li> <li>• How has Japan adapted to potential natural disasters?</li> <li>• Debate: Should humans live in a pace like Japan where there are so many potential Natural disasters?</li> </ul>	<p><b>Key Questions:</b></p> <p>Where and what is the Amazon rainforest?  Key facts i.e. What is its climate? Population; countries etc  How has it changed over time?  How have physical factors shaped the Amazon rainforest?  Climate/Rivers?  What have been the human impacts?  Why is the Amazon rainforest being destroyed? Farming; deforestation (Link to trade and food)  What are the impacts of deforestation and farming on Global Warming?  What can we do to protect it?</p>