

Unit: National/Local Area Study - Village Settlers

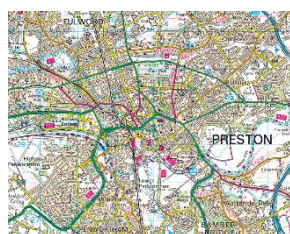
Lower Key Stage 2

Key Knowledge and Skills to consider/Learning Objectives

- **To locate different settlement types across the British isles on a map.** (*Preston, Brecon (Wales), St Andrews (Scotland), Armagh (N.I)*)
What type of settlements are these (cities, towns, villages, coastal, etc)? Use smaller scale maps to compare size and buildings. Ask questions and answer them. Eg why does St Andrews have so many golf courses? Why was a fort built in Brecon? How has the land been used?



- **To use maps and fieldwork to identify how Preston has changed over time.** (examine maps and compare old photographs with photos taken during fieldwork)



Preston Digital Archive has extensive pictures of Preston, as old as the 19th century on its Flickr account.

- **To create a sketch map of our school and local area.** Label any identifiable buildings and discuss what they are used for.
- **To create a map of the local area featuring a key.** Study examples on digimaps or fold out maps and identify how keys work. Use these to improve your sketch maps. Could colour code areas based on their use (residential, retail, education) Do some roads need different colours?
- **To create a formal map featuring a key and 4 pointed compass**

National Curriculum references:

- 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.
- Use the 4 points of a compass, four and 4-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
- 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

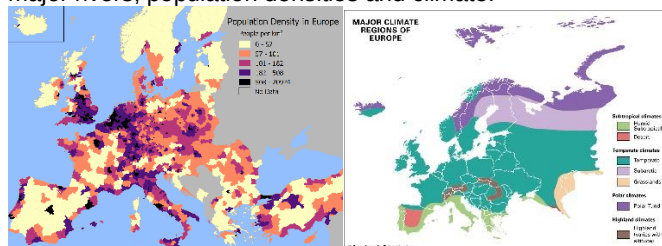
Skills to cover:

- **(G1)** To name, locate and identify the characteristics of the four countries of the United Kingdom and it's surrounding seas
- **(G2)** Identifying human and physical characteristics and how these have changed over time, including land in the local, school area.
- **(G4)** I can describe key aspects of human geography including settlements and land use, including economic activity, trade links and the distribution of natural resources.
- **(G5)** I can ask and answer geographical questions about physical and human characteristics
- **(G9)** I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans
- **(G8)** To create maps of locations identifying some features using a key.
- **(G7)** I can use the eight points of a compass, symbols and keys to communicate knowledge of the UK and the wider world.

Unit: International Area Study - Our European Neighbours**Lower Key Stage 2****Key Knowledge and Skills to consider/Learning Objectives**

- **To locate the major nations of Europe (inc Russia)**
Where is Europe in relation to the world? How big is Europe?
-Look at a typical map of Europe (Mercator projection) and compare this with others such as Gall-Peters. What are the pros and cons of these maps. Ensure that chn are aware that it is impossible to accurately model the earth as a 2D image. May need to peel an orange to demonstrate this.
- **To identify the main physical and human features of the countries of Europe.**

Show various topographical maps to investigate location of mountains, and major rivers, population densities and climate.



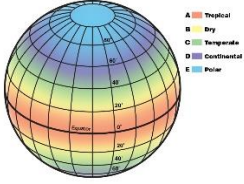
- **To identify the features of Andalusia, Spain.**
Research the features of Andalusia including its major cities (Seville, Granada, Malaga etc), mountains (Cordillera Bética) and rivers (Guadalquivir, Guadiana)
Look at culture, food music, art etc. Much of Andalusia was part of the Islamic Emirate of Granada for centuries. What marks did they leave on the human geography?
- **To plan a journey from Preston to Andalusia**
Discuss how chn have ever gone on a journey. Local trips might be walked to whilst buses or cars might be for places further away. What transport might we use to go to different countries?
Look at various modes of transport using digital resources and identify the mode of transport, distance, time and cost
- **To compare Granada with Preston**
<https://www.youtube.com/watch?v=uQIX6E6AVYA>
Use various forms of media to show chn the features of Granada. Chn to identify differences and similarities between the two cities.
Could write from Preston to school chn in Granada persuading them to do a school swap for a week. Why should they come here, why we want to go there

National Curriculum references:

- Locate the world's countries, using maps to focus on Europe (including the location of
- Russia) and North and South America, concentrating on their environmental regions,
- key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Skills to cover:

- (G1) To locate and identify some countries in Europe.
- (G3) To identify the main physical and human characteristics of the countries of Europe.
- (G6) I can use maps, atlases and digital mapping to locate countries and describe features.
- (G3) To identify and **compare** geographical regions physical and human characteristics and how these have changed over time.

	<u>Unit: World Study - Climate Zones</u> <u>(Physical/Human Geog. Focus)</u>	<u>Lower Key Stage 2</u>
Year 3	<u>Key Knowledge and Skills to consider/Learning Objectives</u> - Identify the different lines of latitude and explain how latitude is linked to climate.  - Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. - Compare the climate of Preston (temperate) with the climate of Manila, Philippines (tropical) - Explore weather patterns within a climate zone. (Yakutsk- Russia, Las Vegas- USA etc) - Write a weather forecast for a typical day in your choice of climate zone. - To keep a weather diary of Preston - Identify the characteristics of each climate zone.	<u>National Curriculum references:</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>Skills to cover:</u> (G1) Can name and locate the equator, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn and the Arctic and Antarctic circles. - G6- I can use maps, atlases and digital mapping to locate countries and describe features. - G9- I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans - G3-I can identify and compare geographical regions physical and human characteristics and how these have changed over time in a European and non-European country