

Topic:

Marvellous Maps

National Curriculum Link:

Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Fieldwork:

River Derwent

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To describe their local area
- To use simple letter and number coordinates.
- To draw and use simple field sketches.
- To use secondary sources- photos
- To begin to use geographical terms and directions such as North, South, East and West.

Locational Knowledge:

- To begin to identify and describe where places are through use of simple maps, atlases and globes.
- To understand that the world extends outside their locality.

Place knowledge:

- To begin to ask geographical questions about places in their immediate locality.
- Begin to use geographical vocabulary to describe features of the locality.

Human and physical geography:

- To begin to ask geographical questions about people, places, climates and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge for topic:

- Rivers start at the source and flow to the ocean.
- Cities and towns are usually next to rivers.
- Humans pollute rivers through adding sewage, plastic and chemicals from farms and factories.
- Climate change can cause flooding to the world's rivers.
- The River Thames is located in Europe.

Topic Vocabulary: Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern North Yorkshire	significant global international locality European/non- European physical (feature) human (feature) similarity difference
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	City, Town, Village, Port, Harbour
	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature
	Direction, North, South, East, West, Compass

Sequence:

- Where are the significant rivers in the world?
- Where are the sources and mouths of some of the key rivers of the United Kingdom?
- What is the water cycle and how does it work?
- What are the key features of a river and how are they formed?
- How do the processes of erosion and deposition form meanders and oxbow lakes?
- How do humans use rivers and why are they so important?
- What is the impact of damming rivers?

Thinking Deeper: Children could go on to role play a debate about one particular example of river usage.

Possible books/resources:

- Floodland by Marcus Sedgwick (8+ for more developed readers)
- The River Singers by Tom Moorhouse
- The City of Secret Rivers by Jacob Sager Weinstein
- Wind in the Willows by Kenneth Graham
- Poetry: The River and I asked the river by Valerie Bloom, A Boat Beneath A Sunny Sky by Lewis Carroll

Links:

Subject Specific links- Maths – using grid references, looking at data, time zones, comparing populations, scales; Computing- Use of Google Earth; English – Speaking and listening skills.

Personal development –developing opinions about the use of dams; being mindful of own water consumption; developing empathy for those in different parts of the world where clean drinking water is not easily accessible; developing empathy for victims of floods and drought.

SMSC – reflecting upon the ethics of creating dams; how wasting water can have a negative impact on the environment; how floods and drought affect communities and ecosystems.

Cultural Capital – to extend their knowledge of where rivers are situated in the UK and the importance of rivers and ports for trade.

Careers – water sport leisure industry, Northumbria water rolls, water treatment industry, conservationist.

British Values – Developing the understanding of different people living in the UK and how they live their lives.

Equality – to respect that people have different viewpoints regarding ethics of dams

Independence – to ask questions and enquire about rivers and the water cycle.

Community – What water sources are in our local community?

Outdoor learning – mapping skills, fieldwork.

Topic:

Marvellous Maps

National Curriculum Link:

Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Fieldwork:

River Derwent

Prior Learning:

See long term plan.

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for the Unit:

Geographical skills and fieldwork

- To use appropriate geographical vocabulary, e.g. to extend use of geographical terms such as the eight compass points. Begin to use terms such as temperature, transport, industry.
- Ask geographical questions during research to further their understanding- e.g. what is this landscape like? What do I think about it?
- To understand how asking geographical questions can support their enquiries.
- To analyse evidence and draw conclusions, e.g. make comparisons between locations using temp/populations.
- To recognise some common OS symbols.
- To describe route and direction, linking N/S/E/W with degrees on the compass.
- To begin to use 8 compass points.
- To communicate in ways appropriate to the task and issue e.g. writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms.
- To use large scale OS maps
- To begin to approximate distances using a scale
- To draw maps and plans (from above) at a range of scales during geographical enquiries
- To use more complex letter and number coordinates to locate features on a map confidently, and to use aerial and satellite images
- Begin to use charts, graphs and tables to record information
- To use appropriate fieldwork skills and instruments to measure and record
- To draw annotated sketches

Locational Knowledge

- To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.
- To confidently locate places on a world map.
- Develop knowledge of the locations and environments of significant places- *e.g. Continents, Oceans, longest rivers, deserts etc.*

Place knowledge

- To use secondary sources to further understand and compare localities.
- To describe where these places are – e.g. region, county, proximity to rivers or hills etc.

Human and physical geography

- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. in terms of weather and jobs.
- To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.

Geographical Enquiry:

- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. in terms of weather and jobs.
- To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.

Sticky Knowledge for topic:

- Rivers start at the source and flow to the ocean.
- Humans settle near rivers because it provides them with fertile land (irrigation), good transport links, food, drinking water and a source of energy.
- Humans pollute rivers through adding sewage, plastic and chemicals from farms and factories into the world's rivers which can reduce the quality of the water and destroy habitats.
- Climate change can cause flooding to the world's rivers because of the increase in rainfall.
- The River Thames is located in Europe, River Nile is located in Africa, River Amazon is located in South.
- America, Mississippi is located in North America, Ganges is located in Asia and our local river is The River Derwent.

Topic Vocabulary:	
Continent,	Region, rural, urban effect/impact compare, contrast
City,	pattern, physical geography human geography (introduce) compare
County,	contrast, pattern, effect, impact
Equator,	physical geography human geography
Europe,	Land use, Agriculture, Farming, Food, Industry, Retail, Housing,
Paris	Business, Population
Berlin	Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave,
Germany,	Magnitude, Tsunami, Tornado, natural disaster
Poland,	Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food,
France,	Location, Transport, Residential, Urban, Rural
Eastern Europe,	Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active,
Border	Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution,
	Source, Tributary, Meander, Mouth

Wales, Scotland, Northern Ireland Edinburgh Cardiff London Belfast United Kingdom, Tropic of Cancer Tropic of Capricorn Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Ouse, River Thames, Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland	Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols 4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction Sketch map, OS symbols, Satellite images, Key, Legend, Landform 8 compass points, Compass rose, North, North East, South, South west, East, South east, West, North west, Coordinates
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Sequence:

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- What is the impact of damming rivers?
- What is the impact of damming rivers?

Thinking Deeper: Children could go on to role play a debate about one particular example of river usage.

Possible books/resources:

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Links:

Subject Specific links- Maths – using grid references, looking at data, time zones, comparing populations, scales; Computing- Use of Google Earth; English – Speaking and listening skills.

Personal development –developing opinions about the use of dams; being mindful of own water consumption; developing empathy for those in different parts of the world where clean drinking water is not easily accessible; developing empathy for victims of floods and drought.

SMSC – reflecting upon the ethics of creating dams; how wasting water can have a negative impact on the environment; how floods and drought affect communities and ecosystems.

Cultural Capital – to extend their knowledge of where rivers are situated in the UK and the importance of rivers and ports for trade.

Careers – water sport leisure industry, Northumbria water rolls, water treatment industry, conservationist.

British Values – Developing the understanding of different people living in the UK and how they live their lives.

Equality – to respect that people have different viewpoints regarding ethics of dams

Independence – to ask questions and enquire about rivers and the water cycle.

Community – What water sources are in our local community?

Outdoor learning – mapping skills, fieldwork.

Topic:

Groovy Greeks

National Curriculum Link:

Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Enrichment:

Use of Google Earth

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use secondary sources- photos,
- To begin to use geographical terms and directions such as North, South, East and West.
- To make plans- i.e. *journey lines*
- To begin to use audio media. (listening to music from other countries)

Locational Knowledge:

- To understand that the world extends outside their locality.
- To recognise which places are linked to other places in the world- e.g. through travel.
- To begin to identify and describe where places are through use of simple maps, atlases and globes.

Place Knowledge:

- To make simple comparisons between individual features of different places and recognise how places are linked to other places in the world (contrasts and relationships).
- Begin to use geographical vocabulary to describe features of the locality.

Human and physical geography:

- To begin to ask geographical questions about people, places, climates and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge for topic:

- Locate Greece on an atlas, globe and using digital maps.
- Locate Greece in comparison to the UK, the Equator, the tropics of Capricorn and Cancer, the Arctic Circle.
- Athens is the capital city of Greece.
- Understand why Greece has a warm climate (equator).
- Human features – Acropolis, Parthenon
- Physical features – Mount Olympus

Topic Vocabulary: Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern North Yorkshire	significant global international locality European/non- European physical (feature) human (feature) similarity difference
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	City, Town, Village, Port, Harbour
	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature
	Direction, North, South, East, West, Compass
Sequence: <ul style="list-style-type: none"> • Where in the world are we? • Why visit Yorkshire? • Why visit York/Scarborough? • Why visit Athens? • What are similarities and differences between York/Scarborough and Athens? • Where is the best place to live – York/Scarborough or Athens? 	
Thinking Deeper: Possibly set up links with a school in Athens with a class of similar aged children.	
Possible books/resources: <ul style="list-style-type: none"> • Who let the Gods out? Max Evans. • So you think you've got it bad? A kid's life in Ancient Greece by Chae Strathie. • Greek myths and legends. • Yusra Swims- Julie Abbey. • 	
Links: Subject Specific links- History- Ancient Greeks, English- myths and legends. Personal development – Developing interest in the world around them. SMSC – Citizenship and regional identity; being proud of where they come from. Cultural Capital – understanding of significant landmarks around the world, how the Greeks impacted our modern day world. Careers – Tour guides, estate agents, air hostess. British Values – Developing understanding of how people in other countries live and how countries differ. Equality – Although the UK is split into different counties and regions, we all live under the same rights and laws. Independence – to enquire and ask questions about other places in the world. Community – How are communities in other countries the same/different to West Heslerton? Outdoor learning – forest school sessions.	

Topic:

Groovy Greeks

National Curriculum Link:

Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Enrichment:

Use of Google Earth

Prior Learning:

See long term plan.

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use appropriate geographical vocabulary, e.g. *to extend use of geographical terms such as the eight compass points. Begin to use terms such as temperature, transport, industry.*
- Ask geographical questions during research to further their understanding- e.g. *what is this landscape like? What do I think about it?*
- To analyse evidence and draw conclusions, e.g. *make comparisons between locations using temp/populations.*
- To use a key accurately.
- To use large scale OS maps.
- To recognise some common OS symbols.
- Begin to use charts, graphs and tables to record information.
- To use more complex letter and number coordinates to locate features on a map confidently, and to use aerial and satellite images.
- To describe route and direction, linking N/S/E/W with degrees on the compass
- To begin to use 8 compass points.

Locational Knowledge:

- To identify where places are (e.g. *countries, towns, villages and more specific locations*) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Place Knowledge:

- To use secondary sources to further understand and compare contrasting localities.
- To describe where these places are- e.g. *region, country, proximity to rivers or hills etc.*
- To recognise how places are linked to other places in the world.

Human and physical geography:

- To identify and explain different views of people, including themselves.
- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. *in terms of weather and jobs.*
- To recognise and explain patterns made by individual physical and human features in the environment- e.g. *where front forms in the playground, distribution of hotels along the seafront.*

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways
- To recognise and explain patterns and changes.

Sticky Knowledge for topic:

- Greece has is on the mainland and also includes over 2000 islands.
- Greece has a warm climate, and this effects its physical geography, climate and land use.
- Humans can have a negative effect on natural places through various activities including tourism, population and industry.
- Nature reserves and planned parks can have positive effects on the environment.
- Increasing development and population impacts all living things and adds to the growing problem of climate change.
- There are many different landscapes, climates, physical and human characteristics within Greece.

Topic Vocabulary:

Continent,
City,
County,
Equator,
Europe,
Paris
Berlin
Germany,
Poland,
France,
Eastern Europe,
Border
Wales, Scotland,
Northern Ireland
Edinburgh
Cardiff
London
Belfast
United Kingdom,
Tropic of Cancer
Tropic of Capricorn
Continent,
Country,
Europe,
Border,
Boundary,
Rome,
Greece,
Italy,
River Ouse,
River Thames,

Region, rural, urban effect/impact compare, contrast
pattern, physical geography human geography (introduce) compare
contrast, pattern, effect, impact
physical geography human geography

Land use, Agriculture, Farming, Food, Industry, Retail, Housing,
Business, Population
Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave,
Magnitude, Tsunami, Tornado, natural disaster
Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food,
Location, Transport, Residential, Urban, Rural
Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active,
Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution,
Source, Tributary, Meander, Mouth

Sketch map, Aerial photographs, Feature, Human, Physical, Land use,
Key, Legend, Symbols
4 compass points, Compass rose, North, South, East, West,
Coordinates, X axis, Y axis, direction
Sketch map, OS symbols, Satellite images, Key, Legend, Landform
8 compass points, Compass rose, North, North East, South, South west,
East, South east, West, North west, Coordinates

Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland	
Sequence: <ul style="list-style-type: none"> • Where in the world are we? • Why visit Yorkshire? • Why visit York/Scarborough? • Why visit Athens? • What are similarities and differences between York/Scarborough and Athens? • Where is the best place to live – York/Scarborough or Athens? 	
Thinking Deeper: Possibly set up links with a school in Athens with a class of similar aged children.	
Possible books/resources: <ul style="list-style-type: none"> • Who let the Gods out? Max Evans • So you think you've got it bad? A kid's life in Ancient Greece by Chae Strathie • Greek myths and legends • Yusra Swims- Julie Abbey 	
Links: Subject Specific links- History- Ancient Greeks, English- myths and legends Personal development – Developing interest in the world around them SMSC – Citizenship and regional identity; being proud of where they come from. Cultural Capital – understanding of significant landmarks around the world, how the Greeks impacted our modern day world. Careers – Tour guides, estate agents, air hostess British Values – Developing understanding of how people in other countries live and how countries differ. Equality – Although the UK is split into different counties and regions, we all live under the same rights and laws. Independence – to enquire and ask questions about other places in the world. Community – How are communities in other countries the same/different to West Heslerton? Outdoor learning – forest school sessions.	

Topic:

Water of the Worlds

National Curriculum Link:

Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Enrichment:

Use of Google Earth

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To begin to use geographical terms and directions such as North, South, East and West.
- To map their classroom and recognise where places are within the school.
- To understand that they have an address and postcode, and why.
- To draw and use simple field sketches.
- To utilise digital media and label images.
- To begin to use simple keys on maps.

Locational Knowledge:

- To understand that the world extends outside their locality.
- To locate and name major features of the UK on a map- e.g. *London, surrounding seas*.
- To begin to identify and describe where places are through use of simple maps, atlases and globes.

Place knowledge:

- To begin to ask geographical questions about places in their immediate locality.
- Begin to use geographical vocabulary to describe features of the locality.
- To understand that they have an address and postcode and why.

Human and Physical Geography:

- To begin to ask geographical questions about places and environments (human and physical features of countries of the UK).

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources

Sticky Knowledge for topic:

- Know that our country is called England but is part of the United Kingdom
- Know that the capital city of England is London
- Name and locate the four countries of the UK
- Name and locate the main seas around the UK

<ul style="list-style-type: none"> • Know that the River Ouse is our nearest major river and that this leads to the North Sea if we travel east • Know the village, city and region in which they live. • To recall the difference between human and physical features 	
Topic Vocabulary: Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern North Yorkshire	significant global international locality European/non- European physical (feature) human (feature) similarity difference
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	City, Town, Village, Port, Harbour
	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature
	Direction, North, South, East, West, Compass
Sequence: <ul style="list-style-type: none"> • Where is The United Kingdom? How do the terms The British Isles, Great Britain and The United Kingdom differ? • What is the difference between a political and physical map? • What does UK/Yorkshire look like on a map? • Why live in UK/Yorkshire? • Why do people move out of and into the UK? • What are the challenges facing the UK today? • What will the UK look like in the future? 	
Thinking Deeper: Should the UK let anyone who wants to, live here?	
Possible books/resources: <ul style="list-style-type: none"> • Big Book of the UK by Rachel Dixon • Info Buzz – the United Kingdom by Izzi Howell 	
Links: Subject Specific links - History – looking at invasion and settlement in the past; Maths – looking at and comparing population numbers, climate in degrees centigrade, scales; Science – global warming and sustainability; ICT – Using the internet for up to date information, using interactive maps Personal development – National identity, awareness of their local surroundings and sense of community. SMSC – Tolerance of other nationalities and how people work together as a community. Cultural Capital – Awareness of what the UK exports. Careers – Government, County Councils, civil service. British Values – Tolerance and respect for others, need for immigration laws. Equality – UK is made up of many nationalities and everyone has the same rights . Independence - to enquire and ask questions about human and physical features of places.	

Community – How are communities in other countries in the UK the same/different to North Yorkshire?

Outdoor learning - Beach trip, forest school sessions, mapping skills, fieldwork.

Topic:

Water of the Worlds

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Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Enrichment:

Use of Google Earth

Prior Learning:

See long term plan.

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Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use appropriate geographical vocabulary
- Ask geographical questions during research to further their understanding.
- To communicate in ways appropriate to the task and issue, e.g. using appropriate geographical terms.
- To understand how asking geographical questions can support their enquiries.
- To analyse evidence and draw conclusions, e.g. make comparisons between locations using temp/populations.
- To use a key accurately.
- To describe route and direction, linking N/S/E/W with degrees on the compass.
- To begin to use 8 compass points.
- To draw maps and plans (from above) at a range of scales during geographical enquiries
- To begin to approximate distances using a scale.
- To use appropriate fieldwork skills and instruments to measure and record.
- To draw annotated sketches

Locational Knowledge:

- To identify where places are (e.g. countries, towns, villages and more specific locations) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Place knowledge:

- To use secondary sources to further understand and compare contrasting localities.
- To describe where these places are- e.g. region, country, proximity to rivers or hills etc.
- To recognise how places are linked to other places in the world.

Human and Physical Geography:

- To identify and explain different views of people, including themselves.
- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features
- To recognise and explain patterns made by individual physical and human features in the environment- e.g. where front forms in the playground, distribution of hotels along the seafront.
- To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways
- To recognise and explain patterns and changes.

Sticky Knowledge for topic:

- Name and locate the seas that surround the British Isles
- Locate the Yorkshire regions, York, London, the River Tyne and the Pennines.
- Identify the Northern and Southern hemispheres and know the UK is in the Northern hemisphere
- Know the difference between a political and physical map.
- Identify human and physical features on a map e.g. mountain range, river, cities, roads.
- Know the eight points of a compass and use these when devising routes on fieldtrips and drawing maps.
- Know that Britain is rich in natural resources such as oil, gas and coal
- Know that the main exports from Britain are items such as machinery and transport equipment, chemicals, fuels, and food.
- Can give possible reasons as to why population has increased in the UK and their local area.
- Give some reasons for emigration and immigration e.g. moving to warmer climates, work, study, asylum etc.

Topic Vocabulary:

Continent,

City,

County,

Equator,

Europe,

Paris

Berlin

Germany,

Poland,

France,

Eastern Europe,

Border

Wales, Scotland,

Northern Ireland

Edinburgh

Cardiff

London

Belfast

United Kingdom,

Tropic of Cancer

Tropic of Capricorn

Region, rural, urban effect/impact compare, contrast

pattern, physical geography human geography (introduce) compare

contrast, pattern, effect, impact

physical geography human geography

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population

Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, natural disaster

Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter,

Food, Location, Transport, Residential, Urban, Rural

Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active,

Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution,

Source, Tributary, Meander, Mouth

Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols

4 compass points, Compass rose, North, South, East, West,

Coordinates, X axis, Y axis, direction

Sketch map, OS symbols, Satellite images, Key, Legend, Landform

8 compass points, Compass rose, North, North East, South, South

west, East, South east, West, North west, Coordinates

Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Ouse, River Thames, Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland	
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Thinking Deeper: Should the UK let anyone who wants to, live here?	
Possible books/resources: <ul style="list-style-type: none"> • Big Book of the UK by Rachel Dixon • Info Buzz – the United Kingdom by Izzi Howell 	
Links: Subject Specific links - History – looking at invasion and settlement in the past; Maths – looking at and comparing population numbers, climate in degrees centigrade, scales; Science – global warming and sustainability; ICT – Using the internet for up to date information, using interactive maps Personal development – National identity, awareness of their local surroundings and sense of community. SMSC – Tolerance of other nationalities and how people work together as a community. Cultural Capital – Awareness of what the UK exports. Careers – Government, County Councils, civil service. British Values – Tolerance and respect for others, need for immigration laws. Equality – UK is made up of many nationalities and everyone has the same rights. Independence - to enquire and ask questions about human and physical features of places. Community – How are communities in other countries in the UK the same/different to North Yorkshire?	

Outdoor learning - Beach trip, forest school sessions, mapping skills, fieldwork.