

Knowledge	See knowledge organiser
Vocabulary	Plastic, pollution, climate change, global warming, tax, landfills, ocean, fly-tipping, climate, volcanoes, water cycle, rivers, countries, continents, maps, grid references, weather, adaptations, trade
Hook? Visit?	Deadly animals expert describing animal adaptations and their climate zones
Links to any prior units?	<p>Y3 - Around the world with class 3</p> <ul style="list-style-type: none"> • What are the lines across and around the world? Some revision from Y2 then extension to explore different countries location in relation to latitude, longitude and in context of using co-ordinates to find locations on maps, globes and atlases. • What is at the top and bottom of the world? Compare polar regions to UK in relation to climate and settlement and how they have changed over time.
	<p>Y3 - How is life in the UK and Tanzania similar and different?</p> <ul style="list-style-type: none"> • What do we know and what we can find out? Relate to human and physical features. (Compare climate/ location/ physical features of coasts and cities) • What is the physical geography of Tanzania? (rivers, mountains, lakes, seas, deserts and rainforests) • What is the human geography of Tanzania? (National parks, Ngorogoro conservation and human features within Serengeti, Zanzibar archipelago, Kilimanjaro)
	<p>Y4 - Why is the world's weather so watery? Weather and the water cycle.</p> <ul style="list-style-type: none"> • Do you know the journey of a raindrop? Full exploration of the water cycle. • Who cleans our drinking water? Process explained and ways to conserve water.
	<p>Y4 - Why are the world's rainforests so wonderful and mysterious?</p> <ul style="list-style-type: none"> • What effects are humans having on rainforests? Exploration of deforestation. • Why are some species becoming endangered or extinct?
	<p>Y5 - How are rivers important to the surrounding environment? (With links to Ancient Egypt)</p> <ul style="list-style-type: none"> • How are rivers formed and get their shape (Understanding of erosion, transportation and deposition) • What effects does flooding have on the environment? Extension of year 3 work on flooding – how it changes the environment, what will happen in the future? • Is there a way to reduce the devastation of flooding? Humans measures to reduce flooding. Relate to Nile and Thames.
	<p>Y5 - What affects do climates have on the world?</p> <ul style="list-style-type: none"> • What is a biome? • How are climates, plants and animals connected? • What difference would changes in climate make to life in each biome?

National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 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.

Aims:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught to:

Locational knowledge

- 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
- 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)

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	Enquiry Question	Space & Scale	Physical Environment	Human	Change & Sustainability	Map Skills	Fieldwork
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<p>Lesson/Week/ Enquiry 1</p>	<p><i>What is plastic and where does it come from?</i></p> <p><i>Knowledge</i></p> <p><i>Prior knowledge – know what plastic is used for and why.</i></p>		<p>- Fossil fuels are: Decomposing plants and animals. Coal, natural gas and oil.</p>	<p>Know how we use plastic, where it comes from and the energy used to make it:</p> <ul style="list-style-type: none"> - Plastic is made by burning fossil fuels. - Plastic is versatile <p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> • energy types and usage, <p>Task: Create a mind map of all different types of things we use made from plastic and fossil fuels.</p>			
<p>2</p>	<p><i>What affect has plastic had on our world?</i></p> <p><i>K</i></p>				<p>To know and describe environmental issues due to plastic:</p> <ul style="list-style-type: none"> - Pollution - Not sustainable - Harmful to animals - Does not biodegrade - Global warming due to burning of fossil fuels. <p>- Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features</p> <p>- Identify ways in which humans have</p>		

					both improved and damaged the environment and suggest responses - Explain how some human activity has caused damage to the environment		
3 & 4	<i>How is plastic affecting our climate and animals?</i>		Industry which make plastic heat up the Earth.				
5 & 6	<i>Where in the world are there real problems with mass pollution, what is the cause and what is the affect?</i>	<p>To use maps and research to find where pollution and plastic has devastated areas.</p> <p>Name a country severely affected by pollution. Locate a country in the world. What issues that country has with plastic? What does the country try to do to prevent plastic pollution?</p> <p>In addition to KS1 and Yr3/4 name and identify/locate:</p> <ul style="list-style-type: none"> • Latitude and, longitude, • Prime / Greenwich Meridian & time zones, • 8 Compass points, 				<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify main countries in continents of the world • Identify the tropics of Cancer • Begin to understand longitude and latitude on a globe or atlas • Begin to use 6 figure grid references • Name and locate many of the world's most famous mountain regions on a map • Use symbols and keys including those on OS maps • Use maps with a range of scales • Follow a route on 1:50 000 OS map 	

		<ul style="list-style-type: none"> • 6 figure grid references. <p>Continue to extend:</p> <ul style="list-style-type: none"> • Key countries studied (Including capitals of these), • Key European countries (Including capitals of these) • Regions of Europe, other continents studied • Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) <p>Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</p>				<ul style="list-style-type: none"> • Use digital mapping 	
7	<p><i>How are you going to save the planet?</i></p>			<p>Sustainable means you can keep using it.</p> <ul style="list-style-type: none"> - It is renewable. - No emissions. - There are three types of sustainable power 			<p>To devise a plan to clear up pollution in the local area and put up signs in areas it might be more prominent using maps and research to inform decisions.</p> <p>Create data based on the litter pick.</p>

							<ul style="list-style-type: none">• Make detailed sketches and plans• Devise geographical questions to guide research• Use data from text, images and maps to make meaning and draw reasonable conclusions• Understand land height is shown on OS maps using contour lines• Describe and interpret relief features
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