National Curriculum Programme of Study reference:

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

3

Is the United Kingdom the same all over? (Includes coasts)

In this unit, children will build on their learning in KS1 and look in more depth at the UK. Children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and be introduced to its imaginary lines used (Equator, latitude, longitude, tropics). They will learn about the different regions and landscapes, considering the coasts of the British Isles and similarities and differences between the difference regions. Children will visit Manchester Airport and make connections between other airports in the UK. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism.

Concepts:

Key questions:

- What is the world like?
- How is the United Kingdom divided up?
- What is in our region?
- Does the UK landscape look the same all over?
- What is the same and different about cities, towns and villages?
- How is the North West the same or different to the South West of England?
- Have you been to the seaside?

Name and locate the countries in the UK.
Name and locate cities and geographical regions of the UK.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.
Greenwich Mean Time in relation to day and night.

Describe and understand key aspects of physical geography – climate zones

Use maps, atlases, globes and digital/ computer mapping to locate countries and regions.
Use the eight compass points, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK.
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 (MCR Airport trip)

Resources:

www.ordnancesurvey.co.uk/mapzone/map-skills/compasses-and-directions/page-one

	• What natural features can you see at the seaside? • Assessment: Where in the UK would you like to live?	
3	**Has the United Kingdom changed over time?** *In this unit children will look more specifically at the North West region and what the land is primarily used for. They will make comparisons of this based on changes over time and carry out a more in-depth study of a specific building in Stockport and its changes over time.* Concepts: • How many different ways in land used in our local area? • Are there different zones around our school which we use for different purposes? (Fieldwork) • How has our school changed over time? • Where are our favourite places in our local area? • Has Stepping Hill Hospital always stayed the same? • Why has Stepping Hill changed over time? • What has happened to the Wellington Cinema? • How could we bring the Wellington Cinema back to life? • Assessment- What is the best way forward for Wellington Cinema?	Name and locate Stockport on a map. Understand the geographical similarities and differences through the study of human and physical geography in the North West. Describe the human geography of Stockport, including types of settlement, land use and economic activity. Use the four3 compass points, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the North West. Resources: http://www.davenportstation.org.uk/postcard9.html - Stepping Hill Poor Law Hospital
4	**Is Europe the same all over? (Naples Bay regional study)** *In this unit children will look at all of the different countries in Europe and locate them. They will look the Alpine region - how the Alps were formed and how homes are adapted to the climate. They will explore the earth's structure, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. Children will consider why people choose to live on the flanks of volcanoes and in earthquake*	Locate the countries in Europe (including location of Russia) on different maps. Compare and contrast their key human and physical characteristics, countries and major cities. Identify key mountains, coasts and rivers. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere in relation to European countries.

	zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. Concepts: • What do I already know about the countries of Europe? • What and where are the capital cities of Europe and where are they on a map? • How does latitude effect the environmental regions of Europe? • Is Europe really a continent of contrasts? • Are there any mountains in Europe? • How is the North West of England similar or different to the Naples Bay Region in Italy? • What are the key features of a country in Europe?	Understand why there are different time zones, linking to Greenwich Mean Time lesson in Year 3. Understand geographical similarities and differences between North West England and the Naples Bay region Describe key aspects of climate zones in Europe and compare to the UK. Describe and understand key aspects of mountains, volcanoes and earthquakes. Use maps, atlases, globes and digital/ computer mapping to locate all of the European countries. Use the eight points of a compass, four and six figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge Europe. 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. Resources/ ideas: There are over 40 countries: have a European championship to see who can name the most, in the fastest time using one of the interactive quizzes). To build up knowledge of the location of the European countries, try https://online.seterra.com/en/vgp/3007 This gives the children a percentage score and a time taken to name them all. You can create customised quizzes as 46 to learn in one go is quite daunting.
4	**Why are water and rivers so important?**	Identify key mountains, coasts and rivers in the UK and Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere in relation to European countries.

	This unit focuses on rivers. It introduces the water cycle and links to mountains in the previous topic. It looks at how people interact with rivers as well as their geographical features. A case study of the River Mersey. Concepts: • What is a river and where in Europe are they? • Where do rivers flow to? • What journey does a river make? • Where does the River Mersey go after Stockport? • How do I use 4-figure grid references to record the path of a river? • How do people use rivers? • Why is the Rhine so important to Europe? • How can flooding affect people?	Understand the geographical similarities and differences through the study of human and physical geography in the North West and Central/ Western Europe (river Rhine work). Describe key aspects of climate zones in Europe and compare to the UK. Describe and understand key aspects of mountains, volcanoes, earthquakes and the water cycle. Describe and understand key aspects of the distribution of water. Use maps, atlases, globes and digital/ computer mapping to locate the different rivers in the UK and Europe. Use the eight points of a compass, four figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge of the UK. 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 (River Mersey work).
5	**Where do all of our things come from?** *In this unit, the children will look again at the regions of the UK and about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will map the journeys taken by items, and research the pros and cons of buying local or imported goods. They will also consider the different climates needed to grow certain foods.* Concepts: • Where does our food come from?	Name and locate counties and cities of the UK. Name and locate different regions in the UK and their human and physical characteristics and key rivers and coasts (relating to trade/ journeys). Understand how some of these have changed over time. Understand geographical similarities and differences between different regions in the UK. Describe and understand key aspects of human geography in the UK relating to types of settlement and land use, and economic

	• How does food end up on our plate? • How do Fairtrade prices help to improve the lives of others? • Why do we pay more for Fairtrade products? • What do we trade and who do we trade with? • How does a smart phone get to a high street? • Can I map out the supply chain for a product?	activity (trade links and the distribution of natural resources – food and energy). Use maps, atlases, globes and digital/ computer mapping to locate key European countries. Use the eight points of a compass, four and six figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge Europe. 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.
5	**How is North America similar and different to the North West of England?** *Children initially study the continent of North America (including the Caribbean) and make geographical observations about the continent. Then apply this knowledge to compare and contrast it to the North West of England. N.B. North America is NOT just the U.S.A. and they do NOT need to learn the names and locations of the states. Instead the focus is on Canada, U.S.A, Mexico and all the other Central American countries.* Concepts: • What do I already know about North and Central America and how can I use an atlas to improve my knowledge? • How does being a very large country cause problems in terms of having many different lines of longitude? • How does latitude affect North America in terms of climate zones and environmental regions? • What destinations can you visit in North America?	Locate the world's countries, using maps to focus on North 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, the Prime/ Greenwich Meridian and time zones. Understand geographical similarities and differences of the North West of England with the Great Lakes region of North America/ Canada, through the study of 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. And 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. Use maps, atlases, globes and digital/ computer mapping to locate different features studied.

	• What are the lakes like in North America and what are the Great Lakes? • How is the Lake District (in the North West) similar or different to the Great Lakes region? • Is North America the same all over? • What are the top four tourist destinations to visit in North America?	Use the eight points of a compass, four and six figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge the UK and North and Central America. 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 (if possible). Use O.S. maps at different scales to study the whole region of the North-west in the comparison study with North America. They can use O.S. maps to look beyond their own local area e.g. the Lakes District, where the landscape is vastly different. Understanding similarities and differences of a region in the UK with a region in South America.
6	**What is life like in the Amazon and why is South America so diverse?** *Children explore the continent of South America. After revising key objectives in locational knowledge, addressing place knowledge, we move on to physical and geographical themes in particular settlement. In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children have done on climate.* Concepts: • What does South America look like? • Where is Mato Grosso? • What does life look like in Tatui, Mato Grosso? • What causes earthquakes in South America? • Is it better to live in the city or the country? • What causes Earthquakes in South America? • How has land use changed in Mato Grosso?	Locate the world's countries, using maps to focus on 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. Understand geographical similarities and differences through the study of human and physical geography of a region within South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. And 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.

	• Where does the money from trade go to? • How does this compare to land use in the U.K? • Trip – Macclesfield Forest map work skills • Assessment	Use maps, atlases, globes and digital/ computer mapping to locate counties and different features studied. Use the eight points of a compass, four and six figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge the UK and North and Central America. 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.
6	**Are we damaging our world?** *In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. This unit has many opportunities for fieldwork. They will also look at the types of housing and industry in the region. Understanding and considering the views and needs of the community are key to this unit.* Concepts: • Are We Damaging our World? • How can we decrease our use of fossil fuels? • How green is Great Moor? • How do plastics affect climate change and the environment? • Can we make a positive impact in our local area? • How is climate change affecting other environments? (deserts) • What digital technology exists to help locate different places? • What is a time zone and how does ours affect our lives? (Assessment)	Locate the world's countries, using maps to focus on North 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. Understand geographical similarities and differences of the North West of England with the Great Lakes region of North America/ Canada, through the study of 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. And 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. Use maps, atlases, globes and digital/ computer mapping to locate different features studied. Use the eight points of a compass, four and six figure grid references, symbols and the key (including Ordnance Survey maps) to build their knowledge the UK and North and Central America. 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 (if possible).