Year 3 and 4 Geography study - Autumn 2 2017

National curriculum:

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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge

- 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

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
  - 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

Geography - key stages 1 and 2
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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
- 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.

Lead Question

How is the world designed?

End Result

A non-chronological report based on significant areas of the world.

Create a map of these locations, adding each landmark to the map after each weeks learning. Cut and stick picture of landmark to the map.

National curriculum driver

Geography, history, ICT and Literacy

Q1

Is it North or South?

LO: To identify countries and continents on a map.

- Looking at a class map, identifying continents, seas and countries labelling on individual map in geography books.

Ask children if they have ever been on holiday to a different country. Where did you go? What was it like? Invite children to share their ideas.

- Chn to look at the different countries and continents on globes, and try to identify the top and the bottom. Where is the UK? How would you describe the position of the UK?
What do you think hemisphere means? What is the different between the North and South hemisphere?

Discuss what's in the middle. We would call this the equator.

Chn to complete a fact file of a country of the world - either the NH, SH or E. Chn to use Ipads to search for the correct information. E.g. Capital city, population, etc.

Vocabulary: equator, northern hemisphere, southern hemisphere, equal halves, population, capital city, temperature, rainfall.

Geography opportunity: To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.

Q2

What's on the other side of the world?

LO: To identify latitude and longitude.

Children will be able to: To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. • I can identify lines of latitude and longitude. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • I can use longitude and latitude to find places on maps, atlases and globes.

• To recap hemispheres from previous lesson.
• T to introduce LA and LO.
• Chn to find areas on a map using coordinates.
  To use atlases to identify countries on a map.

Vocabulary: latitude, longitude, hemisphere, coordinates, north, south, east, west, compass.

Geographical opportunity: To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. • I can identify lines of latitude and longitude. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • I can use longitude and latitude to find places on maps, atlases and globes.

Q3

What's at the top and the bottom?

LO: To describe key features of the polar regions and compare them to the UK.

• Recap vocabulary we have previously learnt in this topic.

• Share differences between poles of the world. How much do the chn already know about antarctica.
• Chn to understand the differences between hours of light and times within these different poles.

• Chn to create a persuasive argument (verbally) as to whether it is better to live in the arctic or Antarctica.

Vocabulary: Poles, arctic circle, Antarctica, day light hours.

Geography opportunity: To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. • I can identify lines of latitude and longitude. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • I can use longitude and latitude to find places on maps, atlases and globes.

Q4

How is the weather different in the tropics?

LO: To compare the climate of the tropics with the UK.

• Recap what we have previously learnt this topic. How much are the chn able to remember?

• Introduce tropics of the world, and identify these on a map.

• What are the tropics like? Compare similarities and differences.

• Chn to create tropical weather report in mixed ability pairs and perform this to the rest of the class.

Vocabulary: tropics, climate, cancer, Capricorn, locations.

Geography opportunity: To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. • I can compare the climate of the tropics with the UK climate.

Q5

What’s the time?

LO: To explain the significance of time zones.
• Discuss day and night. What happens in the morning, throughout the day and at night time? Is this the same throughout the world. E.g. When we are getting up in the morning, Chn in Australia are going to bed.

• Introduce time zones and identify different time zones on a map. What do you notice about the different time zones?

• Chn to understand that across the world there are different time zones. Have they ever been on holiday before and experienced this?

Vocabulary: time zones, midday, Greenwich, prime meridian, universal time, meantime, international date line.

Geography opportunity: To identify the position and significance of time zones (including day and night) by comparing times in different countries. • I can explain the position and significance of time zones.

Links to other subjects:

<table>
<thead>
<tr>
<th>English</th>
<th>As writers we will: Be writing a non-chronological report.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As readers we will: Reading and exploring maps and other reports about how the world is designed.</td>
</tr>
<tr>
<td></td>
<td>As speakers we will: Creating our own news report and performing this to the rest of out class.</td>
</tr>
<tr>
<td>Maths</td>
<td>As mathematicians we will: We will look at time and compare the different time zones across the world.</td>
</tr>
<tr>
<td>Computing</td>
<td>As computer users we will: Research information safely using the internet (Digital literacy) Look at different parts of the world on Google Maps.</td>
</tr>
<tr>
<td>Art</td>
<td>My place in the world activity.</td>
</tr>
<tr>
<td>Cooking</td>
<td>Explore different cuisines of the world.</td>
</tr>
<tr>
<td>Geography</td>
<td>Looking at maps and locating the equator, tropics, north and south poles, etc.</td>
</tr>
<tr>
<td>D &amp; T</td>
<td>My place in the world activity.</td>
</tr>
</tbody>
</table>

Curriculum drivers:

<table>
<thead>
<tr>
<th>World of Work</th>
<th>My Place in the World</th>
<th>Live Well, Live Long</th>
<th>Safety Net</th>
</tr>
</thead>
</table>