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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Autumn 2 | SCOPE: Where on Earth are we?  In this unit, children will 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 learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.  CONTENT / INTENT:  In this unit, the children will:  Improve their locational knowledge through identifying 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)  Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied  Use the eight points of the compass to build their knowledge of the wider world. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In KS1 children will have used world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied during this key stage. This topic will build on this learning. | **LO:** What is the world like?  To understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways | **LO:** How can we describe where places are on the earth's surface?  To demonstrate the relationship between maps and globes and explore the idea of addresses | **LO:** What do the lines on maps and globes mean?  To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles | **LO:** Why do we have night and day?  To learn about longitude, and about the Earth’s daily rotation and its effects | **LO:** What time is it where you are?  To introduce the International Date Line and time around the world, and to start inventing the Big Finish World Game | **LO:** The big finish: play the location game.  To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth’s surface | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Children will move onto…Is Climate Cool in Summer 1, year B. Where they will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones |
| **Success Criteria**  To know that the world is a sphere. Understand differences between globes and maps. Locate the Equator, and know names of continents and oceans. | **Success Criteria**  Turn my own ‘globe’ into my own ‘map’ of the world. Know and understand my address and appreciate that each line ‘zooms out’ to a new scale. Explain this as ‘nesting’, using the Russian doll analogy | **Success Criteria**  Locate and name the key circles or lines of latitude on both world map and globe. Identify features of the zones marked by the main lines of latitude. | **Success Criteria**  Understand how day and night are caused as the Earth rotates on its axis. Locate lines of longitude. Locate and name the Greenwich/Prime Meridian and the ±180°E-W line. | **Success Criteria**  Locate the International Date Line on a globe. Know why it is located in the Pacific Ocean. Have good ideas for a locational game | **Success Criteria**  Invent a game using my learning across the course of the unit. Be able to say how points on the Earth’s surface are described. |
| See previous year groups vocabulary box in this document.  (North, South, East and West)/  Locational and directional language [for example, near and far; left and right]. | **Vocabulary: Antarctic** **Circle**: imaginary line/circle about 66.5° south of the Equator **Arctic** **Circle**: imaginary line/circle about 66.5° north of the Equator **Compass** **points**: the four main directions on a magnetic compass and some of the divisions in between: N, NE, E, SE, S, SW. W. NW **Day**: time from sunrise to sunset each day, in relation to the Earth’s rotation on its axis **Equator**: imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres. The Equator lies at 0° latitude: the midday Sun is always high in the sky. Because the sun is never far from being overhead, the suns rays are very concentrated and so temperatures are high **Global** **Positioning** **Systems** (GPS): internationally used way of pinpointing an exact location on the Earth’s surface using space-based satellite technology **International** **Date** **Line** (IDL): a line of latitude. It is an imaginary north-to-south line/circle running through the Pacific Ocean, approximately along the 180° meridian from avoiding land **Lines** of **latitude**: imaginary parallel lines/circles, horizontal to the Equator, that never meet, and get smaller towards the Poles **Lines** of **longitude**: imaginary north-to-south lines/ circles, meeting at the North and South Poles to make segments. They are all the same length and go from pole to pole **Night**: time from sunset to sunrise each day, in relation to the Earth’s rotation on its axis **Northern** **Hemisphere**: half of the Earth north of the Equator **North** **Pole**: point where the northern end of the Earth’s axis of rotation meets the Earth’s surface **Ordnance** **Survey** (OS) grid references: the UK is covered by a grid of maps that are given letters. A grid system of numbers are used to locate places on each map **Prime** **Meridian** (Greenwich Meridian, PM): imaginary line/circle passing through the Royal Observatory at Greenwich, London, marking 0° longitude **Southern** **Hemisphere**: half of the Earth south of the Equator **South** **Pole**: point where the southern end of the Earth’s axis of rotation meets the Earth’s surface **Time** **zone**: area between lines of longitude following a standard time | | | | | | |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | **Half** **term**:  Year B  Summer 1 | SCOPE: Is Climate cool?  In this unit, the children will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.  CONTENT / INTENT:  In this unit, the children will:  Locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them  Describe and give examples of the variety of biomes and vegetation belts  Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| During KS1 children will have some place knowledge,  They will have identified seasonal and daily weather patterns in the UK.  Children will have also identified seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | **LO**: What are weather, climate and biomes?  Recap weather and start to learn about climate, climate zones and biomes | **LO**: What are the polar regions like?  To find out about the polar climate zone, and to learn about the tundra biome | **LO**: Where are the hottest, driest places in the world?  To find out about the hottest, driest places on Earth and the tropical desert climate zone | **LO**: Where are the hottest, wettest places in the world?  To find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome | **LO**: Which climate zone and biome do we live in?  To learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures that might be taken in the UK | **LO**: Which climate zone and biome do we live in?  To produce a report based on researching a specified animal adapted to life in its biome, and to use appropriate geographical vocabulary learned during the course of the topic | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Next term children will study what it means to live near to the coast in ‘Do you like to be beside the seaside’. |
| **Success Criteria**  Understand that there is a pattern to weather and seasons in my own environment. Understand that there are climate patterns in common between neighbouring regions. Use a globe or map of world annual average air temperatures to describe the world climate zones from the Poles to the Equator. | **Success Criteria**  Know where the coldest places on Earth are in relation to the Equator and Poles. Describe the polar climate. Talk about the animals of the tundra biome. | **Success Criteria**  Know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. Know what a ‘tropical desert climate’ is. Say what climate zones and biomes are. | **Success Criteria**  Know where (some of) the hottest, wettest places on Earth are, in relation to the Equator and North and South Poles. Know what tropical rainforest climate and rainforest biome mean. Can say what climate zones and biomes are. | **Success Criteria**  Describe the seasonal weather associated with a temperate climate (in the UK). Describe some ways in which the temperate climate affects human activities in the UK. Describe some effects of extreme climatic events in the UK. | **Success Criteria**  Understand the geographical terms of weather, climate and biomes. Research techniques to produce my report. Record and present my report in an appropriate way |
| See previous year groups vocabulary box in this document. | **Vocabulary:Biome**: geographical area defined by its climate, plant and animal life and the activities of the people who live there **Climate**: weather patterns in a place over a long period, such as seasonal rainfall, sunshine and temperatures **Desert**: area with very little rain, extreme heat and/or cold, where few forms of life can survive **Drought**: period with very little or no rain **Environment**: conditions to which a plant, animal or person is adapted **Fauna**: animals native to an area, such as birds, reptiles and insects **Flora**: plants native to an area, such as trees, climbers, flowers and grasses **Grassland**: large area covered with grasses **Rainfall**: measured level of water that has fallen as rain, snow, sleet or hail in a given period **Temperature**: measured level of heat or cold in the air **Tropical**: to do with the region on either side of the Equator, between the Tropics of Cancer and Capricorn **Tundra**: land where the soil beneath the surface is frozen all year and trees cannot survive the low temperatures and short growing season **Vegetation** **belt**: area where similar types of plant life grow, adapted to the conditions there **Weather**: conditions in the atmosphere on a particular day, such as temperature, windiness, rainfall, hours of sunshine or cloud cover. | | | | | | |
| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year B  Summer 2 | **SCOPE**:  Do you like to be beside the seaside?  In this unit, children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.  **CONTENT** / **INTENT**:  In this unit, the children will: Extend their knowledge and understanding beyond the local area to include the United Kingdom  Name and locate (some) counties and cities of the United Kingdom  Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time  Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain)  Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| During KS1 children will have some place knowledge,  They will have identified seasonal and daily weather patterns in the UK.  Used simple fieldwork and observational skills to study the geography of their school and its grounds, we are near to the coast. | **LO:** Have you been to the seaside?  Discover how much the children know about, and have experienced, the seaside, and to locate coastal places in the UK on a map | **LO:** What is the coast of South West England like?  Look at our region in the UK, and appreciate/discover how varied its coastline is. | **LO:** What natural features can I see beside the seaside?  To use geographical vocabulary to describe, compare and contrast natural features found at the coast | **LO:** What other features and activities can be seen around the coast of the UK?  To introduce economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features | **LO:** Do we like to be beside the seaside?  To carry out research and prepare a presentation for ‘The Big Finish’ in Lesson 6, meeting the given criteria | **LO:** The big finish: which sort of seaside would you choose?  To extend the children’s knowledge and understanding beyond their local area to include a range of places in the United Kingdom | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Children will move onto the topic – Do you like to be beside the seaside, this will provide a useful basis to continue their geographical learning in Summer 2. |
| **Success Criteria**  To talk about coastal places I have visited. Locate some coastal places on a map of the UK. Use geographical vocabulary to describe the coast. | **Success Criteria**  To locate South West England on a map of the UK. Name (some of) the counties, e.g. Cornwall, Devon, Dorset, Somerset. Name some of the coastal places. Consider the effects of the sea and tide. | **Success Criteria**  Use the appropriate geographical vocabulary to describe coastal features. Distinguish between ‘hard’ and ‘soft’ coasts. | **Success Criteria**  Name some localities around the coast of the UK, and the activities that occur in them. Use geographical vocabulary to describe built coastal features. Understand what a rock pool is and what we eat that comes from the sea. | **Success Criteria**  Researched the coastal location selected. Created a presentation that includes the necessary elements, ready for the next lesson. Prepare a presentation and decide how to structure and display my work. | **Success Criteria**  Show my knowledge and understanding of aspects of the geography of coasts in my ‘Big Finish’ presentation. Assess own presentation and those of my classmates. Write about which place I would like to visit and why |
| See previous year groups vocabulary box in this document, this includes: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | **Vocabulary:**  **Bay**: an indentation of a shoreline. Usually of softer rock **Beach**: a landform by the sea. usually sand and/or rock **Cliff**: a vertical or near vertical rock feature, usually on the coast **Coast**: the region where land meets sea **Coral**: marine invertebrates that typically live in compact colonies in the sea **Dock**: a structure for handling boats and ships and their cargo **Dune**: a hill or ridge made from sand, formed by the wind **Erosion**: a process where the surface of the earth is worn away by, e.g. water, wind, waves etc **Estuary**: where the mouth of a river broadens as it meets the sea **Harbour**: a sheltered port where boats can dock **Headland**: promontory of land jutting into the sea. Usually of harder rock **Pier**: a structure built on posts that extends out to sea **Port**: a place where ships load or unload **Promenade**: a public walk by the seaside **Quay**: a solid structure built parallel to the shoreline where boats can dock **Rock** **pool**: an area by the shoreline that is filled with seawater at high tide, and exists as a separate pool at low tide **Salt** **marsh**: a coastal wetland that flooded by salt water at high tide and drained at low tide’ **Sand**: Fine particles of rocks and stones **Tide**: the periodic rise and fall of the sea caused by the movement of the moon and the sun. **Tourism:** a worldwide industry based on travel for leisure, pleasure, business, and other reasons that provides information amenities, attractions, accommodation etc. | | | | | | |