



Learning objectives and skills


Advent	Lent		Pentecost		
Rivers		Mountains	Coasts	Cities	Food and Famine
<ol style="list-style-type: none"> 1. To test understanding the water cycle 2. To understand the course of a river <ul style="list-style-type: none"> • Draw/use maps and plans at a range of scales. 3. To demonstrate some of the human pressures on estuaries 4. To research large estuaries and the towns and cities built near them using an atlas <ul style="list-style-type: none"> • Confidently use an atlas. • Confidently identify significant places and environments 5. To recognise the importance of rivers in the development of towns and cities 6. To identify the longest river on each continent <ul style="list-style-type: none"> • Investigate places with more emphasis on the larger scale; contrasting and distant places • Confidently identify significant places and environments • Locate places on a world map 	<ol style="list-style-type: none"> 7. To recognise links between the sites and river features that provided defence or fording and bridging points 8. To develop atlas skills when looking at the geography of the River Nile <ul style="list-style-type: none"> • Confidently use an atlas. 9. To identify cities and other features along the course of the River Nile <ul style="list-style-type: none"> • Locate places on a world map 10. To develop knowledge of the geography of the River Amazon <ul style="list-style-type: none"> • Suggest questions for investigating 11. To examine the causes, effects and possible solutions to river pollution <ul style="list-style-type: none"> • Suggest questions for investigating 12. To carry out fieldwork on a local river or stream <ul style="list-style-type: none"> • Use primary and secondary sources of evidence in investigations. • Collect and record evidence unaided • Follow a short route on an OS map. Describe features shown on OS map 	<ol style="list-style-type: none"> 1. To examine how hills, mountains and areas of high ground are indicated on maps. <ul style="list-style-type: none"> • Use atlas symbols. • Use/recognise OS map • Symbols • Locate places on a world map 2. To show the position of some major towns and cities in relation to areas of high ground on a relief map. <ul style="list-style-type: none"> • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 3. Contour Lines: To show how contour lines are used on maps. <ul style="list-style-type: none"> • Draw a plan view map accurately. • Begin to draw plans of increasing complexity. 4. To examine the three main ways of how mountains are formed. 5. To summarise the effects of mountains on the weather to examine the process of weathering on rocks. <ul style="list-style-type: none"> • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 6. To examine the beneficial and adverse effects of tourism in mountain areas. <ul style="list-style-type: none"> • Suggest questions for investigating 	<ol style="list-style-type: none"> 1. To understand how ocean waves erode and change the shape of the coastline. 2. Coastal Features: To demonstrate understanding of the formation of some coastal physical features. <ul style="list-style-type: none"> • Use OS maps. 3. To encourage students to think of ways of reducing tourist damage to sand dunes. <ul style="list-style-type: none"> • Analyse evidence and draw conclusions 4. To compare the advantages and disadvantages of various methods of coastal defence <ul style="list-style-type: none"> • Suggest questions for investigating 5. To examine the main causes of pollution of the coast. <ul style="list-style-type: none"> • Use primary and secondary sources of evidence in investigations. 6. To be able to recognise some of the threats to coastal areas. <ul style="list-style-type: none"> • Use primary and secondary sources of evidence in investigations. 	<ol style="list-style-type: none"> 1. To look at the way in which cities grow and develop, considering the particular importance of capital cities. <ul style="list-style-type: none"> • Locate places on a world map. • Recognise world map as a flattened globe. 2. To compare two cities with similar areas but markedly different populations. <ul style="list-style-type: none"> • Use a scale to measure distances. 3. To introduce the geography of an African capital city: Nairobi, Kenya <ul style="list-style-type: none"> • Use a scale to measure distances. 4. To introduce the geography of a South American city – Rio de Janeiro in Brazil. <ul style="list-style-type: none"> • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. 5. To compare the city of Tokyo with a local city. <ul style="list-style-type: none"> • Analyse evidence and draw conclusions. 6. To follow a short route on an OS map and describe features shown on the OS map. <ul style="list-style-type: none"> • Follow a short route on an OS map. Describe features shown on OS map. 	<ol style="list-style-type: none"> 1. To examine how malnourishment and famine affect people and to look at the truth behind the myths about famine. <ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. 2. To compare a rich and a poor country from a similar geographical location. <ul style="list-style-type: none"> • Draw a variety of thematic maps based on my own data 3. To examine the natural causes of famines, including droughts and flooding. 4. To consider the reasons for people becoming refugees or migrants 5. To examine natural and human causes of famine. 6. To use eight compass points confidently and accurately <ul style="list-style-type: none"> • Use 8 compass points confidently and accurately;

#BTK and Links with other subjects

<p>#BTK – water – children collecting water in Uganda –CAFOD raising money for clean water</p>	<p>#BTK River pollution – Looking after the planet Literacy – persuasive writing – palm oil/deforestation – River Amazon Literacy – Creative writing – Imagine a journey along the River Amazon</p>	<p>#BTK - effects of tourism – looking after the planet Literacy – persuasive writing – letters, adverts etc Literacy – balance arguments</p>	<p>Science – electricity #BTK - using up the world's resources – greed, money etc</p>	<p>Maths –comparing populations Ratio – population: land space Literacy – information texts</p>	<p>#BTK – what is our response to famine? Cafod, Literacy – persuasive speeches</p>
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Vocabulary from Glossary

Precipitation, evaporation condensation, Ground Water, permeable, impermeable, mountain, glacier, erosion, Oxbow lake waterfall tributary mouth, meander source sea floodplain, delta,	Reservoirs, Electricity, Power stations, Mercury, Iron ore, Copper, Mining, Yanomami tribe, Indigenous, Deforestation, Tropic of Cancer, Tropic of Capricorn, Tourism, Economy, Attractions, Transportation	Symbols, OS maps, Topographic maps, Volcanic Mountains, Fold Mountain Plateau, Legend, Reference Bridleway, leeward, windward, snow line, Glaciers, crust, mantle, inner core, outer core	Longshore, Deposition, Lagoon, Spit, Bar, sea wall, boulders, groynes, sand dunes, fuels, minerals, trawlers, inlets, estuaries, refinery, tidal energy, power stations, nuclear fuels, generators, wind turbines, sewage, pesticides, fertilizers, artificial reefs, barrages, breakwaters, draining cliffs	Capital, Conurbation Environment, Government, Industry, litter, plan pollute, pollution, population, traffic congestion, overcrowded housing, slum housing, public open spaces, postal service, power station, renewable, resources, routeway, scale, settlement, sewage, street furniture, suburb, obese. temporary,	Fertile, famine, malnourished, shanty town, passport, latrine, starvation, communications, less-developed, over-developed, food supplies, food shortages, homeless, life expectancy, annual income, plagues, drought, refugees, migrants
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Geographical enquiry	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Draw a variety of thematic maps based on my own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/Distance	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> Confidently identify significant places and environments



I can

Style of map

- Use OS maps.
- Confidently use an atlas.
- Recognise world map as a flattened globe.