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| **Geography Curriculum Milestone 3** | | | | | | | | | | | | | |
| **Aspect of Geography** | | **Key Vocabulary** | | | **Sticky Facts** | | | | | **Essential Knowledge** | | | |
| **Walk Like an Egyptian**  **River Study** | | **Estuary**  **Mouth**  **Source**  **Meander**  **Waterfall**  **Erosion**  **Deposition**  **Tributary**  **Ox Bow lake**  **Delta**  **Stream**  **Vegetation belts** | | | * **Nile**: The world’s longest river (4,160 miles long) and runs into the Mediterranean. * The river flows through 4 countries (Egypt / Ethiopia / Sudan / Burundi). * Locate Euphrates, Tigris and the Yangtze (link to the 4 settlements of Ancient Civilisations) * Deltas are large areas of water found at the mouth of a river. * A tributary is where one stream or river meets another. * A meander is a winding curve or bend in a river. | | | | | * Use Google Earth to locate Egypt and follow the journey of the river Nile. * Know the name of, and locate, a number of the world’s longest rivers * Explain the features of the water cycle. * Know why most cities are located by a river; explain the importance of the Nile to the Egyptians (red land / black land). * Know and label the main features of a river.   **Field work**: Conduct river study in Farndon. Look at water speed; meander points; erosion; land use around river; physical and human geography; human activity. | | | |
| **Out Of this World**  **Map Study** | | Ordnance Survey  Symbol  Latitude  Longitude  Time Zone  Grid Reference  Polar circles  Equator  Climate  Average  Temperature  Rainfall | | | * Cartography is the study of maps and map making. Someone who makes maps is called a cartographer (John Speed famous one from Farndon). * Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps. * A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator. * The lines extending around the Earth horizontally are called lines of latitude; vertically are called longitude. * The climate is cooler the further away from the equator. * On the equator, the climate tends to be tropical. * **Climate** means the usual condition of the temperature, humidity, rainfall, and other meteorological elements in a specific area of the Earth's surface. | | | | | * Know what most of the ordnance survey symbols are * Know how to use six-figure grid references. * Know the lines extending around the Earth horizontally are called lines of latitude and those that are vertical are longitude. * Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian * Use Google Earth to locate a country or place of interest. * Understand polar-regions, times zones and tropics. * Know about time zones and work out differences * Know how to use graphs to record features such as temperature or rainfall across the world’s continents and climates (weather). | | | |
| **Endangered**  **South America**  **Rainforests** | | Pampas  Andes  Inhabitants  Population  Atacama desert  Climate  Southern Hemisphere | | | * There are 12 countries in South America and almost 400 million people live there. * Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. * South America’s largest river is the Amazon, which is the second longest river in the world. * Spanish is the most popular language in South America even though Brazilians speak Portuguese. | | | | | * Know the names of, and locate, a number of South or North American countries * Know what is meant by biomes and what are the features of a specific biome; locate the different ones within South America and their climates. * Know main human and physical differences between developed and third world countries   **Field work**: Survey of a settlement in a country in South America. Look at leisure; farming; shops; tourism; people; houses; environmental issues. | | | |
| Canopy  Emergent Layer  Understory  Deforestation  Indigenous  Biomes  Temperate  Extinction  Destruction  Biodiversity | | | * The **canopy**, which may be over 30 m above the ground, is made up of the overlapping branches and leaves. * The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy. * The understory layer is a tangle of shrubs, young trees, saplings, palms and vines. * There are several endangered species: gorillas; jaguars; chimpanzees; poison dart frogs; orang-utans and toucans. * The Amazon is the largest in the world and spreads across 9 countries. * Deforestation is the clearing of trees from the land which is converted to a different use such as farming. | | | | | * Label layers of a rainforest * Know what deforestation means * Know what is meant by the term tropics and where generally located. | | | |
| **Let Me Entertain You**  **North America** | | States  Continent  Biomes  Equator  Weather  Climate  Tropical climate  Desert climate  Temperate  Continental  Polar  Flora  Fauna  Grand Canyon  Niagara Falls  Yosemite Valley | | | * The Americas are 2 separate continents and cover a huge area of the globe * There are 23 countries in North America, with Canada being the biggest and Grenada being the smallest. * Before the Europeans arrived, the indigenous and native Americans lived in the continent. * Missouri river is the longest in North America and flows through seven US states. * 2 major mountain ranges are Rocky and Appalachian. * USA has 4 major deserts. * There 5 main climate zones: polar; temperate; tropical; dry desert; and continental. * The characteristics in different states vary significantly including weather, land use and flora/fauna. | | | | | * Know the names of four countries from the southern and four from the northern hemisphere * Know why are industrial areas and ports are important (New York) * Know main human and physical differences between developed and third world countries * Place knowledge: identify key topographical features within the USA. * Know the physical features of the different climates within the USA.   **Field work**: Client cards for what vacation / experience they might enjoy. Find where they might visit within America and why. | | | |
| **Traders and Raiders**  **Map Work**  **Sharing of resources / Trade** | | Trade  Gods  Fair trade  Farmers  Import  Export  Globalisation  Supply chain  Consumer | | | * Trade is the action of buying and selling goods. * Importing is bringing things into the country and exporting is taking them out. * The UK exports gold, cars, scrap iron, medicines, aircraft parts, petroleum and gas turbines. * The UK imports a lot of precious stones, coffee, bananas, medicines, cars, furniture and chemical products. * Countries import because it can be cheaper, better quality or more easily accessible. * A supply chain is the different places a product comes from and travels to on its way to a consumer. * Fair trade is between companies in developed countries and producers in developing countries which have a fair price | | | | | * Know the names of, and locate, at least eight European countries (where Vikings / Angles / Saxons from). * Explain what trade is and the difference between exporting and exporting. * Use maps to locate countries we import and export goods to and from. | | | |
| **Child of Our Time**  **Map Work** | | Industry  Occupation  Europe  Allies  Axis Powers  City | | | * The Allied Powers were Britain, France, Russia, Belguim, Denmark, Greece, Poland, Holland, Norway and Yugoslavia (Non Europe were Australia / Canada / USA / China / New Zealand). * The Axis Powers were Germany, Hungary, Bulgaria, Romania and Japan. * Germany took occupation of 22 countries. * The Blitz: the Germans targeted key industrial towns in the UK. | | | | | * Use maps to locate European countries and capitals. * Know the names of and locate at least six cities in England * Know the names of and locate at least eight European countries and their capital cities. * Know why are industrial areas and ports are important; look at geographical patterns such as industrial cities bombed in the war. * Know how the area of Farndon has changed post 1066. * **Our School badge is a strawberry. Village famous for strawberry fields. In WWII, replaced to grow crops and didn’t recover.**   **Field work**: Use maps to compare how the land use has changed over time – since Victorian to present day. | | | |
| **Geography Substantive Concepts** | | | | | | | | | | | | | |
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| **Place**:  What is the place like? | **Space**:  How are the spaces organised | | **Size**:  Personal, Local, Regional or Global | | | **Environment**: How we use the natural world | **Connections**: Study of people, cultures, places and processes | | **Processes**: Physical and Human Geography | | **Field Work**: Thinking about what places are like and why. | | **Map Skills**:  Study of maps and map making |
| **Geography Disciplinary Knowledge** | | | | | | | | | | | | | |
| **Geographical Significance** | | | | **Geographical Responsibility** | | | | **Geographical Communication** | | | | **Geographical Enquiry** | |
| * Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones. * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. * Name and locate the countries of North and South America and identify their main physical and human characteristics | | | | * Describe geographical diversity across the world. * Describe and explain how humans affect the earth positively and negatively through their studies on deforestation. * Explain how climate change is having a negative impact globally and how we can improve this situation. * Study sustainability of resources available in different countries and how geographical regions are interconnected and interdependent. | | | | * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. * Describe and understand human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. * Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols). * Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land through topography). * Collect and analyse statistics and other information in order to give detailed descriptions and draw clear conclusions about locations. * Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). | | | | * Ask geographical enquiry questions such as: Should we be allowed to conduct deforestation in the Amazon rainforest? What are the possible affects of global warming? Why is the Nile so vital to the people of Egypt? * Understand some of the reasons for geographical ***similarities and differences*** between countries. * Describe how locations around the world are ***changing*** and explain some of the reasons for change. * through study on trade. * Identify and describe how the physical features can ***effect*** the human activity within a location. | |