Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.

Forton Primary School
Geography

Clougha Class
Summer 1 & 2
Year B

Etymology – precipitation - late 15c., *precipitacioun*, "a casting down" (of the evil angels from heaven), also, in alchemy "separation of a solid substance from a solution," from Old French *precipitation* (15c.) and directly from Latin *praecipitationem* (nominative *praecipitatio*) "act or fact of falling headlong, haste,

The Travel Book: A Journey to Every Country in the World

Key Concept: All Around the World

Key Question: How are countries different around the world?

Would you rather live in the Artic or Antarctica? Why?

N.C. LINKS: Locational

Pupils should be taught to:

- 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.
- 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).

Unit Overview:

Longitude and Latitude

Time Zones

Subject Vocabulary:

Earth, world, countries, co-ordinates, hemisphere, Northern Hemisphere, Southern

Geographical Enquiry:

Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern

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Polar Regions The Tropics	Hemisphere, equator, longitude, latitude, Tropics, Tropics of Cancer, Tropics of Capricorn, observatory, polar regions, North Pole, South Pole, precipitation, time zones.	hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average

. **New Knowledge Progression:** • to understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere. • To identify the position and significance of latitude and longitude. • To be able to locate the Arctic and Antarctic Circle. • To identify the position and importance of the Tropics of Cancer and Capricorn. • To identify the position and significance of the Prime/Greenwich Meridan. • To identify and position the time zones.	**Building on Prior learning KS1:** • There are seven continents and five oceans. • To name and locate the seven continents and five oceans. • To name and locate the North Pole and the South Pole in relation to the equator.	**Building on Prior learning when A follow B:** • Understand key aspects of the water cycle, changing states of matter, how rain and clouds are formed, how drinking water is cleaned. • The causes and effects of flooding and water pollution.

Key Skills (Disciplinary)

- Use geographical language to describe some aspects of human and physical features and patterns.
- Make observations about places and features that change over time.
- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.

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- Ask and answer more searching geographical questions when investigating different places and environments.
- Identify similarities, differences and patterns when comparing places and features.
- Ask and respond to more searching geographical questions including 'how?' and 'why?'

Sequence of Lessons:

1. **North or South? –** To explain the position and significance of the Equator, the Northern and Southern Hemisphere.
2. **Over and Around –** To identify lines of latitude and longitude. To use latitude and longitude to find places on a map.
3. **Top and Bottom –** To describe the key features of the polar regions and compare them to the UK.
4. **In the Tropics –** To compare the climate of the tropics with the UK climate.
5. **On the Line –** To explain the position and significance of time zones.
6. **All the Time in the World –** To explain the position and significance of time zones.

Enhancements:
Zoo Trip

End of Unit Outcome: Create a fact file on a country around the world.
Children will create a fact file on a country around the world. It will include the country location, population, climate, languages spoken, famous landmarks and other interesting facts.

Oral Assessment:
How are countries different around the world?
Would you rather live in the Artic or Antarctica? Why?
What is the position and significance of the Equator, the Northern and Southern Hemisphere?
Where are the lines of latitude and longitude?
What are the key features of the polar regions?
How does the climate of the tropics compare with the UK climate?
What is the position and significance of time zones?

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