

***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  
Spring 1  
Year B

N.C. LINKS: Human and physical geography

**Etymology – reservoir** - 1680s, "a place where something tends to collect, place where anything is kept in store,

Pupils should be taught to:

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.

**Key Concept: Water**

**Key Question: Why is water so important to the Earth?**

**Why do some places on Earth have more water than others?**



**Watercycles**

**The Source of Life from Start to Finish  
by Sam Falconer**

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<p style="text-align: center;"><b>Unit Overview:</b></p> <p>Changing State The Water Cycle Treating Water Flooding Pollution</p>	<p><b>Subject Vocabulary:</b></p> <p>Water, dam, fertiliser, particles, pesticides, pollution, reservoir, changing state, evaporation, condensation, melting, freezing, The Water Cycle, clouds, precipitation, transportation, flooding.</p>	<p><b>Geographical Enquiry:</b></p> <p>Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern 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</p>
<p><b>. New Knowledge Progression:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Building on Prior learning KS1:</b></p> <ul style="list-style-type: none"> <li>• To understand what weather is like in our country.</li> <li>• To look at weather where we live.</li> <li>• To understand different seasons of the year.</li> <li>• To describe how the weather can affect us.</li> <li>• To understand what weather forecasts show.</li> <li>• To understand the dangers of weather.</li> <li>• To understand what hot and cold countries are like.</li> </ul>	<p><b>Building on Prior learning when A follow B:</b></p> <ul style="list-style-type: none"> <li>• To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.</li> <li>• To describe and understand the physical nature of volcanoes.</li> <li>• To describe and understand the physical nature of earthquakes.</li> </ul>

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- To understand what a cold area of the world is like.

- To describe and understand the physical nature of tsunamis.  
To describe and understand the physical nature of tornadoes.

### **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.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Observe, record, and explain physical and human features of the environment.
- Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
- Communicate geographical information through a range of methods including the use of ICT.
- Express their opinions on environmental issues and recognise that other people may think differently.

### **Sequence of Lessons:**

1. **Changing State** - To explain the three states of matter.
2. **The Water Cycle** - To explain the key aspects of the water cycle.
3. **Making Clouds and Rain** - To explain how clouds and rain are formed.
4. **Treating Water** - To explain how and why drinking water is cleaned.
5. **Floods** - To explain the causes and effects of flooding.
6. **Water Pollution** - To understand the causes and effects of water pollution.

### **Enhancements:**

**School visit to Garstang to see the River Wyre.**

### **End of Unit Outcome: Water cycle model**

Children will create a model of the water cycle and explain how it works.

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**Oral Assessment:**

- Why is water so important to the Earth?
- Why do some places on Earth have more water than others?
- What are the three states of matter?
- What are the key aspects of the water cycle?
- How are clouds and rain formed?
- How and why is drinking water cleaned?
- What are the causes and effects of flooding?
- What are the causes and effects of water pollution?