

**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**

**Pendle Class  
Autumn 1  
Year B**

**Etymology** – regeneration - "reborn, reproduced, restored," mid-15c., from Latin *regeneratus*, past participle of *regenerare* "bring forth again regeneration. Especially in theology, "changed from a natural to a spiritual state." also from mid-15c.



**The World's Wildest Places  
By Lily Dyu**

**Key Concept: Our Changing World**

**Key Question: How is the world around us changing?**

**Unit Overview:**

Weathering and Erosion

**N.C. LINKS: Human and physical geography**

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

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Vocabulary:**

- Acidic
- Border

**Geographical Enquiry:**

Aerial map, ordnance survey maps, google map, political map, topographic map, physical map,

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<p>Physical, Chemical and Biological Weathering</p> <p>Features of Coastlines</p> <p>Changing Boundaries</p> <p>Changing Landscapes</p>	<ul style="list-style-type: none"> <li>• Deposition</li> <li>• Dissolve</li> <li>• Erosion</li> <li>• Physical weathering</li> <li>• Chemical weathering</li> <li>• Biological weathering</li> <li>• Minerals</li> <li>• Border</li> <li>• Regeneration</li> <li>• Protection</li> <li>• Physical changes</li> <li>• Human changes</li> </ul>	<p>economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km)</p>
<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"> <li>• To understand the impact that weather can have on the earth's surface.</li> <li>• To identify coastal features and explain how they are formed.</li> <li>• To explain how the UK has changed over time.</li> <li>• To explain how the European borders have changed over time.</li> <li>• To explain why landscapes change over time and predict how they may continue to change.</li> </ul>	<p><b>Building on Prior learning when B follows A:</b></p> <ul style="list-style-type: none"> <li>• To use an atlas to find Europe, America and Russia.</li> <li>• To use symbols and a key, including the use of Ordnance Survey Map.</li> <li>• Use eight point compass points.</li> <li>• To use four and six figure grid reference to build knowledge of UK and wider world.</li> <li>• Plan a journey using a map.</li> </ul>	
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> </ul>		

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- ▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
- ▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?
- ▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.
- ▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.

**Sequence of Lessons:**

1. **Weathering and Erosion** – To explain how water and weather can change the landscape.
2. **Coastal features** – To understand how coastal features are formed. To identify coastal features of the UK.
3. **Changing Coastlines** – To understand how coastal features are formed. To identify coastal features of the UK.
4. **Changing Boundaries** – To explain how the make-up of the UK has changed over time. To explain how international borders of Europe have changed over time.
5. **Changing Landscapes** – To explain how and why landscapes change over time.
6. **What Does the Future Hold?** – To predict how physical factors might change the landscape in the future. To identify coastal features of the UK.

**Enhancements:**

- Coastal visit
- Invite members of the local community in to discuss how the areas around the school has changed.

**End of Unit Outcome:**

Create a poster that lists the risks and ways to manage risks when visiting a coast line.

**Oral Assessment:**

How is the world around us changing?  
How does water and weather change the landscape?  
How are coastal features formed?

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Can you name some coastal features of the UK?

How has the make-up of the UK changed over time?

How have the international borders of Europe have changed over time?

How and why do landscapes change over time?

Can you predict how physical factors might change the landscape in the future?