



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**

 <p>Forton Primary School Geography</p>		
<p>Pendle Class Spring 1 Year A</p>	<p>N.C. LINKS: Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
<p>Etymology – arable - early 15c., "suitable for plowing"</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 	
 <p>Learning About Europe by Roberta Baxter</p>		
<p>Key Concept: Exploring Eastern Europe</p> <p>Key Question: What countries make up Eastern Europe?</p>		
<p>Unit Overview:</p> <p>Europe</p> <p>Oceans, lakes, mountains, rivers, weather and climate</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Agriculture • Human geography • Physical geography 	<p>Geographical Enquiry:</p> <p>Arial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north,</p>

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<p>Country/region boundaries, buildings, roads, language, religion, government</p>	<ul style="list-style-type: none"> • Arable • Climate • Landscapes • Population • Precipitation Weather 	<p>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>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Identifying countries and their capitals in Europe • Identifying features of the landscape of eastern Europe • Comparing places in eastern Europe with my home town. • Understand the event and impact of Chernobyl nuclear disaster. 	<p>Building on Prior learning when A follows B:</p> <ul style="list-style-type: none"> • To use maps to identify North and South America. • To use geographical terminology to describe areas in a range of places across the Americas. • To describe the biomes and climates across the Americas. • To identify human and physical geographical features of my local area. • To compare local area with the Americas. • To name the wonders of the world. • To describe the wonders. • 	
<p>Key Skills (Disciplinary)</p> <ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally and topically significant features and events. • 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. 		

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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.
- Explain some links and interactions between people, places and environments.
- increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.

Sequence of Lessons:

1. **Continents, Countries and Cities** – To identify the countries in Europe. To identify the capitals of countries.
2. **Comparing Landscapes** – To compare features of eastern European landscapes with my own area.
3. **Comparing Climates** – To compare the climate of eastern Europe regions with that of my area.
4. **Comparing Places** – To compare the human geography of Eastern Europe regions with that of my own area.
5. **Planning a Trip** – To present information about one area of eastern Europe.
6. **What happened in Chernobyl?** – To explain the impact of the Chernobyl nuclear disaster.

Enhancements:

- Research the history and design features of Faberge Eggs.

End of Unit Outcome:

Create a fact file about a person of influence from Eastern Europe who has a geographical link.

Oral Assessment:

What countries make up Eastern Europe?

What are the countries in Europe? And their capitals?

What are the features of eastern European landscapes?

What is the difference between the climate of eastern Europe regions and Forton?

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What was the impact of the Chernobyl nuclear disaster?