

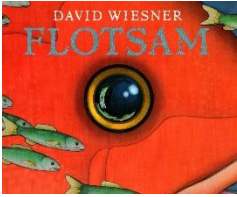


Term 3

Sun, Sea and Sand**PRIOR LEARNING AND STARTING POINTS:**

Year 1: Pupils have learned the 5 oceans and 7 continents. They are aware of human and physical geographical features of their local environment.

Year 2: Pupils have studied the United Kingdom and have locational knowledge of the features and cities of the four countries. They have contrasted an area of the United Kingdom with an area within another country.

INTENT	IMPLEMENTATION		IMPACT
<p><u>NC OBJECTIVES/KNOWLEDGE:</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to human and physical features. 	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Discussing seaside resorts visited nationally/internationally. Research a seaside resort. Using aerial photographs to identify human/physical features and key locations. Specific area study – St Ives, Cornwall. Compare to other seaside locations looked at. Using a map of St Ives, interpret map symbols, identify key locations and give directions using compass directions (pretending to be a tour guide). What is an island? Identify features of an island. Use maps and atlases to identify islands. Identify hot and cold islands around the world in relation to the equator and North and South poles Compare and contrast a tropical and or polar island with a UK island. 		<p><u>OUTCOMES:</u></p> <p><u>PUPILS WILL KNOW:</u></p> <ul style="list-style-type: none"> key features of the seaside. names of some tropical and polar islands of the world <p><u>PUPILS WILL BE ABLE TO:</u></p> <ul style="list-style-type: none"> name and describe the human and physical features of coastal regions. locate seaside resorts on a map and spot key features of seaside locations using aerial photographs. use key words to describe the town of St Ives and some of the physical and human features that exist there. plan a route for a tour around St. Ives using a map and compass directions compare and contrast islands from different climates <p><u>PUPILS WILL UNDERSTAND:</u></p> <ul style="list-style-type: none"> how an island is different from the mainland. why island location in relation to the equator impacts the climate
	<p><u>CHALLENGE BY:</u></p> <ul style="list-style-type: none"> Pupils to research their own region and compare with their local area Pupils take on lead roles within group work. Passion project on an island of choice 	<p><u>SUPPORT BY:</u></p> <ul style="list-style-type: none"> Pre-teach vocabulary Use visual prompts and props to support learning of new ideas Verbally giving answers Sorting objects and giving hands on context 	<p><u>LINKS TO LATER LEARNING:</u></p> <p>Key Stage 2: Pupils will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; 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)</p>
<p><u>VOCABULARY:</u></p> <p>Seaside, coast, coastline, beach, human, physical, aerial view, birds eye view, observe, sand, sea, promenade, cliffs, coast, pier, harbour, sand dunes, bay, lighthouse, past, present, holiday, town, country, capital city, UK, England, Scotland, Northern Ireland, Wales, compare, tourists, islands, mainland, hot, cold, equator, weather and climate, north pole, south pole.</p> <p>Higher Level Vocabulary:</p> <p>Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p>	<p><u>RICH READING OPPORTUNITY:</u></p> 		<p><u>LINKS TO LATER LEARNING: NEXT PHASES:</u></p> <p>Key Stage 3: Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities; understand physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p>
<p><u>SKILLS:</u></p> <ul style="list-style-type: none"> Use geographical vocabulary Use maps and atlases Understand map symbols Compare locations Identify human and physical features 	<p><u>ASSESSMENT OPPORTUNITIES:</u></p> <ul style="list-style-type: none"> Can pupils identify the human and physical features of a coastal area of the UK? Can they understand map symbols when looking at maps of coastal areas? Can they identify what makes an island? Can they make comparisons between hot and cold islands? 		<p>Key Stage 4: Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world; Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human</p>

<p>SMSC THREAD: <u>Social:</u> Why do people go on holiday, leisure activities <u>Moral:</u> Pollution and the oceans <u>Spiritual:</u> Awe and wonder of the vastness of our planet <u>Cultural:</u> Different countries and cultures VALUES: Unity, Belonging, Respect, Responsibility, Happiness PREPARATION FOR ADULTHOOD: Knowledge of the world, map reading skills</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • What are the human/physical features of a coastal region? • Why do people travel to the coast on holiday? • What are UK Seaside resorts like? • What is an island? • How does being near the equator or North or South pole affect climate? • What are the differences and similarities of a tropical/polar island and the UK? 	<p>activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK.</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP: English – Flotsum, Grace Darling, Lighthouse Keepers Lunch, Maths – Directional language History – Grace Darling (lighthouse/seaside), how seashores have changed over time. Forest School – compass directions, human and physical features. PE - orienteering Science – Habitats</p>
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