

# Geography at Great Whelnetham C of E Primary School



## Robins Class- Year two and Year Three

### Cycle 1

<b>Autumn Term</b>	<b>'Our School, Our Village'</b>
Overview	The aim of this unit is for pupils to gain a deeper and wider knowledge of their school and locality. The learning will work towards creating an information booklet and online tour about our village of Great Whelnetham. They will identify the human and physical features of the village using simple fieldwork skills and map work.
Knowledge Acquisition	By the end of this unit of work they will be able to describe where we live using geographical terms. They will know how to use Ariel photographs to locate human and physical features (road, park, village hall, shop, housing estate, river, farms). The children will become familiar with improving their fieldwork and observational skills to gain an in depth knowledge of Great Whelnetham and its human and physical features. They will be able to create maps of the school and village using simple keys. They will know how to carry out an environmental survey and record their findings. They will know how to compare how Great Whelnetham has changed over time.
Vocabulary	Atlas, Globe, Map, Country, County, Region, Town, Village, East Anglia, Suffolk, human features, physical features, route, Key, Symbol, road, path, field, hill, river, town, village, farm, house, office, shop, church, community centre, aerial view, ground view, compass, direction, North, North-east, South, South-east, East, West, North-west, South-west.
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To identify where we live using a range of maps both physical and online.</li> <li>➤ To use geographical terms to describe locations (earth, continent, country, region, county, town, village)</li> <li>➤ To recognise human and physical features in aerial photographs within the local area.</li> <li>➤ To observe, record and present human and physical features on maps of the local area.</li> <li>➤ To create maps with simple keys.</li> <li>➤ To use fieldwork instruments eg. camera, weather instruments.</li> <li>➤ To create an environmental survey and record the findings.</li> <li>➤ To research and compare how Great Whelnetham has changed over time.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Create a display – large map of Great Whelnetham village.</li> <li>➤ Fieldwork opportunity to locate physical and human features around the village.</li> <li>➤ Create a virtual tour of areas of interest in the village to be published.</li> <li>➤ Use photographs taken on fieldwork trip to create an information brochure.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Carry out a class environmental survey.</li> <li>➤ Invite residents in to talk to the children about Great Whelmetham and its history.</li> </ul>
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Title	Coast to Coast
Overview	The purpose of this unit is to develop the children’s knowledge of the country we live in with a focus on our coastal areas. This unit will aim to teach the children about the human and physical features of our coastline, to understand how erosion occurs and its effects and to compare two coastal areas. The children will also develop an understanding of how close we are to the coast and the vast amount of coastal areas, towns, places to visit in East Anglia.
Knowledge Acquisition	By the end of this unit, pupils will be able to locate the UK on the map including its countries and our location using maps, atlases and globes. Children will be able to name coastal locations in the UK and name the seas surrounding the UK. They will be able to label coastal diagrams and explain how erosion affects areas. They will be able to write about two contrasting coastal locations recognising similarities and differences.
Vocabulary	Coast, shore, beach ocean, sea, cliff, rode, erosion, estuary, dunes, tide, island, port, shipping, lighthouse, harbour,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To know which continent the UK is within and to locate other continents and the five oceans and where the UK is in relation to these.</li> <li>➤ To use world maps and globes to identify the UK, the countries within the UK and their capital cities.</li> <li>➤ To understand that the United Kingdom is an island and to locate the coastal areas and name the seas and oceans surrounding the UK.</li> <li>➤ To label the key parts of the coast and understand key vocabulary.</li> <li>➤ To use aerial photographs to identify key human and physical features of the coast.</li> <li>➤ To understand how coastal areas are used (including tourism, lighthouses and ports/shipping)</li> <li>➤ To understand what erosion is, why it happens and the impact it has on coastal areas.</li> <li>➤ To compare two contrasting coastal areas.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Play a range of game locating the UK in the world, countries in the UK, capital cities, our location and key coastal locations.</li> <li>➤ Create a 3-d coastal display labelling key features.</li> <li>➤ <a href="https://www.bbc.co.uk/bitesize/clips/z9xsb9q">https://www.bbc.co.uk/bitesize/clips/z9xsb9q</a> - coastal erosion</li> <li>➤ <a href="https://www.bbc.co.uk/bitesize/clips/z9xsb9q">https://www.bbc.co.uk/bitesize/clips/z9xsb9q</a> - KS1/2 Suffolk Wildlife - coastal explorers</li> <li>➤ Use a range of aerial photographs to identify landmarks, human and physical features of the coast.</li> <li>➤ Locating key/famous coastal towns/seaside locations.</li> <li>➤ A visit to the coast to see the effects of erosion.</li> </ul>

## Cycle 2

Title	Europe
Overview	The aim of this unit is to provide children with the knowledge and understanding of the world's continents with the focus on Europe. The children will find out about the many countries which make up Europe, their locations, capital and other significant cities, its different climates, human and physical features and its culture.
Knowledge Acquisition	By the end of this unit children will be able to name and locate countries and seas within Europe. They will be able to sort countries into different regions of Europe (north, south, east, west). Children will recognise and name significant cities in Europe. They will be able to talk and write about important physical and human features within Europe. Pupils will be able to talk and write about a country in Europe in depth, including capital city, significant features, language, food and culture.
Vocabulary	Continent, country, Europe, European names of countries, climate, temperature, Mediterranean, compass, north, east, south and west, north pole, south pole, equator.
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To locate the world's continents and oceans and the location of Europe.</li> <li>➤ To locate and name the countries, oceans and seas which make up Europe.</li> <li>➤ To begin to use the eight compass directions to compare the locality of countries within Europe.</li> <li>➤ To name and locate the capital cities and significant cities which make up Europe.</li> <li>➤ To understand the differing climates in Europe.</li> <li>➤ To name and locate the human features.</li> <li>➤ To name and locate the physical features of Europe.</li> <li>➤ To compare an area of the UK (Suffolk) to an area of Europe.</li> <li>➤ To understand the different cultures within Europe including food, religion and languages spoken.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ To create a 'passport' book including information about the different European countries.</li> <li>➤ To study and compare countries in Europe (including Russia) – compare populations, largest cities and areas.</li> <li>➤ 'European' day, experience food, language, culture and invite visitors to share knowledge and experience of European countries.</li> <li>➤ Homework activity – research a European country.</li> </ul>

Title	Peaks of the World
Overview	<b>To be taught alongside Explorers (History) and Rocks (Science).</b> The aim of this unit is to develop children's knowledge of the key peaks across the world which will include mountains and volcanoes. The children will be able to locate these and understand what mountains and volcanoes are and the effects of volcanoes.
Knowledge Acquisition	By the end of this unit children will be able to name significant mountains/ranges around the world and their position in the world. They will be able to compare physical features between a local area and a mountain range. Children will be able to draw and write about the

	different layers of the earth and how mountains are formed. They will be able to describe what a volcano is and the varying types. Children will know how a volcano can affect the environment and the effects this has on local communities.
Vocabulary	Peak, mountain, volcano, mountain ranges, tectonic plates, active, dormant, extinct, shield, composite, cinder cone, lava domes (shapes), lava, magma, crust, fertile (soil), erupt, eruption, north, south, east, west, compass, valley
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To name and locate mountain ranges and the tallest mountains across the world (use compass points).</li> <li>➤ To compare human and physical features of our local area in the UK compared to areas within a mountain range in a non-European country (eg. The Himalayas).</li> <li>➤ To understand what Earth is made up of and what a mountain is and how they would have been created.</li> <li>➤ To locate volcanoes around the world, including 'The Ring of Fire'.</li> <li>➤ To know what a volcano is, the types of volcanoes, their shapes and structure.</li> <li>➤ To know the effects volcanoes can have including positive effects on the soil and why people settle near volcanoes.</li> </ul>
Suggested Learning experiences	<ul style="list-style-type: none"> <li>➤ Create a travel brochure for mountain holidays across the world – location, facts, significant countries, cities and towns, activities to do.</li> <li>➤ <a href="https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/">https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/</a></li> <li>➤ Model the structure of the Earth using an apple, create 3-D structure.</li> <li>➤ Science Volcano Day – to include class volcano experiment.</li> </ul>