



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- Geography

Mini enquiry: How were natural resources used in the Stone Age, Iron Age and Bronze Age?

I am Warrior

Where did the Romans come from and why did they settle in the locations they did?

How can I use geographical sources to compare the human and physical geography of places?



Global Enquirers

Aspect of Study

Locational knowledge

Geographical study

Human and physical geography

Transferable Knowledge

Using sources, Europe, physical and human features.

National Curriculum Overview of Programme of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

During this area of study students should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country,
- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



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Substantive Knowledge (subject-specific)

Where the Romans came from.
The continents that countries studied are in
Capital cities
Major mountains/mountain ranges
Rivers
The features of a celtic hill fort
What a settlement is
What common symbols in a key represent

Deeper knowledge

That there are a range of different factors that can influence settlement
How to interpret a range of sources to answer geographical questions.

Real World Links:

Holidays - have any pupils visited any of the towns or countries studied.

Place names - are there any places where we live that have names that suggest they were Roman settlements.



Communication – understand and respect that people have different views.

Team-working – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

OPAL links

Build a Roman fort.

Where could we build a settlement in our school grounds?

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> ● Identify daily weather patterns. ● Begin to use maps. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - school environment/local area ● Devise a simple map; and use and construct basic symbols in a key. ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● Use simple compass direction - journey of explorers ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. ● Use basic geographical vocabulary to refer to key physical features, including: <ul style="list-style-type: none"> - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● key human features, including: <ul style="list-style-type: none"> - town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- comparison of Britain and Italy. ● 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-Roman settlements/town names ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country - comparison of Britain and Italy ● 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- comparison of Britain and Italy ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - continents and oceans, the U.S.A (Year 4), Europe - Anglo Saxons/Vikings ● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. ● describe and understand key aspects of 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 - natural resources (Yr 4) and energy sources ● 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 - land in Norway/Denmark and comparing to the U.K, human and physical geography of the U.S.A including climate zones and biomes. ● 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 - types of settlement, climate, biomes (yr 3) mountains (Yr 3)

Language Plan

Key vocabulary	Concepts	Speaking and Listening
key location weather climate settler invasion settlement hemisphere fort continent country county city town village hamlet resources	human features physical features	<p style="color: red; text-align: center;">ORACY FRAMEWORK STRANDS</p>

Sequence of Teaching and Learning

Baseline spider diagram to be completed before the start of unit to inform planning.

LAUNCH – Trip to Vindolanda TBC

Locational knowledge - continual reference to world map throughout and discuss the countries they have studied previously, their location, relative size, distance from where they live etc.

1

Mini enquiry: How were natural resources used in the Stone Age, Iron Age and Bronze Age?

To link with history lessons.

2

NC OBJ: To describe and understand key aspects of human and physical geography

LO: To explain the location and features of a Celtic hill fort.

Use aerial photographs of hillforts to discuss and describe why Celts would chose to build their homes on a hill. Compare and contrast different locations (hill land, flat, near a river etc.)
A- Describe the key features and parts of a hill fort (hill top, gate, wall, ditches).
B- Explanation of how building on a hill enabled the Celts to defend themselves from a Roman attack (wouldn't get flooded, could see the Romans coming, could shoot arrows down).
C- Compare 2 locations and provide reasons as to which be the best for a celtic hill fort and why.

Sequence of Teaching and Learning

3	<p>NC OBJ:use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>L.O. To locate European countries on a map.</p>	<p>Children begin by plotting where they think Britain and Italy are on a map as a guess. Use this as AFL. Explanation of how to use an atlas and how to find countries using a grid reference. Practice finding some countries as a class.</p> <p>A- Locate specific countries on a map. B- Locate countries on a map by using grid references. C- Use a map to create a quiz including countries and grid references.</p>
4 5	<p>NC OBJ:Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country,</p> <p>LO: To compare Britain and Italy.</p>	<p>All children use a map of Europe to find both Britain and Italy. All children are also given pictures of the different countries and have to use their inference skills to find out what they think about the weather, climate, types of building, population size, hobbies, lifestyle.</p> <p>A- Describe the landscape of 2 different countries from what they can see in given pictures. Explain what they can infer from these about the size of the population, weather, climate. Give their opinion about which location they would rather live in and why. B- Explain the similarities and differences between 2 locations. C- Based on what they have learnt and can see from the pictures about Britain and Italy, suggest how they think Britain might look today if the Romans had to continue to rule here.</p>

Sequence of Teaching and Learning

6	LO: To create sketch maps of Italy.	Use maps to locate Italy and Britain. Make sketch map Italy showing Rome, other important towns and cities, rivers, volcanoes and other significant geographical features.
7	NC OBJ: 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) LO: To be able to locate towns and cities on a map.	A- Identify the modern names of ancient Roman towns using a map. B- Explain how they found the modern names for the ancient towns. C- Use and interpret digital maps to locate towns and cities.