



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- Geography Traders and Raiders

Using the K,S,U you have learnt in this unit of work, which factors influence invasion and settlement?



Global Enquirers

Aspect of Study

Locational knowledge

Geographical study

Human and physical geography

Transferable Knowledge

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)

The location and features of an Anglo Saxon shore fort

Where the Vikings and Anglo Saxons came from and where they settled.

The features of an Anglo-Saxon settlement

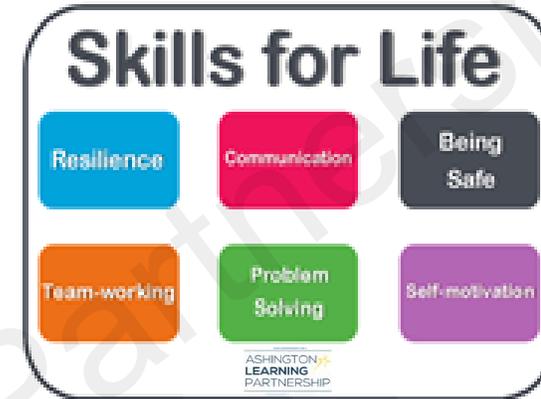
The features of a Viking settlement

Deeper Knowledge

Use their knowledge to compare the Anglo-Saxon and Viking settlements

Real World Links:

Links to language - historical reasons why the English language is made up of lots of borrowed words.
Links to emigration - current affairs.



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

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"> • 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, , 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, • 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, natural resources 	<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 - locating countries from the British Empire. • 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) - revision while locating countries from the British Empire, art galleries around the world. • 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 - settlement and land use, the development of London over time, role of the River Nile in development of Egypt • 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 - the location of prisons

Language Plan

Key vocabulary	Concepts	Speaking and Listening
invader settler invasion settlement hemisphere fort continent coast shore sea ocean trade raid latitude longitude resources	similarity difference	<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 – ENGAGE – Marine Engineering Activity. Pupils given paper, glue, sellotape and have to build a boat to carry a marble. Pupils test it in a tray of water..

Boxes of Delight (Anglo-Saxon and Viking artefacts from the Discovery Museum). Discussion about what they are, who may of used them, why, do we have anything similar today?

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the Anglo-Saxon invasion to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

1	<ul style="list-style-type: none"> • NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>LO: To locate Anglo-Saxon shore forts and the physical features of them.</p>	<p>Teach History lesson 1 - Further develop an understanding of historical vocabulary. History lesson 2- Order time periods chronologically on a timeline.</p> <p>Use maps to locate Anglo-Saxon shore forts that were built by the Romans to repel the seaborne raiders. Discuss why they were on the coastline in relation to how the invaders were travelling to Britain and where from.</p> <p>A- Use a simple map to locate some shore forts and make a sketch map of them. B- Include some key features that would need to be near a shore fort (towns, rivers, forests) C- Explain the importance of locating a shore fort near these features.</p> <p>Teach History lessons 3/4 - Why did the Anglo-Saxons invade?</p>
2	<p>L.O. To identify the location of the Anglo-Saxon kingdoms and settlements.</p>	<p>A- Identify and label the 7 main Anglo-Saxon kingdoms. B- Identify settlements/towns/cities derived from Anglo-Saxon words. C- Use grid references to locate these settlements.</p> <p>Teach History lessons 5/6 - What was daily life like for the Anglo-Saxons? Teach History lessons 7/8 - Explain who Alfred the Great was.</p>

Sequence of Teaching and Learning

3	LO: To locate countries that the Vikings invaded and came from.	<p>Recap continents and focus on Europe. Discuss why Britain was targeted by the Vikings in relation to its position Geographically and possible resources it had.</p> <p>A- Identify countries in Europe that the Vikings came from and invaded. B- Identify capital cities in Europe that the Vikings came from and invaded. C- Create grid references for countries and their capital cities in Europe that the Vikings came from and invaded.</p> <p>Teach History lesson 9/10 - Has History been fair in its portrayal of the Vikings?</p>
4	LO: To compare Anglo-Saxon and Viking settlements.	<p>Explain what is similar and different between the settlements</p>