



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- Geography

Frozen Kingdom

Where was the Titanic travelling to and why were people on board?
How do the human and physical features of the polar regions influence human settlement?
What role did polar exploration play in our understanding of the world?



Global Enquirers

Aspect of Study

Locational knowledge
Human and physical geography

Transferable Knowledge

Migration, cause and effect, using geographical sources, British Values, complex vocabulary, time zones/time.

During this area of study students should be taught to:

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.

Objective coverage:

- 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.
- 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)
- 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



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Substantive Knowledge (subject-specific)

Why people emigrate.

The route taken by R.M.S Titanic (including latitude and longitude) and how the climate impacted on the disaster.

The human and physical features of the Arctic.

The human and physical features of the Antarctic.

The similarities and differences between the human and physical features of the U.K and the Polar regions.

Why the Antarctic is a continent and the Arctic is not.

Why the Arctic has supported permanent human settlements but the Antarctic has not.

How the Inuit people have survived in a hostile environment.

The culture of the Inuit people.

Deeper Knowledge

Impact of modernisation on Inuit culture and society.

Wider impact and implications of climate change on the Polar regions.

Real World Links:

Emigration

Climate Change

Sustainability



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

Robert Falcon Scott

Captain James Cook

Sir Ranulph Fiennes

OPAL links

Igloo building

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) 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), Italy (Year 3), Countries of the British Empire, Egypt (Yr 5) ● 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 (Yr 3) and earthquakes, and the water cycle (yr 5) human geography, including: types of settlement and land use(Yr 4), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Yr 4) ● 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 - ● 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) - ● 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. ● 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 - 	<ul style="list-style-type: none"> ● 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 geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. ● understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography and human geography ● understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. ● build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ● interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ● use Geographical Information Systems (GIS) to view, analyse and interpret places and data ● use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Language Plan

Language Plan		
Key vocabulary	Concepts	Speaking and Listening
Inuit Arctic Antarctic Antarctica Belfast United Kingdom continent country county city town village urban rural weather climate latitude longitude location population sparsely settlement expansion demise migrate emigrate immigration	time zones emigration land use human characteristics physical characteristics similarities differences British Empire democracy rule of law individual liberty equality mutual respect and tolerance	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



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

LAUNCH – ENGAGE – Igloo Challenge- inter-class challenge in sports hall. Pupils/staff to bring in cardboard boxes over Autumn term.

Work in groups to build a large-scale igloo that can fit a person inside.

Resilience

Teamwork

Problem solving

1

LO: To further develop an understanding of geographical vocabulary.

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit.

(For 2019, words to be selected from language plan according to cohort needs)

2

EQ: How did the climate of the regions R.M.S Titanic sailed through on her maiden voyage, impact on the disaster?

Using Latitude and Longitude, map out and plot the voyage of the ill-fated Titanic (opportunity to consolidate locational knowledge objectives)

Opportunity to recap and use ArcGIS Geographical Information Systems (GIS) to view, analyse and interpret the voyage of R.M.S. and the place she sank. Cause and effect.

Sequence of Teaching and Learning

3	LO: Why do people emigrate?	<p>Investigate the reasons people emigrate. Why were people emigrating from Ireland (mainly from modern day Republic of Ireland) to the USA?</p> <p>Push and pull factors : Ireland to 'America'</p> <p>Migrate Emigrate Immigration</p>
4 5	LO: To research the human and physical features of the Polar regions.	<p>Work in research teams to identify the similarities and differences between the Arctic and the Antarctic. Record data and information in simple charts, tables or spreadsheets using headings such as: climate, population, settlements, animal life, plant life and seasonal change. Present their findings to a research team who have been looking at the other pole.</p> <p>The human and physical features of the Arctic.</p> <p>The human and physical features of the Antarctic.</p> <p>The similarities and differences between the human and physical features of the U.K and the Polar regions.</p> <p>Why the Antarctic is a continent and the Arctic is not.</p>

Sequence of Teaching and Learning

6	LO: To use GiS to analyse and interpret information.	<p>ArcGiS http://arcg.is/0C411P0</p> <p>British Antarctic Survey live webcams. https://www.bas.ac.uk/data/our-data/images/webcams/</p>
7 8	EQ: Why has the Arctic has supported permanent human settlements but the Antarctic has not?	<p>Investigate why the Artic is more suited to permanent human settlements.</p> <p>Antarctica - Teachers in the Freezer : A group of British teachers embark on a four-week expedition to Antarctica and demonstrate how humans are able to live on the South Pole. http://archive.teachfind.com/ttv/www.teachers.tv/videos/ks1-ks2-antarctica-teachers-in-the-freezer.html</p>

Sequence of Teaching and Learning

**9
10**

EQ: How has modernisation impacted on Inuit culture and society?

Explore and investigate traditional Inuit culture.

How did the Canadian government's resettlement and 'High Arctic relocations' impact on the Inuit people?

How the Inuit people have survived in a hostile environment.

What impact did the relocation have on the future of Inuit culture and society.

11

LO: To compare U.K. culture with Arctic and Inuit culture