Year 34 Long term plan 2021 – 22 - Geography

	Mountains and Volcanos	Geographical Skills and Fieldwork
	Spring 1	**Summer 2**
Key Vocabulary	**Mountain** **Contour line** **Gorge** **Landscape** **Mountain range** **National park** **Peak** **Crater** **Crust** **Magma** **Mantle** **Vent** **Volcano** **Tectonic plate** **Lava** **Fold Mountain** **Dome Mountain** **Block Mountain** **Summit**	**Bramhope, village, suburb** **Infrastructure** **Housing development** **Environment** **Pollution** **Carbon footprint** **Energy consumption** **Compass** **Sketch map** **Grid reference** **Aerial photo** **Geographical Information Systems** **Ordnance Survey Maps**
Previous Knowledge	Nursery – notice that land around them can be both flat and hilly. Reception – different landscapes explored through books and topics e.g. The Hundred Decker Bus. KS1 – where are we in the world unit – locating countries and their features on maps. KS2 – physical geography features in natural disasters topic. Children understand lines of latitude and longitude and have encountered contour lines when looking at river valleys.	Nursery - aware of sense of place and places they enjoy playing– garden, playground, park Reception - aware of school grounds and where they feel happy – classroom, lunch hall, playground, field, park. KS1 - children have looked at fieldwork in the school grounds in Year 2. KS2 – children have learnt done basic fieldwork in KS1 and have made simple maps. They have used observation skills and produced sketches.
NC Objectives	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains, volcanoes** and earthquakes, and the water cycle.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Substantive knowledge	The highest mountains in the UK are Scafell Pike (England), Snowdon (Wales), Ben Nevis (Scotland), Slieve Donard (Northern Ireland). Volcanoes and mountain building processes build up the land, creating high mountain ranges. Mountain building is driven by forces deep beneath the Earth's surface. Erosion wears the land away. Mountains have their own climate and ecology and impact how people live their life through being major barriers for road and rail routes. Mountainous regions are inhabited and are destinations for leisure and tourism. A volcano is an opening where red-hot rocks and gas break to the surface from underground. Tectonic plates make up the earth's surface and move over millions of years. Children should be able to recognise and label parts of a volcano.	Bramhope is a village in north Leeds. It has a population of 3400 (2020 figure - estimate) It has grown rapidly in population since the development of the Springwood Estate on the outskirts of the village. Infrastructure has changed because of this (supermarket, roundabouts, creation of housing, playground, school expansion).
Misconceptions	That the physical landscape was made by people rather than natural forces. Children can have problems comprehending geological time. Children believe that all mountains are volcanoes. Mountains form by the building up of individual rocks over time.	

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Disciplinary knowledge	To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use the eight-point compass directions to locate geographical features (human/physical). Use an OS map and begin to use six -figure grid references to identify geographical and topographical features in a local area. Use an OS map to pinpoint contour lines to identify shape and height of mountains and the surrounding areas	To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Draw a more detailed map of a short route around the local area using a range of OS symbols and 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.
Key concept	**Place -** Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. **Space** - Most physical features are located and distributed in space. They have relative locations to each other and often interact with each other across space. Any flows or movements between these phenomena create patterns and networks. Spatial patterns and distribution can be described and analysed, and often explained by reference to social, economic, environmental and political processes.	**Place -** Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. **Scale -** Scale influences the way we represent what we see or experience. We can construct different resolutions of scale from the personal, local and regional to the global.
Belong (Diversity) **Get involved and work together**	**Engage in a project with a classmate to create a volcano.** **Research in groups the effects of climate change on a mountain e.g Everest and present back to the class.**	**Children begin to look beyond the school grounds into the local area of Bramhope. They will consolidate their understanding of where their school and village are in relation to Leeds and the wider county of Yorkshire. They will work together to devise a line of enquiry to pursue.** **They can make suggestions about how to improve their surroundings by conducting fieldwork in the village. Walk to the new housing development to observe how the environmental concerns have been considered in the construction. Can any more improvements be made? Interview local residents on their thoughts.**
Be Bramhope **(Represent your school in the real world)** **Leadership**	**Connecting Classrooms project.**	**Connecting Classrooms project.** **Working with the Year 6 Eco-councillors to reduce the schools carbon footprint considering the school's consumption of energy with global climate change. Conduct an energy audit around school. Interview kitchen staff and Mr Farrant about observed waste witnessed throughout school.** **They can make suggestions about how to improve their surroundings by conducting fieldwork in the village. Walk to the new housing development to observe how the environmental concerns have been considered in the construction. Can any more improvements be made? Interview residents on their thoughts.** **Liaise with the road safety group who are campaigning for a reduction in speed limits on Leeds Road.**

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Be Your Best (Assessment opportunities)	**Retrieval quiz at start of lessons**	**Retrieval quiz at start of lesson.**