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| **Geography Curriculum Milestone 3** |
| **Aspect of Geography** | **Key Vocabulary** | **Sticky Facts** | **Essential Knowledge**  |
| **Walk Like an Egyptian** **River Study** | **Estuary** **Mouth** **Source****Meander** **Waterfall****Erosion** **Deposition** **Tributary** **Ox Bow lake****Delta****Stream****Vegetation belts** | * **Nile**: The world’s longest river (4,160 miles long) and runs into the Mediterranean.
* The river flows through 4 countries (Egypt / Ethiopia / Sudan / Burundi).
* Locate Euphrates, Tigris and the Yangtze (link to the 4 settlements of Ancient Civilisations)
* Deltas are large areas of water found at the mouth of a river.
* A tributary is where one stream or river meets another.
* A meander is a winding curve or bend in a river.
 | * Use Google Earth to locate Egypt and follow the journey of the river Nile.
* Know the name of, and locate, a number of the world’s longest rivers
* Explain the features of the water cycle.
* Know why most cities are located by a river; explain the importance of the Nile to the Egyptians (red land / black land).
* Know and label the main features of a river.

**Field work**: Conduct river study in Farndon. Look at water speed; meander points; erosion; land use around river; physical and human geography; human activity.  |
| **Out Of this World****Map Study**  | Ordnance SurveySymbolLatitudeLongitude Time ZoneGrid Reference Polar circles EquatorClimateAverage TemperatureRainfall | * Cartography is the study of maps and map making. Someone who makes maps is called a cartographer (John Speed famous one from Farndon).
* Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.
* A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator.
* The lines extending around the Earth horizontally are called lines of latitude; vertically are called longitude.
* The climate is cooler the further away from the equator.
* On the equator, the climate tends to be tropical.
* **Climate** means the usual condition of the temperature, humidity, rainfall, and other meteorological elements in a specific area of the Earth's surface.
 | * Know what most of the ordnance survey symbols are
* Know how to use six-figure grid references.
* Know the lines extending around the Earth horizontally are called lines of latitude and those that are vertical are longitude.
* Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
* Use Google Earth to locate a country or place of interest.
* Understand polar-regions, times zones and tropics.
* Know about time zones and work out differences
* Know how to use graphs to record features such as temperature or rainfall across the world’s continents and climates (weather).
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| **Endangered****South America****Rainforests** | PampasAndesInhabitants PopulationAtacama desert ClimateSouthern Hemisphere | * There are 12 countries in South America and almost 400 million people live there.
* Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.
* South America’s largest river is the Amazon, which is the second longest river in the world.
* Spanish is the most popular language in South America even though Brazilians speak Portuguese.
 | * Know the names of, and locate, a number of South or North American countries
* Know what is meant by biomes and what are the features of a specific biome; locate the different ones within South America and their climates.
* Know main human and physical differences between developed and third world countries

**Field work**: Survey of a settlement in a country in South America. Look at leisure; farming; shops; tourism; people; houses; environmental issues.  |
| Canopy Emergent Layer Understory Deforestation Indigenous Biomes Temperate Extinction Destruction Biodiversity  | * The **canopy**, which may be over 30 m above the ground, is made up of the overlapping branches and leaves.
* The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.
* The understory layer is a tangle of shrubs, young trees, saplings, palms and vines.
* There are several endangered species: gorillas; jaguars; chimpanzees; poison dart frogs; orang-utans and toucans.
* The Amazon is the largest in the world and spreads across 9 countries.
* Deforestation is the clearing of trees from the land which is converted to a different use such as farming.
 | * Label layers of a rainforest
* Know what deforestation means
* Know what is meant by the term tropics and where generally located.
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| **Let Me Entertain You****North America** | StatesContinentBiomesEquator WeatherClimateTropical climateDesert climateTemperateContinental PolarFloraFaunaGrand CanyonNiagara FallsYosemite Valley | * The Americas are 2 separate continents and cover a huge area of the globe
* There are 23 countries in North America, with Canada being the biggest and Grenada being the smallest.
* Before the Europeans arrived, the indigenous and native Americans lived in the continent.
* Missouri river is the longest in North America and flows through seven US states.
* 2 major mountain ranges are Rocky and Appalachian.
* USA has 4 major deserts.
* There 5 main climate zones: polar; temperate; tropical; dry desert; and continental.
* The characteristics in different states vary significantly including weather, land use and flora/fauna.
 | * Know the names of four countries from the southern and four from the northern hemisphere
* Know why are industrial areas and ports are important (New York)
* Know main human and physical differences between developed and third world countries
* Place knowledge: identify key topographical features within the USA.
* Know the physical features of the different climates within the USA.

**Field work**: Client cards for what vacation / experience they might enjoy. Find where they might visit within America and why.  |
| **Traders and Raiders****Map Work****Sharing of resources / Trade** | TradeGodsFair tradeFarmersImport ExportGlobalisationSupply chainConsumer | * Trade is the action of buying and selling goods.
* Importing is bringing things into the country and exporting is taking them out.
* The UK exports gold, cars, scrap iron, medicines, aircraft parts, petroleum and gas turbines.
* The UK imports a lot of precious stones, coffee, bananas, medicines, cars, furniture and chemical products.
* Countries import because it can be cheaper, better quality or more easily accessible.
* A supply chain is the different places a product comes from and travels to on its way to a consumer.
* Fair trade is between companies in developed countries and producers in developing countries which have a fair price
 | * Know the names of, and locate, at least eight European countries (where Vikings / Angles / Saxons from).
* Explain what trade is and the difference between exporting and exporting.
* Use maps to locate countries we import and export goods to and from.
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| **Child of Our Time** **Map Work** | Industry Occupation EuropeAlliesAxis PowersCity  | * The Allied Powers were Britain, France, Russia, Belguim, Denmark, Greece, Poland, Holland, Norway and Yugoslavia (Non Europe were Australia / Canada / USA / China / New Zealand).
* The Axis Powers were Germany, Hungary, Bulgaria, Romania and Japan.
* Germany took occupation of 22 countries.
* The Blitz: the Germans targeted key industrial towns in the UK.
 | * Use maps to locate European countries and capitals.
* Know the names of and locate at least six cities in England
* Know the names of and locate at least eight European countries and their capital cities.
* Know why are industrial areas and ports are important; look at geographical patterns such as industrial cities bombed in the war.
* Know how the area of Farndon has changed post 1066.
* **Our School badge is a strawberry. Village famous for strawberry fields. In WWII, replaced to grow crops and didn’t recover.**

**Field work**: Use maps to compare how the land use has changed over time – since Victorian to present day.  |
| **Geography Substantive Concepts** |
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| **Place**: What is the place like? | **Space**: How are the spaces organised | **Size**: Personal, Local, Regional or Global | **Environment**: How we use the natural world | **Connections**: Study of people, cultures, places and processes | **Processes**: Physical and Human Geography | **Field Work**: Thinking about what places are like and why.  | **Map Skills**: Study of maps and map making |
| **Geography Disciplinary Knowledge** |
| **Geographical Significance** | **Geographical Responsibility** | **Geographical Communication** | **Geographical Enquiry** |
| * Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.
* Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
* Name and locate the countries of North and South America and identify their main physical and human characteristics
 | * Describe geographical diversity across the world.
* Describe and explain how humans affect the earth positively and negatively through their studies on deforestation.
* Explain how climate change is having a negative impact globally and how we can improve this situation.
* Study sustainability of resources available in different countries and how geographical regions are interconnected and interdependent.
 | * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.
* Describe and understand human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
* Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols).
* Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land through topography).
* Collect and analyse statistics and other information in order to give detailed descriptions and draw clear conclusions about locations.
* Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area.
* Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).
 | * Ask geographical enquiry questions such as: Should we be allowed to conduct deforestation in the Amazon rainforest? What are the possible affects of global warming? Why is the Nile so vital to the people of Egypt?
* Understand some of the reasons for geographical ***similarities and differences*** between countries.
* Describe how locations around the world are ***changing*** and explain some of the reasons for change.
* through study on trade.
* Identify and describe how the physical features can ***effect*** the human activity within a location.
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