

	ECO (AGENTS FOR CHANGE) AFRICA (ENDANGERMENT/ANIMAL CAPTIVITY)	LOCATION (WHERE IN THE WORLD?) UNITED KINGDOM(MOUNTAINS)
FAMOUS IN THE FIELD	David Attenborough	Arthur Westlake Andrews
NATIONAL CURRICULUM OBJECTIVE	<p>Physical Geography</p> <ul style="list-style-type: none"> <li>To find and locate Africa on a map of the world.</li> <li>To describe the position of Africa (in relation to the equator, hemispheres, the tropics and time zones).</li> <li>To describe Africa in relation to mountains, natural resources.</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>To describe the types of settlements and land use in Africa.</li> <li>To describe the types of natural resources found in Africa.</li> <li>To describe how human activity is affecting animals in Africa.</li> <li>To describe some of the challenges faced by the inhabitants of Africa.</li> <li>To describe some of the trade links in and out of Africa</li> </ul>	<p>Physical Geography</p> <ul style="list-style-type: none"> <li>To name the main cities, towns and villages that make up the UK.</li> <li>To identify the location of the UK in relation to other countries in the world.</li> <li>To name and locate the main cities in the UK.</li> <li>To describe the physical features of UK (including features such as mountains, national parks)</li> <li>To describe how the physical features of the UK have changed over time.</li> <li>To describe the natural resources within the UK.</li> <li>To describe the distribution of natural resources across the UK.</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>To describe how the human features of the UK have changed over time.</li> <li>To describe the main land uses across the UK.</li> <li>To describe some of the main landmarks in the UK.</li> <li>To describe the cultural diversity across the UK.</li> </ul>
GEOGRAPHICAL STUDY AND FIELDWORK	<ul style="list-style-type: none"> <li>Discriminate between different sources of information.</li> <li>Test conclusions for accuracy.</li> <li>Measure wind speed, rainfall and noise levels.</li> <li>Make good use of ICT in charts and graphs.</li> <li>Prepare questionnaires to investigate people's views on an environmental issue.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Draw on own knowledge and understanding when setting up a field work investigation.</li> <li>Examine, question, analyse what is discovered, using a range of evidence for the UK.</li> <li>Use a database to find out information.</li> <li>Make a database to record information.</li> <li>Offer explanations for some features seen in fieldwork, underlying reasons for observations, giving own views and judgements.</li> </ul>
MAPS	<ul style="list-style-type: none"> <li>Identify time differences around the world</li> <li>Plan a route and work out distance using map scales</li> </ul>	<ul style="list-style-type: none"> <li>Read and use the symbols on an OS map.</li> <li>Use four figure grid references to locate points on a map.</li> </ul>
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> <li>Compares the lives of people in two different environments or places.</li> <li>Understand how people can both improve and damage the environment within Africa.</li> <li>Explain the process of erosion and deposition, and its effects on people within Africa.</li> <li>Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise geographical patterns, and identify through aerial photographs of the UK.</li> <li>Understand why people choose to live in contrasting areas in the UK.</li> <li>Consider the future of some physical and human features, based on an understanding of change within the UK.</li> <li>Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each.</li> </ul>
SUGGESTED ACTIVITIES	<p>Digital maps Geographical Association TES Atlases Map work to locate Africa in relation to other continents</p>	<p>Children to create a mountain Map of UK- Label key town villages Digital maps Geographical Association TES Atlases</p>
KEY VOCABULARY- TIER 2	locate, equator, hemisphere, human and physical features, settlements, natural resources, continents	Cities, towns, villages, map, location, human features, physical features, country, continent, Europe, coast, countryside, Key, human and physical features, town, villages, cities, observation, atlases

KEY VOCABULARY- TIER 3

Damage environment, erosion, deposition, environmental change, time differences, trade links, captivity, endangerment,

Summit, snow line, tree line, outcrop, valley, ridge, slope foot, face, plateau, landmarks,