

	ECO (AGENTS FOR CHANGE) AUSTRALIA- (BUSHFIRES)	LOCATION (WHERE IN THE WORLD?) EUROPE- (RIVERS AND THE WATER CYCLE)
FAMOUS IN THE FIELD		John G Ferris- Hydrologist
NATIONAL CURRICULUM OBJECTIVE	<p>Physical Geography</p> <ul style="list-style-type: none"> To find and locate Australia and the countries within the continent. To describe the position of Australia (in relation to the equator, hemispheres, the tropics and time zones). To describe Australia in relation to natural resources, water cycle and biomes. <p>Human Geography</p> <ul style="list-style-type: none"> To describe the types of settlements and land use in Australia including bushfires. To describe the types of natural resources found in Australia. To describe how human activity is affecting bushfires. To describe some of the challenges faced by the inhabitants of Australia. To compare and contrast 2 different settlements within Australia closely linked to bushfires. 	<p>Physical Geography</p> <ul style="list-style-type: none"> To name the countries and their largest cities in Europe. To describe the physical features of Europe (including features such as rivers, oceans) To describe how the physical features of Europe have changed over time. To describe the natural resources within Europe. To describe Europe in relation to natural resources, water cycle and biomes. <p>Human Geography</p> <ul style="list-style-type: none"> To describe how the human features of Europe have changed over time. To describe the main land uses across Europe. To describe some of the main landmarks across Europe (with six figure grid references and symbols) To describe the cultural diversity across Europe.
GEOGRAPHICAL STUDY AND FIELDWORK	<ul style="list-style-type: none"> Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts Come to accurate conclusions, using information 	<ul style="list-style-type: none"> Suggest suitable questions for a field work study. Rank information found into order of importance. Come to accurate conclusions, using information.
MAPS	<ul style="list-style-type: none"> Work out a journey time, using their knowledge of time zones Use and understand simple scale 	<ul style="list-style-type: none"> Work out a journey time, using their knowledge of time zones Use and understand simple scale
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Begin to understand geographical pattern - e.g. bushfires. Describe and begin to explain patterns and physical and human changes surrounding bush fires. 	<ul style="list-style-type: none"> Describe and begin to explain patterns and physical and human changes of Europe. Describe how change can lead to similarities between different places in Europe. Justify own viewpoint or decision, and use new information to adapt their own viewpoint.
SUGGESTED ACTIVITIES	<p>Investigate bushfires</p> <p>Digital maps</p> <p>Geographical Association</p> <p>TES</p> <p>Atlases</p>	<p>Group work to create a river</p> <p>Map- label countries</p> <p>Digital maps</p> <p>Geographical Association</p> <p>TES</p> <p>Atlases</p>
KEY VOCABULARY- TIER 2	, locate, equator, hemisphere, settlements, natural resources, continents, Australia, countries,	Countries, continents, physical features, human features, six figure grid references, landmarks
KEY VOCABULARY- TIER 3	Bush fires, rainfall, time zones, upper course, middle course, lower course, source, mouth, river, water cycle, biomes, water, condensation, filtration, transpiration, evaporation, precipitation	upper course, middle course, lower course, source, mouth, river, water cycle, biomes, water, condensation, filtration, transpiration, evaporation, precipitation