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| Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2. | |
| **Year 1/2**  **Cycle A Topic** | **Seaside**  Locational knowledge  Human and Physical Geography |
| **National Curriculum** | * **Locational Knowledge**: Know the name, locate and identify characteristics of the United Kingdom coastline and its surrounding seas.   Human and Physical Geography:   * Use basic geographical vocabulary to refer to: * Key physical features including, *beach, cliff, coast, sea.* * Key human features including *port and harbour.* |
| **Core Knowledge** | 1. Know the four countries in the UK and their capital cities (revisit from Lent Term).   Know that the United Kingdom is an island surrounded by seas (North Sea/English Channel/Irish Sea/Atlantic Ocean).  Know that seaside areas are at the coastline of a country using a map.   1. Know where Skegness is on a map of the UK.   Know that Skegness is a seaside location in England and is the closest seaside resort to Nottingham and our school.  Know that Skegness is in the county of Lincolnshire and is 86 miles away.   1. Know that Skegness is on the North Sea coastline.   Know where Skegness is on a map and distance from Nottingham, using the map scale.   1. Know the key human features of the seaside   Identify and explain the human features :hotel, pier, fish and chip shops, amusement arcade, fun fair, souvenir shops.   1. Know the key physical features of the seaside   Identify and explain the physical features:  beach, cliff, coast, sea, ocean, rock pool, waves, high tide, low tide.   1. Know what it’s like at a real seaside resort. Enrichment Trip. |
| **Wider Knowledge** | * Know how to be safe in the sun. * Know how to be safe by the sea. * Know that people go to the seaside for entertainment. * Know the location of different human features at the seaside (e.g. pier, hotel). * Know why the most expensive places to stay are closer to the beach. |
| **Skills** | * Use a world map to locate the United Kingdom. * Use a map of the United Kingdom to locate Skegness. * Use basic geographical vocab to refer to key human features. * Use basic geographical vocab to refer to key physical features. * Use locational knowledge to describe where key human features are at the seaside. * Use basic symbols in a key to places human features on a map at the seaside. |
| **Diversity Links** | Refer to [Hilary Lister](https://www.youtube.com/watch?v=Y1nR2EDt0YE) – a quadriplegic sailor. Hilary Lister, who was paralysed from the neck down, became famous after she used the “sip-and-puff” system for steering and controlling a yacht’s sails by blowing and sucking through plastic straws (see video to explain this). She became the first quadriplegic person to sail across the Channel in 2005 and then the first quadriplegic woman to sail around the Isle of Wight in 2007. Two years later she sailed solo around Britain. |
| **Vocabulary** | Skegness, coast, coastline, beach, seaside, cliffs, beach, cliff, coast, sea, ocean, rock pool, waves, high tide, low tide, hotel, pier, fish and chip shops, amusement arcade, fun fair, souvenir shops, near, far, beside, behind, in front, left, right |

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| Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4. | |
| **Year 3/4**  **Cycle A Topic** | **CAFOD-Linked to our Global World** |
| **National Curriculum** | Human and physical geography  Human impact on the physical world-Explicit Geography  2015-Pope Francis-Encyclical Letter-Laudato Si-Care for our common home |
| **Core Knowledge** | Introduction  <https://www.bbc.co.uk/bitesize/guides/zwjjjxs/revision/1>   1. Know that Pope Francis has written a letter addressed to every person on the planet, asking us all to protect the earth (Laudato Si' for children CAFOD).   .  <https://cafod.org.uk/education/primary-teaching-resources/laudato-si-for-children>   1. Know the key contributing factors to local climate change.   Know the key contributing factors to global climate change.  Teacher Point  Laudato Si’ discusses the damage being inflicted on the Earth by humans and calls on ‘every person living on this planet’ to make urgent changes to our lifestyles and how we consume energy in order to protect the planet. It deals with many environmental issues including pollution; climate change; water; loss of biodiversity and decline in the quality of human life. In his letter Pope Francis implores us to work together to create a better world for future generations and asks us to make the necessary changes in our lives in order to take care of, respect and value our ‘common home’.   1. Know what climate change is. Know what causes it.   Know how it affects the planet.   1. Know what extreme weather is and identify extreme weather events.   Know what causes extreme weather.  Know how it affects the planet  Know the impact it has on daily lives  Teacher Point  Most recent- temperatures in Britain more than 40 degrees in the summer of 2022/1987 Britain’s first sting jet/2004 tsunami.   1. Know the different ways in which people can take action against climate change. Know how to take action at a local level.   Know how to take action at a global level.  Teacher Point  Children to recognise and acknowledge their own voice and the difference it can make in the fight against climate change eg. Greta Thunberg-See Diversity Links for more information. |
| **Wider Knowledge** | * Understand what human geography includes- building, deforestation and waste. * Know our planet is affected by both people and our habits. * Know the damages the world is facing and what needs to be done. * Link to RE lessons- community, gifts, self-discipline, CAFOD focus day. * Begin to explore tourism and its impact * Answer and ask questions linked to independent research. * Know about extreme weather, the process involved and the causes and effects of extreme weather as well as understanding the impacts of humans upon the earth. * Know where the polar areas of earth are and how global warming is affecting that and the knock on effects. |
| **Skills** | * Use maps and identify areas of change over time and the causes. Make comparisons. * Gather information and data to deepen understanding of geographical process. * Compare different regions and environments. * Use grid references, directional language, symbols and keys on a map. |
| **Diversity Links** | Swedish student Greta Thunberg was 15 when she made her parent reduce their carbon footprint. She is now an 19yr old [environmental activist](https://en.wikipedia.org/wiki/Environmental_movement) who is known for challenging world leaders to take immediate action for climate change. |
| **Vocabulary** | Extinct, deforestation, pollution, climate, ozone, global warming, carbon footprint, ice caps, sea level, damage |

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| Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6. | |
| **Y5/6**  **Cycle A Topic** | **GLOBAL TRADE**  [**https://www.rgs.org/schools/teaching-resources/global-trade/how-did-trade-get-global/**](https://www.rgs.org/schools/teaching-resources/global-trade/how-did-trade-get-global/)*(Lesson Teacher Support)* |
| **National Curriculum** | 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. |
| **Core Knowledge** | 1. Know what Trade is   Know that through time, trade has become increasingly global.  Know why trade has become increasingly global.  *Teacher Point: Lesson 1-Key Questions:*  *Key questions:*   * *What is ‘trade’?* * *Could you live without trade?* * *What different scales can goods be exchanged at?* * *What makes trade ‘global’?* * *How and why has trade changed through time to become global?* * *What was trade like during each time period?* * *Where do the products we buy come from?*  1. Know the terms import and export.   Know the geographical reasons why we buy food.  Know that food we buy in local supermarkets comes from locations all over the world in all seven continents.  Know where popular foods are sourced and that not all foods are sourced within the UK.  *Teacher Points: Lesson 2-Key Questions:*   * ***What resources do different regions have?*** * ***Where do the food products we buy come from?*** * ***Why do we import food?*** * ***What are imports and exports?*** * ***What do different countries import and export*?**   3. Know that different products have multi-stop journeys before reaching the shops.  Know why different products have multi-stop journeys before reaching the shops.  *Teacher Points: Lesson 3-Key questions*   * *What products does the UK export to other countries?* * *What are ‘trade links’ and ‘trade partners’?* * *Which countries does the UK export the most to?* * *Does the UK export raw materials or manufactured goods?*   4.Know what Fairtrade is Know the positive impact that buying Fairtrade products has on communities in other countries.  Know the impact Fairtrade has on more economically developed and less economically developed countries and why it is a significant initiative.  5/6.Know how and why human and physical geography of a country determines its highest value export  *\*\*\*over 2 lessons due to case study focus and research\*\*\** |
| **Wider Knowledge** | * Know which human activities are disturbing the ecosystem. * Know that humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Know that these changes have triggered climate change, soil erosion, poor air quality, and undrinkable water. * Know to what extent our planet is affected by both people and our habits. * Know the damages the world is facing and what needs to be done to slow that. * Link to RE lessons- community, gifts, self-discipline, CAFOD focus day. * Know about what a human footprint includes and what can be done to slow the damage. * Know where the key affected areas are –polar, oceans, forests. * Know what the climate risk index is and what countries are most affected. * Know where these places are on the map and be able to explain why their location affects their risk. |
| **Skills** | 1. Research a trade time period (Stone Ages, 17th Century, 21st Century). Create a timeline to present to class.   Research a trade time period (Stone Ages, 17th Century, 21st Century). Create a timeline to present to class explaining why trade was carried out this way.   1. Using food labels (or pictures of) determine where the food has been imported from and present findings in a table.   Using food labels (or pictures of) determine where the food has been imported from and showing this on a map.   1. Create a story board of a products journey.   Compare 3 products (unpackaged fruit, cotton, aluminium) multi-stop journey before reaching the shops, giving reasons.   1. Record and compare the data on Fairtrade and non-Fairtrade prices in a table before creating a barchart. Explain the positive impact of buying Fairtrade. Record and compare the data on Fairtrade and non -Fairtrade prices in a table before creating a bar chart. Create a short argument to present to the class persuading the class to buy Fairtrade with emphasis on explaining why Fairtrade costs more. 2. 5&6. Research using the suggested websites to become and ‘export expert’ from given location (N. America, Central America and the Caribbean, S. America, Europe, Middle East and Central Asia, Africa) teaching their class mates the ways in which physical and human geography determines the highest value natural resources and why. (Using a wide range of presentational methods e.g. PowerPoint, diagrams, data, photos, graphs) |
| **Diversity Links** | Recap on learning from (YR3/4 CYCLE A) Swedish student Greta Thunberg was 15 when she made her parents reduce their carbon footprint. She is now a 19yr old [environmental activist](https://en.wikipedia.org/wiki/Environmental_movement) who is known for challenging world leaders to take immediate action for climate change.  Focus on Children and youth leading the fight against climate change.  As the world is home to the largest generation of youth in history- 1.8 billion young people between the ages of 10 to 24. These young people will suffer the consequences and will bear the costs of inaction on the climate crisis unless they act now to protect their future world.  Young people are determined not to simply be victims of climate change. Children and youth have discovered their massive power to hold decision-makers accountable. In September 2019 more than 46 million young people and children from over 150 countries around the world went on a climate strike considered as the largest demonstration in history. |
| **Vocabulary** | Economic activity, trade, global, tradelinks, settlement, import, export, global, distribution, Fairtrade, natural resources, carbon footprint, minerals, local, value export, multi-stop journeys, more economically developed, less economically developed |