

Geography Curriculum

Curriculum Intent for Geography

At Red Lane Primary School, we aim to provide a high-quality and ambitious Geography curriculum from EYFS to Year 6 which build knowledge of diverse places, people, natural and human environments and the Earth's key physical processes. Through the progressive development of geographical knowledge, skills and enquiry, whilst nurturing pupils' natural curiosity and fascination, we aim to instil a life-long love of geography and respect for the world in which we live.

The curriculum builds knowledge of key concepts which allows pupils to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. Our curriculum aims to ensure that our pupils are aware of topical geographical issues, the importance of sustainability and human impact upon our world. Armed with this information, pupils are better informed to make decisions about how they chose to live and have a better understanding of cultures different to their own.

At Red Lane, Geography is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Geography teaching.

The school's long term plan for Geography sets out the content of teaching within in each year group. This is supported by the school's Geography progression document which demonstrates learning outcomes within each strand of development within a Geography unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Geography curriculum provides structured opportunities for pupils to:

- develop enjoyment, interest in and knowledge of geography and an appreciation of its contribution to all aspects of everyday life
- build on curiosity and sense of awe in our physical and social world
- be introduced to the language and vocabulary of geography
- develop better locational knowledge of the world's countries, oceans and hemispheres
- connect human and physical geography; allowing children to investigate social, environmental, economic and physical aspects of the subject.

Teaching and Learning Geography




In addition to the conscious structure and design of the Geography curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.





Geographical Concepts

In order to structure the development of and relationships between key knowledge, geographical concepts or 'big ideas' are threaded throughout the curriculum. These concepts are different from content based concepts such as weather and climate and are embedded in the curriculum in order that pupils organise information, make connections and consider geographical relationships in order to make sense of the facts and the world around them. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

The concepts within the curriculum are:

- place
- space
- scale
- interconnection
- physical and human processes
- environment
- sustainability
- cultural awareness and diversity

Concept	Summary	In the curriculum
<p>Place</p> 	<p>The concept of place is about the parts of the Earth’s surface that are identified and given meaning by people and the significance attached to them</p>	<p>In the Geography curriculum, an understanding of the concept of place is developed by establishing that:</p> <ul style="list-style-type: none"> • places may be perceived, experienced, understood and valued differently. • places range in size from a part of a room or garden to a major world region. • places can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, such as landforms and people, while others are intangible, like scenic quality and culture. • places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. • the environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods. • the human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales. • the places in which we live are created, changed and managed by people. • each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places. • the sustainability of places may be threatened by a range of factors. For example, natural hazards, climate change, economic, social and technological change.
<p>Space</p> 	<p>The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.</p>	<p>In the Geography curriculum, an understanding of the concept of space is developed by establishing that:</p> <ul style="list-style-type: none"> • spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.
<p>Scale</p> 	<p>The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.</p>	<p>In the Geography curriculum, an understanding of the concept of scale is developed by establishing that:</p> <ul style="list-style-type: none"> • generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in terms of farming, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. • Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events such as the effects of local vegetation removal can have global outcomes.

<p>Environment</p> 	<p>The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment</p>	<p>In the Geography curriculum, an understanding of the concept of environment is developed by establishing that:</p> <ul style="list-style-type: none"> • the environment is the product of geographical and human processes. • the environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. • it presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. • culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments. • each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors and can be reduced but not eliminated by prevention, mitigation and preparedness.
<p>Interconnection</p> 	<p>The concept of interconnection emphasises that no object of geographical study can be viewed in isolation</p>	<p>In the Geography curriculum, an understanding of the concept of interconnection is developed by establishing that:</p> <ul style="list-style-type: none"> • places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on the ways these characteristics change. • environmental and human processes, such as the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.
<p>Sustainability</p> 	<p>The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.</p>	<p>In the Geography curriculum, an understanding of the concept of sustainability is developed by establishing that:</p> <ul style="list-style-type: none"> • sustainability is both a goal and a way of thinking about how to progress towards that goal. • progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and the economic and social well-being of humans. • an understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function, the human actions that have initiated these processes, and the attitudinal, demographic, social, economic and political reasons for these human actions. These can be analysed through the framework of human-environment systems.
<p>Cultural awareness and diversity</p> 	<p>Cultural understanding and diversity as a concept is about appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies.</p>	<p>In the Geography curriculum, an understanding of the concept of sustainability is developed by:</p> <ul style="list-style-type: none"> • identifying similarities and differences between environments, places, people and cultures and using this knowledge to build an appreciation of people’s beliefs and attitudes and influence

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Human and physical processes



The geographical concept of physical and human processes looks at natural and man-made.

In the Geography curriculum, an understanding of the concept of processes is developed by establishing that:

- a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.
- human processes could therefore be defined in terms of how human involvement has affected the world.
- such events and activities can lead to changes within the places, landscapes and societies of the world.

Curriculum Content

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Changes all around – my home		Amazing animals – Land or Sea			Journeys through time – summer holidays
Reception	Changes all around – my school		Amazing animals – Hot or Cold			Journeys through time – where have I been?
Year 1		Local Study – Bournemouth and Bolton		The UK: Cities, Seas & London		Seaside – North West of England
Year 2		Continents and Oceans		Biomes: Environments Around the world		Kenya – A Comparison Study with the UK
Year 3		Polar Regions & Tundra Biome		Navigating Our World: Maps		Italy - Volcanoes
Year 4		Rivers – Aquatic Biome and Water Cycle		Manchester		China – Grassland Biome
Year 5		The Amazon – Rainforests		North America – Desert Biome and Natural Disasters		London
Year 6			South America & Brazil	South America & Brazil		United Kingdom – National Parks

Term:	Nursery – Autumn 1	Key Text(s):	In every house on every street 5 minutes peace
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Changes all around – My home

The aim of this unit is for pupils to:

1. Talk about their home and who lives in their house.
2. Know that there are lots of different types of houses e.g. flats, bungalows and houses.
3. Name the different places in their home e.g. bedroom, kitchen, living room, bathroom.

This unit will build upon their knowledge of themselves. Children should be able to name and locate their body parts as this is something that children are taught to do from an early age. This unit introduces children to the idea of their home and how everyone’s house will be unique. Ultimately, this unit is designed to give pupils an opportunity to talk about their own family and their house. Children will learn the names of the different places in their home and they will know what happens in each of the rooms. It is a precursor to the Reception Changes all around – my school topic where children will develop an understanding of their school and its grounds.

End of Unit Outcome: Children can talk about their home and family. They can name four key rooms in their house – bedroom, kitchen, living room and bathroom.

Prior Knowledge Requirements:

- Name and locate their body parts – head, shoulders, knees, toes.
- Find and locate their facial features – eyes, nose and mouth.

Key vocabulary for the unit:

House – a building which consists of a ground floor and one or more upper floors.
 Flat – typically this is a group of rooms located on one level which is situated within a block of apartments/ flats. Another name for this is an apartment.
 Bungalow – a building which consists of a ground floor only.
 Family – a group of people living together as a unit.
 Bedroom – a room for sleeping in.
 Kitchen – a room where food is made.
 Living room – a room in the house for general everyday use.
 Bathroom – a room containing a bath or shower.
 Street – a road typically with houses and buildings on one or both sides.

Composite – The Big Idea

Everyone is unique and every family is different. We all live in different types of houses and every house is different. Most houses will contain a living room, kitchen, bedroom and bathroom.

Components

1. Retrieval of prior learning: Sing heads, shoulders knees and toes. Recap finding and locating their own body parts. Talk about themselves.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “in every house on every street.” Talk about their own homes and how they are similar to the one in the story.
4. Identify the different types of houses. Talk about where children in the class live. Talk about how each house is different and that is ok. Identify houses, flats and bungalows but this may need to be adapted if you have other children from different types of homes e.g. caravans.
5. Photographs – show the children real photographs of different types of houses on Red Lane/ inside Breightmet.
6. Identify the different rooms in the house – living room, kitchen, bedroom and bathroom. Talk about what happens in each of the rooms and what they will have inside the rooms.

	<p>7. Fieldwork – Role-play in the home corner (kitchen) what would happen in this room. Talk about how the kitchen is used for cooking.</p> <p>8. Outcome – discussion about their own home and what rooms are in their own home.</p>
<p><u>Developing a sense of place</u></p> <p>Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys through time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics.</p> <p>Continuous provision plays a huge part in learning in Early Years. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner or bedroom.</p>	<p>Books:</p> <p>In every house on every street 5 minutes peace</p> <p>Links to further study: Rec – Autumn 1 – Changes all around – my school</p>
<p><u>Direct Links to the EYFS Early Learning Goals</u></p> <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u></p> <p>This also links to other areas of learning within the Early Learning Goals including:</p> <p>ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present</p>

Term:	Reception – Autumn 1	Key Text(s):	The colour monster goes to school. All are welcome The squirrels who squabbled
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Changes all around – My new school

The aim of this unit is for pupils to:

1. Understand the places within their own classroom and school.
2. Identify their own school on a local map and draw their own map of the classroom.
3. Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.

This unit will build upon the knowledge and understanding of their own home studied in Nursery. This unit introduces children to the idea of places outside of their own home for example their school. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. It is a precursor to the Year 1 Bolton topic where children will develop an understanding of the environment around them. Children in Year 1 will begin to develop their knowledge of the Brightmet and Bolton.

End of Unit Outcome: Children can talk about their classroom and their wider school environment. Children will use words such as near and far, forwards and backwards to describe the location of different things around them.

Prior Knowledge Requirements:

- Talk about their own home.
- Name the rooms in their home e.g. bedroom, kitchen.
- Know that people live in different types of houses e.g. flats/ houses and bungalows.

Key vocabulary for the unit:

Near: something which is close by. It is easy to get to.
Far: something which is not close to us. It may mean we need to travel to this place.
Forwards: the direction which you are going in or facing.
Backwards: the direction which is behind you.
Left: the location to your left.
Right: the location to your right.
Home: the place we live.
School: the place we visit to learn.
Map: a representation of an area of land or sea.

Composite – The Big Idea

There are lots of different buildings around me. There are houses where people live and a school which I go to during the week.

Components

1. Retrieval of prior learning: Talk about their own homes and who lives inside them. Describe the different places within their home. Know that people will live in different types of houses.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “The Colour Monster goes to school.” Talk about his experiences of school. Compare and contrast our school with his.
4. Talk about our school. Identify the different parts of the classroom and the wider school e.g. Ks2 building/ pond. Talk about what is the same and what is different. Use vocabulary to describe position of things e.g. dinner hall is near our classroom but pond is far away.
5. Fieldwork – walk around the grounds of the school - collect images of things seen in the environment and make journey sticks adding things they find whilst outside.

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| | <ol style="list-style-type: none"> 6. Introduce the idea of a map - Identify school on google maps. Show children atlases. Explore different types of maps. Begin to draw simple maps of their classroom, identifying the key places within the classroom e.g. toilets, doors, outside area. 7. Fieldwork – give the children a simple hand drawn map of their classroom. Find and locate the hidden treasure within their classroom/ school grounds. 8. Outcome – discussion about the location of Bolton and the human and physical features |
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Developing a sense of place

Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as Chinese new year but children are not expected to name or locate countries.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner children can revisit prior knowledge of the home whilst learning new information about their local area.

Books:

The colour monster goes to school.

All are welcome

The squirrels who squabbled

Links to further study:

Year 1 – Autumn 2 – Local Study Brightmet and Bolton

Direct Links to the EYFS Early Learning Goals

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

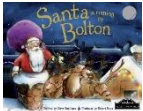



ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension







ELG: Past and present

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Term:	Y1 – Autumn 2	Key Text(s):	Santa is coming to Bolton 
Concept links: space  place  human and physical processes 	<h2 style="text-align: center;">Local Area Study – Brightmet & Bolton</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that they live in Brightmet which is part of Bolton and Bolton is a town in England. 2. Know what human and physical features are. 3. Identify the human and physical features in their local area. <p>This unit will build upon the locational knowledge and understanding of basic human and physical features studied in Reception. This unit is the first step in children understanding the environment around them. It is a precursor to the Year 2 Kenya topic where children will study human and physical features in another country. Ultimately, this unit is designed to give pupils a basic understanding of these key themes, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment.</p> <p>End of Unit Outcome: Discussion about the location of Bolton and the human and physical features of Bolton.</p>		
Prior Knowledge Requirements: <ul style="list-style-type: none"> • Positional vocabulary (Reception) – near, far, forwards, backwards, left, right • Knowledge of own home (Reception) – room names and functions • Subject related vocabulary (Reception) – house, road, park • Weather (Reception) – different types of weather 		Key vocabulary for the unit: urban: A busy locations which has lots of houses and usually shops and offices. rural: It is a location in the country. It is not usually as busy as an urban place. Map: a drawing or diagram that represents an area Environment: everything around us Human: made by people Physical: things that are natural (not made by people) Town: a built up area with a name - urban Village: an area made up of a small number of houses - rural	
Composite – The Big Idea Our local area is the place we live. There are human features such as ‘houses’ and a ‘town’. There are physical features such as a ‘river’ and a ‘forest’.	Components <ol style="list-style-type: none"> 1. Retrieval of prior learning: identify keys locations in house and school and what features do they have (space), what happens in these spaces and why are they special/ important (place). Introduce Brightmet as the location of both home and school. Look at aerial view of school and surrounding houses. Identify areas of school. Introduce address. 2. Vocabulary 3. Introduce the idea of a map – share different examples. Identify key locations of school and area on simple map that will be followed. 		

4. Fieldwork – understand fieldwork is to collect info, understand safety, follow map- collect images of things seen in the environment (space, human/ physical), pay attention to noises in environment
5. Review of fieldwork – introduce human/ physical – categorise images from the walk (space, human/ physical)
6. Town and villages – similarities and differences, identify human and physical features. Compare using aerial photos and maps.
7. Introduce Bolton as a town – recap features of a town compared to a village and categorise into human/ physical features (space). Discuss why Bolton is special to people (place) inc ideas such as football team. Look at aerial photographs and map of Bolton – identify features such as roads and buildings.
8. Fieldwork – visit to Bolton town centre - follow map- collect images of things seen in the environment (space, human/ physical), shops, roads, signs, traffic, pay attention to noises in environment and compare to walk around the school
9. Outcome – discussion about the location of Bolton and the human and physical features
10. LBQ question set

NC Objectives	Locational Knowledge	Place Knowledge	Environmental, Physical & Human Geography	Geographical Skills and Fieldwork
<p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</i></p> <p><i>Devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Understand that the area they live in is called Brightmet. • Understand that Brightmet is an area in Bolton. • Know that Bolton is in England. <p>Mapwork</p> <ul style="list-style-type: none"> • Know that a map is a representation of what an area looks like from an aerial view. • Follow a simple map around the perimeter of the school • Understand that maps give us information about places and their locations. • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Locate the school on an aerial image 	<ul style="list-style-type: none"> • Tell someone their address and Postcode. • Know a village is smaller than a town and is usually associated with the countryside. • Know there are many signs on the roads to help drivers use the Highway Code. • Know what a supermarket, post office and church are. • Say and explain what they like about their locality. 	<ul style="list-style-type: none"> • Know that in the world there are things made by people and these are called human features. • Know that in the world there are things NOT made by people and these are called physical features. • Understand that school is a human feature, as it has been made by people. • Identify some human and physical features in the local area: • Red Lane - school, road, houses, street lights, railings, trees • Seven Acres - grass, trees, flowers, river, paths 	<p style="color: red;">Walk around School Perimeter</p> <p>Gathering Information</p> <ul style="list-style-type: none"> • Understand that we use fieldwork to view an area ourselves. • Understand how to remain safe, whilst participating in fieldwork. • Identify human and physical features in our local area. <p>Recording</p> <ul style="list-style-type: none"> • Children to take pictures of interesting things as they walk around school – compare different houses. • Capture sounds on a recorder – is it noisy/quiet? Can you hear wildlife? <p>Skills</p> <ul style="list-style-type: none"> • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Observe and record information about the local area. • Observe and record daily weather using simple symbols.

<p>Term:</p>	<p>Year 3 – Summer 2</p>	<p>Key Text(s):</p>	
<p>Concept links:</p> <p>Place </p> <p>Interconnection </p> <p>Human and Physical Processes </p> <p>Space </p> <p>Environment </p>	<p>Italy - Volcanoes</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know where Italy is located within Europe. 2. Understand the key physical and human characteristics of Italy. 3. Know the cultural impact Italy has had on Europe and the wider world. 4. Know the structure of the Earth; how this contributes to natural disasters, including volcanoes. 5. Understand how volcanoes, despite their capacity for destruction, also create and enrich land, including supporting varieties of life. <p>Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. Whilst studying the physical geography of Italy, pupils will begin to understand what a volcano is. They will study the causes of volcanoes, and the positive and negative impacts that volcanoes have on the environment. This will be vital in preparation for Year 5 where pupils will study America, which lies on a tectonic plate. This is the first time pupils will study a European country and will be vital in widening their understanding of Europe.</p> <p>End of Unit Outcome: Write a NCR of the key physical and human features of Italy.</p>		
<p><u>Prior Knowledge Requirements:</u></p> <ul style="list-style-type: none"> • Knowledge of continents and oceans and their locations (Y2 Aut 2) • Understanding of the differences between countries and continents (Y2 Aut 2) • Understanding of what a biome is; know the different types that exist and some of their features (Y2 Spr 2) • Map work – finding locations and labelling skills (Y1 & Y2). 	<p><u>Key Vocabulary for the Unit:</u></p> <ul style="list-style-type: none"> • Volcano: A mountain on land or under the sea from which lava, gases and hot rock fragments erupt. • Eruption: An explosion of steam or lava from a volcano. • Magma: Hot fluid or semi-fluid material below or within the Earth’s crust from which lava is formed. • Lava: Hot, molten or semi-fluid rock erupted from a volcano, or solid rock resulting from cooling of this. • Dormant: A dormant volcano is an active volcano that has not erupted in the past 10,000 years. 		

	<ul style="list-style-type: none"> • Fault: Fractures in Earth's crust where rocks on either side of the crack have slid past each other. • Tectonic Plates: The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates. • Aftershock: A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake. • Tsunami: A long, high wave usually caused by an earthquake in the ocean. • Italy: A European country located in the Mediterranean Sea, which has been a centre of civilization for thousands of years.
<p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>Italy is home to three active volcanoes. Mount Vesuvius, in Naples, is the only active volcano on mainland Europe. It is famous for the destruction of the Roman town of Pompeii in 79BC.</p> <p>Mount Etna is located on Sicily. It is in an almost constant state of activity, and is one of the most active volcanoes in the world.</p> <p>Stromboli is an island situated off the north coast of Sicily and has been erupting almost constantly for the last 2000 years.</p>	<p style="text-align: center;"><u>Components</u></p> <ol style="list-style-type: none"> 1. Retrieval of prior learning 2. Vocabulary 3. General introduction to Italy. Locate Italy on a world map within Europe, relating its geographical location with the UK. Label Italy's neighbouring countries (France, Austria, Switzerland, Slovenia, Croatia etc.). Identify and map the locations of Italy's major cities, including its capital, Rome, Milan, Turin, Venice, Naples, Bologna and Genoa. 4. Identify geographical features of Italy. Map the locations of its surrounding seas. Locate Italy's largest lake, Lake Garda. Locate Mount Vesuvius, Sardinia, Sicily, Mount Etna and Stromboli on a map. Locate and map the mountainous regions of Italy – the Apennines and Alps. Research the climate of Italy and compare it to the UK (Temperature and rainfall throughout the year). 5. Create a fact file covering Italy's population, land area, capital city, distance from UK, currency, language spoken, major religions followed, cultural landmarks (example: Colosseum, Venetian Canals, Leaning Tower of Pisa, Pompeii etc.). Draw and colour the flag of Italy, the 'Il Tricolore' (meaning three colours in Italian). 6. Further explore Italy's culture. Research and explore Italian foods, including pizza, risotto, pasta etc. Know some of Italy's famous artists, including Leonardo Da Vinci and Michelangelo. 7. City focus – Rome comparison to Bolton. Include types of transport and key buildings and cultural attractions. 8. Research the structure of the Earth, including tectonic plates and the locations of volcanoes with respect to these. Introduce the children to what volcanoes are and how they work. Research facts about Italy's three major volcanoes – Mount Etna, Mount Vesuvius and Stromboli. 9. Introduce and understand a range of additional natural disasters, including landslides, tsunamis, earthquakes etc. Create sort explanation guides to each types

	<p>of natural disaster. Learn about the human impact caused by natural disasters; look as famous examples from around the world.</p> <p>10. Explore the role volcanoes have, both on the natural environment (including life), as well as human settlement and land uses (farming etc.).</p> <p>11. End of unit outcome</p> <p>12. LBQ question set</p>			
NC Objectives	Locational Knowledge	Place Knowledge	Environmental, Physical & Human Geography	Geographical Skills and Fieldwork
<p><i>Physical geography, including volcanoes and earthquakes</i></p> <p><i>Human geography, including the distribution of natural resources including energy, food, minerals and water</i></p> <p><i>Human geography, including types of settlement and land use</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</i></p> <p><i>Know countries and major cities in Europe</i></p> <p><i>Know key physical and human characteristics of locations in Europe</i></p>	<ul style="list-style-type: none"> Know that Italy is located within the continent of Europe. Know that Italy is located in Southern Europe in an area called the Mediterranean. Know that Italy has two large islands: Sardinia and Sicily <p>Map Work</p> <ul style="list-style-type: none"> Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe. Use maps to locate countries in Europe. 	<ul style="list-style-type: none"> Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian) Know that there are 3 active volcanoes in Italy: <ol style="list-style-type: none"> Mount Etna (which is the tallest active volcano in Europe) Mount Vesuvius Mount Stromboli <p>Climate</p> <ul style="list-style-type: none"> Understand that climate is the weather in a location over a long period of time. Know that Italy is warmer than the UK as it is further South, closer to the equator. Know that Italy has a Mediterranean climate, which has mild winters and hot, dry summers. Know The north of Italy is generally cooler (especially in the mountains) and can get snow in winter. <p>Culture</p> <ul style="list-style-type: none"> Know that Italy is famous for its art, architecture, and culture. 	<p>Volcanoes</p> <ul style="list-style-type: none"> Understand that the Earth is made of different layers Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move. Know that the edges of plates, where two plates meet, are called fault lines or faults. Know that the crust is made up of different pieces, called tectonic plates. Know the different types of volcanoes – active, dormant & extinct. Know and describe what causes a volcano to erupt. Label a diagram of a volcano. Know each stage of the process of volcanic eruption. <p>Coast</p> <ul style="list-style-type: none"> Know that a coast is where the land and sea meet. Know that Italy has a large coastline. Know that the Italian coast is a mixture of sandy beaches and rocky cliffs <p>Mountains</p> <ul style="list-style-type: none"> Know that a mountain is a large landform that rises above the surrounding land. Know that there are two mountain ranges: <ol style="list-style-type: none"> The Alps, which cut across the top of the country. The Apennines mountains stretch south down the entire length of the country. 	<p>Skills</p> <ul style="list-style-type: none"> Look at maps, pictures and other sources to identify similarities and differences between Bolton and Naples Ask and answer questions about the effects of volcanoes. Study digital mapping to identify volcanic areas <p>Gathering Information</p> <ul style="list-style-type: none"> Know why people live near Volcanos when they are so dangerous – physical vs human comparison/positive and negative effects of a Volcano

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		<ul style="list-style-type: none">• Know that famous Italian painters include Leonardo da Vinci and Michelangelo.• Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children.• Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil. <p><u>Cities</u></p> <ul style="list-style-type: none">• Know 3 key cities in Italy – Rome, Milan & Venice <p><u>Landmarks</u></p> <ul style="list-style-type: none">• Know the key landmarks - The Colosseum, The Vatican, Leaning Tower of Pisa and Pompeii.	<p><u>Lakes</u></p> <ul style="list-style-type: none">• Know that a lake is a large body of water.• Know that there are long, thin lakes located in the north of Italy. Understand that these lakes can be found dotted between the Alps.• Know that the largest of these lakes is Lake Garda.	
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