

**Why do we live here?**

<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• To use appropriate geographical vocabulary</li> <li>• Ask geographical questions during research to further their understanding</li> <li>• To communicate in ways appropriate to the task and issue, e.g. using appropriate geographical terms.</li> <li>• To understand how asking geographical questions can support their enquiries.</li> <li>• To analyse evidence and draw conclusions, e.g. make comparisons between locations using temp/populations.</li> <li>• To use a key accurately.</li> <li>• To describe route and direction, linking N/S/E/W with degrees on the compass.</li> <li>• To begin to use 8 compass points.</li> <li>• To draw maps and plans (from above) at a range of scales during geographical enquiries</li> <li>• To begin to approximate distances using a scale</li> <li>• To use appropriate fieldwork skills and instruments to measure and record</li> <li>• To draw annotated sketches</li> </ul>	<p><b>Fieldwork</b></p> <p>Walk around Whickham to look at physical and human features of the landscape/look at evidence of international links</p>
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**Prior Learning:** My Country, My School; Beside the Seaside; My locality; Around the World; Comparing North East England to a European Region

<b>Curriculum Skill(s)</b>	<b>Learning Intention</b>	<b>Knowledge and Key Vocabulary</b>
<p><b><u>Locational Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To identify where places are (e.g. countries, towns, villages and more specific locations) through use of maps, atlases and globes</li> <li>• To know the specific location and environments of places they study.</li> </ul>	<p><b>Where is The United Kingdom? How do the terms The British Isles, Great Britain and The United Kingdom differ?</b></p> <p>To re-cap prior learning such as identifying the UK and the countries within this and the location of the North East, Newcastle, Whickham and London. Re-cap location and names of oceans and seas surrounding the</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the UK on a map and know and locate the countries that make up the UK</li> <li>• Name and locate the oceans and seas that surround the British Isles</li> <li>• Name and locate the continents on a world map and know that we are part of Europe</li> </ul>

	<p>British Isles and the continents and major oceans on a world map.</p> <p>To look at the different countries that make up each part of Great Britain/UK/British Isles, identify them and their capital cities and look at their land mass.</p>	<ul style="list-style-type: none"> <li>• Name and locate the five major oceans on a world map</li> <li>• Locate the North East region, Newcastle, London, the river Tyne and the Pennines.</li> <li>• Know the capital cities of the countries that make up the UK</li> <li>• Identify the Northern and Southern hemispheres and know the UK is in the Northern hemisphere</li> <li>•</li> </ul> <p><b><u>Vocabulary:</u></b>  United Kingdom; British Isles; Great Britain; land mass; England; Scotland; Northern Ireland; Ireland; Wales; North Sea; English Channel; Atlantic Ocean; Irish Sea; continent; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; Pacific Ocean; Indian Ocean; Southern Ocean, Arctic Ocean; London; Edinburgh; Cardiff; Belfast; Dublin; North East; Newcastle; Whickham; river Tyne; Pennines; atlas; globe; river; mountain range; Northern Hemisphere; Southern Hemisphere</p>
<p><b><u>Place Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To use secondary sources to further understand and compare contrasting localities.</li> <li>• To describe where these places are- e.g. region, country, proximity to rivers or hills etc.</li> </ul>	<p><b>What is the difference between a political and physical map?</b></p> <p>To look at the difference between a political and a physical map of the UK then of our region. Use also street view maps on Google Earth to point out human and physical features together. Compare to other parts of the country such as London and Scottish highlands and</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between a political and physical map</li> <li>• Identify human and physical features on a map e.g. mountain range, river, cities, roads</li> <li>• Read and draw maps and plans using a simple key and scale.</li> </ul>

<ul style="list-style-type: none"> <li>To recognise how places are linked to other places in the world.</li> </ul>	<p>other countries previously studied such as France and parts of South America.</p> <p><b>What does Wickham look like on a map?</b>  To look at existing maps of Wickham in a variety of forms e.g. OS maps, Google Earth, A-Z maps and identify a range of human and physical features they may recognise.  To create their own maps of Wickham using human and physical features, scales, keys and symbols.</p>	<ul style="list-style-type: none"> <li>Know the eight points of a compass and use these when devising routes on fieldtrips and drawing maps</li> </ul> <p><b>Vocabulary:</b>  Political map; physical map; human features; physical features; scale; key; mountain range; rivers and lakes; borders; roads; train lines; towns/cities; bridges; buildings; population; urban; rural; OS maps; atlas; compass</p>
<p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>To identify and explain different views of people, including themselves.</li> <li>To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features</li> <li>To recognise and explain patterns made by individual physical and human features in the environment- e.g. where front forms in the playground, distribution of hotels along the seafront.</li> <li>To respond to questions about patterns in the landscape around them and make appropriate observations about the location of .features relative to others</li> </ul>	<p><b>Why live here?</b></p> <p>To look at a brief history of Britain and why it was often invaded and people settled here.  To look at the land use of Britain e.g. farming and agriculture, gas and coal.  To look at exports, climate and population of Britain.  To look at the population of Wickham now in comparison to 100 years ago and maps of Wickham now and from 100 years ago. How has it changed? What could be the reasons for this?  To compare climate, population, land use and exports to France. Which country would they prefer to live in and why?</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that Britain was often invaded because of its farming potential and is still used widely for this today because of the type of land and climate</li> <li>Know the current climate and biome of Britain and that the population is approx. 66 million</li> <li>Know that Britain is rich in natural resources such as oil, gas and coal</li> <li>Know that the main exports from Britain are items such as machinery and transport equipment, chemicals, fuels and food.</li> <li>Can give possible reasons as to why population has increased in the UK and their local area</li> </ul> <p><b>Vocabulary:</b>  Invasion; settlement; climate; population; farming; agriculture; land use; exports</p>

<p><b><u>Geographical Enquiry:</u></b></p> <ul style="list-style-type: none"> <li>Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>Carrying out fieldwork</li> <li>Researching secondary sources</li> <li>Engaging with people, communities, views and opinions</li> <li>Tackling issues and relevant events</li> <li>Proposing outcomes and taking actions</li> <li>Working at different scales of enquiry e.g. local, regional, global but in connected ways</li> <li>To recognise and explain patterns and changes.</li> </ul>	<p><b>Why do people move out of and into the UK?</b> To look at the reasons why people leave and move to the UK. To look into the effects of an increasing population. Does Whickham have a high level of immigration? Compare to Newcastle and London. Why does it differ? What evidence is there in Whickham of international links?</p> <p><b>What are the challenges facing the UK today?</b> To look at what the current issues are in the UK.</p> <p><b>What will the UK look like in the future?</b> To discuss how current issues may impact on the future of the UK. If they were prime minister, how would they tackle some of the current issues?</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Give some reasons for emigration and immigration e.g. moving to warmer climates, work, study, asylum etc.</li> <li>Give examples of international links within their local community</li> <li>Discuss the possible effects of an increasing population e.g. housing, schools, NHS, global warming</li> <li>Discuss current issues in the UK e.g. ageing population, homelessness, unemployment and how this may affect them in the future</li> </ul> <p><b><u>Vocabulary:</u></b> Emigration; immigration; asylum seekers; refugees; international; community; global warming; population</p>
<p><b>Thinking Deeper:</b> Should the UK let anyone who wants to, live here?</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>Subject Specific links – History – looking at invasion and settlement in the past; Maths – looking at and comparing population numbers, climate in degrees centigrade, scales; Science – global warming and sustainability; ICT – Using the internet for up to date information, using interactive maps</li> <li>Personal Development – National identity, awareness of their local surroundings and sense of community</li> <li>SMSC – Tolerance of other nationalities and how people work together as a community</li> <li>Cultural Capital – Awareness of what the UK exports</li> <li>Careers – Government, County Councils, civil service</li> <li>British Values – Tolerance and respect for others, need for immigration laws</li> <li>Equality – UK is made up of many nationalities and everyone has the same rights</li> </ul>		