

## **SPR 1 - HOW DOES THE GEOGRAPHY OF AFRICA DIFFER FROM THAT OF CORNWALL?**

### **ADULT LED**

EXPLORING MAPS OF AFRICA AND THE WORLD  
DISCUSS THE DIFFERENCE BETWEEN CONTINENTS AND COUNTRIES

LOCATING DIFFERENT COUNTRIES WITHIN AFRICA

IDENTIFYING NATIVE AFRICAN ANIMALS AND COMPARE TO ANIMALS IN THE UK

COMPARISON OF AFRICAN/UK WEATHER

### **CHILD LED**

EXPLORING GLOBES

AFRICAN ANIMAL ROLEPLAY

TRADITIONAL DANCING AND DRUMMING, EXPLORING RHYTHMS

BUILDING AFRICAN PLAINS AND CITIES WITH SMALL WORLD

**KEY VOCABULARY:** CONTINENT, COUNTRY, WEATHER, GLOBE, MAP, TRADITIONAL, POPULATION,

**COMPOSITE:** VISIT FROM AN AFRICAN VET AND PREPARE QUESTIONS ABOUT WHAT WE HAVE LEARNT

**CHILDREN WHO ARE SECURE WILL BE ABLE TO:** RECITE 5 FACTS ABOUT AFRICA AND HOW IT IS DIFFERENT FROM CORNWALL

## **SUM 1 - WHY DOES CORNWALL HAVE SO MUCH FARMLAND?**

### **ADULT LED**

RECOGNISING HUMAN AND PHYSICAL SYMBOLS ON A MAP

DRAWING OUR OWN MAPS

DISCUSS FARMS AND WHAT THEY ARE NEEDED FOR  
IDENTIFYING A MAP OF CORNWALL - DISCUSSION

SURROUNDING ASPECTS OF CORNWALL

TASTING LOCALLY GROWN PRODUCE

### **CHILD LED**

FARM ROLEPLAY

MAKING MAPS

**KEY VOCABULARY:** AREA, LOCAL, SEASONS, HUMAN, PHYSICAL, SYMBOL, DAIRY, HARVESTED, PRODUCE, ARIABLE

**COMPOSITE:** VISIT A REAL WORKING FARM

**CHILDREN WHO ARE SECURE WILL BE ABLE TO:**  
NAME DIFFERENT TYPES OF FARMING AND WHAT IS PRODUCED  
UNDERSTAND WHERE MANY FOOD TYPES ORIGINATE.

## **SUM 2 - WHAT IS THE GEOGRAPHY OF ST NEWLYN?**

### **ADULT LED**

DRAWING OUR OWN MAPS - CAN WE MARK HOW FAR AWAY PEOPLE LIVE?

GOING ON WALKS AROUND THE VILLAGE - CAN WE SPOT THINGS WE COULD DRAW ON OUR MAPS?

BEACH SCHOOL

### **CHILD LED**

EXPLORING THE SEASONAL CHANGE/WEATHER OF ST NEWLYN EAST

CREATING OUR OWN MAPS OF THE GARDEN - FOR OUR FRIENDS TO FIND THINGS

**KEY VOCABULARY:** AREA, LOCAL, SEASONS, EXPLORE, KEY

**COMPOSITE:** CREATE A LEAFLET FOR OUR VILLAGE

**CHILDREN WHO ARE SECURE WILL BE ABLE TO:**  
UNDERSTAND WHAT IS MEANT BY 'LOCAL' AREA AND BE ABLE TO TALK ABOUT ASPECTS OF OUR LOCAL ENVIRONMENT.



## **SPR 1 - HOW DOES THE GEOGRAPHY OF AFRICA DIFFER FROM THAT OF EUROPE?**

### **1. WHERE IS AFRICA ON A WORLD MAP?**

MAPWORK- LOCATE EUROPE AND AFRICA ON AN ATLAS AND GLOBE. NAME THE CONTINENTS.

### **2. WHY ARE SOME AFRICAN ANIMALS NOT NATIVE TO EUROPE?**

IDENTIFY AND DISCUSS THE ANIMALS THAT LIVE IN THE AFRICAN SAVANNAH AND COMPARE TO UK SPECIES.

### **3. WHY IS THE SAVANNAH SO DRY?**

EXPLORE AMOUNT OF RAINFALL AND COMPARE TO THAT OF EUROPE, SPECIFICALLY IN UK.

### **4. WHY ARE PARTS OF AFRICA SO HOT?**

LEARN ABOUT THE EQUATOR AND WHERE IT FALLS IN AFRICA?

### **5. WHICH COUNTRY IN AFRICA HAS THE HIGHEST POPULATION?**

STUDY WHAT IS MEANT BY 'POPULATION' AND COMPARE THE HUMAN GEOGRAPHY OF NIGERIA TO THE UK.

### **6. WHAT TRADITIONS EXIST IN THE COUNTRY OF KENYA?**

LEARN ABOUT KENYAN TRIBES AND THE IMPORTANCE OF TRADITION WITHIN THESE.

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- UNDERSTAND THAT AFRICA IS A CONTINENT
- COMPARE AND CONTRAST HUMAN AND PHYSICAL FEATURES OF TWO CONTINENTS

COMPOSITE: VISIT FROM AFRICAN ANIMAL VET- PREPARE QUESTIONS BASED ON WHAT WE'VE LEARNT.

## **SUM 1 - WHICH TYPES OF FARMING TAKE PLACE IN CORNWALL?**

### **1. WHAT IS A FARM?**

UNDERSTAND WHAT IS MEANT BY THE TERM 'FARMING' AND HOW THIS INVOLVES REARING/GROWING OUR FOOD.

### **2. WHERE DO DAIRY PRODUCTS COME FROM?**

DISCUSSION AROUND SOURCE/S OF DAIRY PRODUCTS: DRAW AND LABEL EXAMPLES.

### **3. WHICH FRUITS AND VEGETABLES ARE GROWN AND HARVESTED LOCALLY?**

LOOK AT THE MAIN CROPS PRODUCED IN CORNWALL AND WHY.

### **4. WHY IS ARABLE FARMING SO IMPORTANT?**

DISCUSSION AROUND HOW BREAD AND CEREALS ARE PRODUCED FROM ARABLE CROPS.

### **5. WHAT IS SUSTAINABLE FARMING?**

UNDERSTAND THE IMPACT OF FARMING ON THE ENVIRONMENT AND WHAT IS BEING DONE TO REDUCE THIS.

### **6. WHY IS THE RE-INTRODUCTION OF BEAVERS TO CORNISH RIVERS MAKING A DIFFERENCE TO FARMLAND?**

VISIT TO WOODLAND VALLEY FARM TO FIND OUT HOW BEAVER DAMS ARE HELPING TO STOP THE FLOODING OF FARMLAND.

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- NAME DIFFERENT TYPES OF FARMING AND WHAT IS PRODUCED
- UNDERSTAND WHERE MANY FOOD TYPES ORIGINATE.

COMPOSITE: CREATE PRESENTATION VIDEO ABOUT FARMING TYPES.

## **SUM 2 - WHAT IS THE GEOGRAPHY OF ST NEWLYN EAST ?**

### **1. WHERE IN THE UK DO I LIVE?**

LOOK AT GOOGLE EARTH, TOGETHER WITH PHOTOS AND FILM AND IDENTIFY WHERE WE ARE IN RELATION TO THE UK AND THE REST OF THE WORLD.

### **2. WHAT ARE THE GEOGRAPHICAL FEATURES AROUND OUR SCHOOL?**

IDENTIFY WHAT LAND AND BUILDING FEATURES THERE ARE WITHIN THE SURROUNDING VILLAGE.

### **3. WHAT ARE THE MAIN LAND USES IN OUR LOCAL AREA?**

EXPLORE THE DIFFERENT LAND USES WITHIN THE LOCAL AREA AND SHOW THIS ON OUR OWN MAPS USING A KEY.

### **5. WHAT DO ROAD SIGNS MEAN AND WHAT TYPES OF VEHICLES TRAVEL THROUGH OUR LOCAL VILLAGE?**

WALK INTO THE VILLAGE TO TAKE A SURVEY AND IDENTIFY THE TYPES OF VEHICLES THAT TRAVEL THROUGH THE VILLAGE.

### **6. WHAT DRAWS TOURISTS TO VISIT CORNWALL?**

BEACH SCHOOL LINK- LOOK AT THE WIDER AREA SURROUNDING THE VILLAGE AND HOW WE LIVE IN A COASTAL AREA BECAUSE THE LAND MEETS THE SEA.

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- UNDERSTAND WHAT IS MEANT BY 'LOCAL' AREA AND THE DIFFERENCE BETWEEN URBAN AND RURAL AREAS
- UNDERSTAND THAT OUR REGION IS BOTH COASTAL AND RURAL, WITH URBAN AREAS.

COMPOSITE: CREATE A LEAFLET PROMOTING OUR VILLAGE TO TOURISTS.



## AUT 1 - WHY DOES IT MATTER WHERE MY FOOD

### COMES FROM?

#### 1. **WHERE DO DAIRY PRODUCTS COME FROM?**

DISCUSSION AROUND SOURCE/S OF DAIRY PRODUCTS:  
DRAW AND LABEL EXAMPLES.

#### 2. **WHY ARE THERE SO MANY DAIRY FARMS IN DEVON & CORNWALL?**

TO IDENTIFY THE GEOGRAPHICAL FEATURES OF A DAIRY FARM FROM PHOTOS AND VIDEOS.

#### 3. **HOW DOES QUICKE'S DAIRY FARM IN DEVON MAKE CHEESE AND EXPORT IT?**

TO USE A MAP TO SHOW HOW CHEESE IS EXPORTED.

#### 4. **ARE MY FAVOURITE FRUIT AND VEGETABLES SIMILAR OR DIFFERENT TO OTHER PEOPLES?**

TO SURVEY OUR CLASSES FAVOURITES FRUIT AND SHOW ON A BAR CHART.

#### 5. **WHY IS IT IMPORTANT TO KNOW ALL ABOUT SUGAR?**

TO INVESTIGATE THE AMOUNT OF SUGAR IN POPULAR DRINKS

COMPOSITE: FOR YEAR 6 TO CRITIQUE THE POSTERS AND QUIZ CHD ON THEIR KNOWLEDGE

## SPR 2 - WHY DON'T PENGUINS NEED TO FLY?

### 1. **WHERE IS PIP'S HOME AND WHAT DO WE FIND THERE?**

TO IDENTIFY AND DESCRIBE THE KEY GEOGRAPHICAL FEATURES OF THE ANTARCTIC ENVIRONMENT.

### 2. **HOW ARE PENGUINS ABLE TO SURVIVE IN ANTARCTICA?**

TO IDENTIFY WAYS IN WHICH PENGUINS ARE ADAPTED TO THE ANTARCTIC ENVIRONMENT

### 3. **HOW DOES ANTARCTICA COMPARE WITH THE SAHARA DESERT?**

TO EXPLAIN WHY ANTARCTICA IS A DESERT DESPITE BEING THE COLDEST PLACE ON EARTH.

### 4. **HOW IS THE ARCTIC DIFFERENT FROM THE ANTARCTIC?**

TO COMPARE AND CONTRAST THE NORTH POLE AND THE SOUTH POLE

### 5. **WHY ARE THERE NO POLAR BEARS IN ANTARCTICA?**

TO DISCUSS THE GEOGRAPHICAL REASONS WHY NO POLAR BEARS LIVE IN ANTARCTICA.

### 6. **WHY DO MARCO AND POLO FIND VISITING EACH OTHER SO DIFFICULT?**

COMPARE AND CONTRAST THE WEATHER AND CLIMATE OF ANTARCTICA AND ZAMBIA

### 7. **SO WHY DON'T PENGUINS NEED TO FLY?**

PRESENT THEIR REASONS WHY PENGUINS DON'T NEED TO FLY.

COMPOSITE: TO MAKE A SHORT FILE TO PRESENT TO YEAR 1 ON WHY PENGUINS DON'T NEED TO FLY.

## SUM 1 - WHERE CAN DINOSAUR FOSSILS BE FOUND AROUND

### THE WORLD?

#### 1. **HOW LONG AGO DID DINOSAURS LIVE?**

TO IDENTIFY THE GEOLOGICAL TIMESCALE OF WHEN DINOSAURS WERE ALIVE

#### 2. **WHERE CAN DINOSAUR FOSSILS BE FOUND IN THE UK?**

TO LOCATE THE JURASSIC COAST ON A UK MAP

#### 3. **CAN YOU DESCRIBE THE ROUTE A PALAEOLOGIST NEEDS TO TAKE ?**

TO USE SIMPLE COMPASS DIRECTIONS AND DIRECTIONAL LANGUAGE.

#### 4. **WHERE DID DINOSAURS LIVE?**

TO USE WORLD MAPS, ATLASES AND GLOBES TO IDENTIFY THE SEVEN CONTINENTS.

#### 5. **WHAT WAS PANGEA?**

TO INVESTIGATE HOW THE CONTINENTS SPLIT APART AND EVOLVED.

#### 6. **HOW DID DINOSAURS BECOME EXTINCT?**

TO INVESTIGATE THEORIES ON WHY DINOSAURS BECAME EXTINCT.

COMPOSITE: TP PRESENT AN ARGUMENT AS TO WHY THE DINOSAURS WERE KILLED.

### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- LOCATE A SPECIFIC LOCATION ON A RANGE OF MAP USING SCALES
- IDENTIFY AND DESCRIBE HUMAN AND PHYSICAL FEATURES
- COMPARE MAPS TO SEE HOW A LOCATION HAS CHANGED OVER TIME
- SHOW A DEEPER UNDERSTANDING OF THE GEOGRAPHY OF THE UK, INCLUDING CULTURE

### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DESCRIBE THE SAME AND LOCATE THE OCEANS AND SIGNIFICANT SEAS AROUND THE WORLD
- DESCRIBE THE PHYSICAL FEATURES OF CONTRASTING LOCATIONS
- EXPLAIN WHY DIFFERENT SPECIES EXIST IN DIFFERENT PLACES
- DESCRIBE THE LOCATION AND CLIMATE OF CONTRASTING LOCATIONS

### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- COMPARE MAPS TO SEE HOW A LOCATION HAS CHANGED OVER TIME
- EXPLAIN THE REASONS FOR GEOGRAPHICAL SIMILARITIES AND DIFFERENCES BETWEEN PLACES
- LOCATE A SPECIFIC LOCATION ON A RANGE OF MAP SCALES



## SPR 1 – HOW AND WHY IS MY LOCAL AREA CHANGING?

### 1. WHY DO PLACES CHANGE?

STUDY SOURCES TO COMPARE CHANGES IN RURAL AND URBAN AREAS OF THE UK OVER TIME

### 2. HOW HAS MY LOCAL AREA CHANGED IN THE PAST?

DRAW AND LABEL THE SCHOOL, IDENTIFYING CHANGES OVER TIME

### 3. HOW AND WHY DOES THE QUALITY OF THE ENVIRONMENT CHANGE IN MY LOCAL AREA?

FIELD-TRIP TO VILLAGE OBSERVING VARIABLES TO ENVIRONMENT QUALITY

### 4. HOW DO NASA SATELLITE IMAGES INFORM US OF ENVIRONMENTAL CHANGE ON A GLOBAL SCALE?

ANNOTATE SATELLITE IMAGES: COMPARE AND CONTRAST

### 5. WHY WAS MINING SO IMPORTANT IN CORNWALL?

VISIT TO GEEVOR TIN MINE

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- USE FIELDWORK SKILLS TO OBSERVE, MEASURE, RECORD AND PRESENT THE HUMAN AND PHYSICAL FEATURES IN THE LOCAL AREA
- USE A RANGE OF METHODS, INCLUDING SKETCH MAPS, PLANS AND GRAPHS, AND DIGITAL TECHNOLOGIES TO COMPARE AND CONTRAST

COMPOSITE: GENERATE NEWS-REPORT ABOUT MINING AT GEEVOR EXPLAINING THE CHANGES OVER LAST 130 YEARS

## SUM 1 – WHY DO SOME EARTHQUAKES CAUSE MORE DAMAGE THAN OTHERS?

### 1. WHAT IS AN EARTHQUAKE?

INFORMATIVE WRITING AND LABELLED DIAGRAM

### 2. HOW HAS NEW ZEALAND BEEN AFFECTED BY EARTHQUAKES IN THE PAST?

COMPARE IMAGES OF DAMAGE: DISCUSSION WITH REASONING – JUSTIFY ANSWERS

### 3. WHY DOES NEW ZEALAND HAVE SO MANY EARTHQUAKES?

ANALYSING, INTERPRETING SOURCES AND PROVIDING OPINIONS

### 4. WHY DON'T THE LARGEST EARTHQUAKES CAUSE THE MOST DEATH AND DESTRUCTION?

ACTIVITY: BUILD A STRUCTURE AND TEST STABILITY – ANALYSE TOP 3 LARGEST EARTHQUAKES

### 5. WHY DO MOST VOLCANOES HAPPEN IN THE SAME PLACES AS EARTHQUAKES?

MAP WORK, GENERATING PREDICTIONS, INFERRING INFORMATION BY COMPARISON

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DESCRIBE THE STRUCTURE OF THE EARTH
- USE LATITUDE AND LONGITUDE TO LOCATE EARTHQUAKE AND VOLCANO ZONES
- EXPLAIN HOW A VOLCANO AND EARTHQUAKES HAPPEN
- EXPLAIN WHAT IT IS LIKE TO LIVE IN A VOLCANIC REGION
- COMPARE AND CONTRAST TWO LOCATIONS

COMPOSITE: FILMED DOCUMENTARY-STYLE VIDEO EXPLAINING THE DIFFERENCE IN DAMAGE AND REASONS WHY

## SUM 2 – BEYOND THE MAGIC KINGDOM: WHAT IS THE SUNSHINE STATE REALLY LIKE?

### 1. WHERE IS THE MAGIC KINGDOM?

MAP WORK, LOCATE TMK AND IDENTIFY USA TIME ZONES

### 2. WHY IS THE MAGIC KINGDOM THE MOST POPULAR THEME PARK IN THE WORLD?

CHN TO DATA FOR VISITOR NUMBERS AND ANALYSE/INTERPRET

### 3. WHY DO TOURISTS COME TO THE MAGIC KINGDOM FROM SOME COUNTRIES AND NOT OTHERS?

COMPARISON OF COUNTRIES, LOOK AT DEMOGRAPHICS OF EACH COUNTRY

### 4. WHY DO TOURISTS COME TO THE MAGIC KINGDOM FROM SOME COUNTRIES AND NOT OTHERS?

DRAW CHOROPLETH MAP TO PRESENT DATA AND EXPLAIN REASONS FOR AMOUNT OF VISITORS FROM DIFFERENT COUNTRIES

### 5. WHY ARE SEA TURTLES ENDANGERED AND WHAT IS THE FLORIDA TURTLE CONSERVATION SOCIETY DOING TO PROTECT THEM?

EXPLAIN RISKS TO TURTLES AND ACTIONS.

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- LOCATE NORTH AMERICA AND DESCRIBE KEY FEATURES (COMPARE AGAINST SOUTH)
- USE A RANGE OF MAPS AND ATLASES WITH GROWING INDEPENDENCE
- COMPARE THE HUMAN AND PHYSICAL GEOGRAPHY OF 2 COUNTRIES - AMERICA V EUROPE (CORNWALL)

COMPOSITE: VISIT HOLYWELL FOR PLASTIC POLLUTION + CREATE ART



## Spr 1 - Why are the rainforests so wet and the deserts so dry?

### 1. Why is the climate different across the United Kingdom?

Atlas skills: compare and contrast temperatures in different regions with UK

### 2. What are the worlds climates?

Discuss the annual rainfall in countries around the world. Compare and contrast

### 3. How do climate graphs help geographers compare climates?

Complete climate graphs. What is similar, what is different.

### 4. How does the climate affect the plants and animals living in a place?

Compare and contrast habitats around world

### 5. Why is the jungle of the Amazon Rainforest so wet and humid?

Locate the different biomes throughout the world. Visit the Eden project.

COMPOSITE: TO RECORD A DOCUMENTARY-STYLE AUDIO FOR BIOME

## SPR 2 - HOW CAN WE LIVE MORE SUSTAINABLY?

### 1. WHAT DOES BEING SUSTAINABLE MEAN?

DISCUSS WHAT IS CONSIDERED AN EXAMPLE OF 'BEING SUSTAINABLE.' USE EXAMPLES TO COMPARE.

### 2. HOW CAN WE HELP TO MAKE OUR SCHOOL MORE SUSTAINABLE?

CHILDREN TO COMPLETE AN ENVIRONMENTAL REVIEW, DRAWING UP AN ACTION PLAN + JUSTIFICATION

### 3. WHY ARE WE SEEING MORE WIND AND SOLAR FARMS IN THE COUNTRYSIDE?

DISCUSS HOW DOES A WIND TURBINE CREATE ELECTRICITY. + DIFFERENCE BETWEEN RENEWABLE AND NON-RENEWABLE SOURCES OF ENERGY.

### 4. HOW IS SUTAINABLE DEVELOPMENT HELPING THE LAPWING OUT OF THE RED?

WHAT IS SUSTAINABLE DEVELOPMENT? CHILDREN DEBATE WHY THIS IMPROVES THE ENVIRONMENT

### 5. HOW ARE SOLAR COOKERS HELPING SUNITA AND HER FAMILY TO LIVE MORE SUSTAINABLY?

THE CHILDREN WILL UNDERSTAND HOW THE PHYSICAL GEOGRAPHY OF A PLACE MAY HAVE AN IMPACT ON SUSTAINABILITY.

COMPOSITE: INVITE A MEMBER OF THE PTA IN TO HEAR/JUDGE A DEBATE WITH THE CHD

## SUM 2 - WHAT IS A RIVER?

### 1.WHAT IS A RIVER?

DISCUSS THE THREE MAIN AREAS OF A RIVER. GIVE A BRIEF DESCRIPTION OF UNDERSTANDING FROM LESSON.

### 2 AND 3. WHAT ARE THE MAIN RIVERS IN THE UK AND THE WORLD?

READ MAPS AND NAVIGATE AROUND GIVEN CO-ORDINATES TO LOCATE SPECIFIC AREAS OF THE UK AND THE WORLD.

DISCUSS SIMILARITIES AND DIFFERENCES OF UK RIVER AND NILE DELTA.

### 3.WHY ARE RIVERS SUCH AN IMPORTANT PART OF THE WATER CYCLE?

DISCUSS AND USE GEOGRAPHICAL LANGUAGE RELATED TO THE WATER CYCLE

### 4. WHAT IS MEANT BY THE EROSION AND DEPOSITION OF A RIVER?

OBSERVE AND ANALYSE THE FORMATION OF OXBOW LAKES. COMPARE RIVERS THAT ARE ERODING AND HAVING PATHS CHANGED. LOCAL, NATIONAL V INTERNATIONAL RIVER

COMPOSITE: YEAR 6 TEAM QUIZ ON RIVERS

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- LOCATE SOUTH AMERICA AND DESCRIBE WHAT IT MAY BE LIKE TO LIVE THERE( NEAR THE AMAZON)
- IDENTIFY THE KEY CLIMATE ZONES E.G TROPICS, EQUATOR
- UNDERSTAND DATA PRESENTED IN A CLIMATE GRAPH
- LOCATE AND DESCRIBE DIFFERENT BIOMES AROUND THE WORLD

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- UNDERSTAND SUSTAINABILITY AND FUTURE IMPACTS.
- DESCRIBE HOW OUR SCHOOL CAN BE MORE SUSTAINABLE
- KNOW HOW HUMAN GEOGRAPHY CONTRIBUTES TO SUSTAINABILITY.
- EXPLAIN AND GIVE OPINIONS ON SUSTAINABLE LIVING.

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- CONFIDENTLY IDENTIFY THE PHYSICAL FEATURES OF A RIVER.
- USE CO-ORDINATES TO IDENTIFY LOCATIONS ON A MAP
- COMPARE A LOCAL RIVER AND A RIVER IN AFRICA
- COMPLETE FIELDWORK ON A LOCAL RIVER



## **AUT 2 – How does climate change affect different countries around the world?**

### **1. Why is Elhaji cleaning shoes on the streets of Banjul?**

Look for and provide *evidence to answer question.*

### **2. Why can't Olivia afford to insure her home?**

*Draw graphs for forest fires and heatwaves, then answer question.*

### **3. How can Starcross keep itself safe?**

*Understand the reasons for flooding and act out a flood evacuation.*

### **4. Why do Lars and Sofie disagree about how nice the weather is?**

*Answer by supporting the different points of view of Lars and Sophie*

### **5. Why are people all over the world noticing that the weather they are used to is changing?**

*Research this different effects of global warming and why the Earth is heating up*

### **6. How can we stop climate change?**

*Children research how to stop climate using laptops and write a non-chronological report*

COMPOSITE: TO PRESENT IN AN ASSEMBLY THE KEY INFORMATION THEY HAVE LEARNT ABOUT CLIMATE CHANGE

## **SPR 1 – HOW IS INDIA SAVING THE TIGER?**

**1. HOW DO SCIENTISTS CLASSIFY AND TIGERS?**  
WRITE NON-CHRONOLOGICAL REPORT ABOUT TIGERS.

**2. IN WHAT KIND OF HABITAT DO BENGAL TIGERS LIVE?**

LEARN ABOUT THE RANGE OF A TIGER—MAP WORK.

**3. HOW DO GEOGRAPHERS SHOW THE CLIMATE OF A PLACE GRAPHICALLY?**

USING DATA AND GRAPHS CHILDREN COME TO A COMPARISON BETWEEN THE WEATHER IN PLYMOUTH AND INDIA.

**4. WHY IS 1ST JUNE A DAY TO CELEBRATE IN INDIA?**

CHILDREN RESEARCH THE MONSOON AND ANSWER TO THE QUESTION.

**5. HOW MANY BENGAL TIGERS LIVE IN INDIA?**

CHILDREN WORK OUT THE AMOUNT OF TIGERS IN INDIA.

**6. HOW WILL INDIA DOUBLE THE NUMBER OF BENGAL TIGERS IN THE WILD BY 2022?**

CHILDREN DESIGN POSTERS FOR THE WWE OF HOW TO PROTECT THE TIGER

COMPOSITE: CLASS DEBATE ABOUT WHETHER INDIA ARE DOING ENOUGH FOR CLIMATE CHANGE OR NOT

## **SUM 2 – WHY ARE MAPS IMPORTANT?**

### **1. CAN YOU USE AN ATLAS?**

*CHILDREN FIND PLACES AROUND THE WORLD, USING FEATURES INCLUDING MOUNTAIN RANGES AND THE KEY.*

### **2. CAN YOU USE A KEY?**

*CHILDREN CREATE THEIR OWN SYMBOLS, EVALUATING WHY THEY HAVE USED CERTAIN COLOURS AND SHAPE.*

### **3. CAN YOU USE A COMPASS?**

*WRITE A ROUTE USING COMPASS POINTS AND BEARINGS.*

### **4. CAN YOU USE GRID REFERENCES?**

*USING 6 FIGURE GRID REFERENCES, CHILDREN CRACK THE CODE. THEN PLAN A ROUTE, PLOTTING GRID REFERENCES.*

### **5. HOW HAS LAND USE CHANGED OVER TIME?**

*LOOK AT HISTORICAL MAPS AND MAPS NOW AND ANSWER THE QUESTION.*

### **6. CAN YOU PLAN A ROUTE?**

*CHILDREN PLAN A ROUTE USING COMPASS BEARINGS, CHANGE IN ALTITUDE, SPEED AND GRID REFERENCES.*

COMPOSITE: TO NAVIGATE A PLANNED ROUTE ON SCHOOL CAMP.

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- DESCRIBE CLIMATE AND WEATHER PATTERNS ACROSS THE WORLD
- EXPLAIN THE IMPACT OF EXTREME WEATHER EVENTS ON THE LANDSCAPE, PEOPLE AND ENVIRONMENT
- CONSIDER WHAT CAN BE LEARNED FROM EXTREME WEATHER EVENTS TO MINIMISE THEIR IMPACT
- DESCRIBE THE SIGNIFICANCE OF RENEWABLE ENERGY AND NON-RENEWABLE ENERGY

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- DESCRIBE CLIMATE AND WEATHER PATTERNS ACROSS THE WORLD
- HOW HUMAN GEOGRAPHY IS EFFECTING THE TIGER
- UNDERSTAND THE PHYSICAL FEATURES OF INDIA
- WHY THE TIGER LIVES IN CERTAIN PARTS OF INDIA LINKING TO ENVIRONMENTAL REGIONS
- DIFFERENCES BETWEEN THE CLIMATE IN PLYMOUTH AND INDIA

#### **CHILDREN WHO ARE SECURE WILL BE ABLE TO:**

- ABLE TO USE 4 AND 6 FIGURE GRID REFERENCES.
- USE KEYS AND SYMBOLS
- ABLE TO SKETCH A MAP
- ABLE TO USE ATLAS'S AND MAPS
- USE 8 POINTS OF A COMPASS



## AUT 1 – How do volcanoes affect the lives of people on Hiemaey?

### 1. Where do Saethor and Tiry live?

Create a table using scale to show distances of key cities to Iceland.

### 2. How does the geography of Hiemaey compare with where I live?

Create their own maps of Hiemaey annotating similar/different human features and similar/different physical features.

### 3. Why are there so few trees on Hiemaey?

Write an explanation text on why there aren't trees on the island.

### 4. Why are there volcanoes on Hiemaey?

Explore maps and create a diagram with scientific explanations of tectonic plate boundaries.

### 5. How were the people on Hiemaey effected when Eldfell erupted?

Diary extract during the eruption.

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- LOCATE THE COUNTRIES AND CAPITAL CITIES OF SCANDINAVIA
- IDENTIFY THE PHYSICAL AND HUMAN FEATURES OF ICELAND
- COMPARE AND CONTRAST THE ISLAND OF HIEMAEY TO NEWQUAY.
- GIVE OPINIONS ON LOCATIONS STUDIED THROUGH CONTRASTING THEM

COMPOSITE: CREATE A NEWS BULLETIN RELATED TO THE ERUPTION ON HIEMAEY

## AUT 2- WHY ARE MOUNTAINS

### SO IMPORTANT?

#### 1. WHY ARE OLYMPUS, EVEREST AND MAUNA KEA FAMOUS?

CREATE A SCALE DRAWING OF THE 3 MOUNTAINS TO COMPARE AND CONTRAST.

#### 2. HOW ARE MOUNTAINS FORMED?

NON-CHRONOLOGICAL REPORT ON DIFFERENT TYPES OF MOUNTAIN.

#### 3. WHY IS THE LEGEND OF MALLORY AND IRVINE A MYSTERY?

NEWS REPORT ON THE EXPLORERS' DISAPPEARANCE

#### 4. WHY DID HILLARY AND NORGAY FIND FOSSILS OF SEA CREATURES ON THE SUMMIT OF EVEREST?

STORYBOARD THE FORMATION OF THE HIMALAYAS WITH TECHNICAL LANGUAGE

#### 5. WHY IS CLIMATE SUCH A CHALLENGE FOR DEREK?

COMPARING CLIMATE GRAPHS FOR DEREK'S FARM AND PLYMOUTH

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- LOCATE ASIA/EUROPE BORDER AND DESCRIBE WHAT IT MAY BE LIKE TO LIVE THERE
- IDENTIFY THE COUNTRIES WITH THE LARGEST MOUNTAIN RANGES
- EXPLAIN HOW THE HIMALAYAS WERE FORMED
- KNOW AND COMPARE THE HUMAN, PHYSICAL AND ECONOMIC GEOGRAPHY OF LIVING AT HIGHER ALTITUDE.

COMPOSITE: CHILDREN TO COMPLETE A MOUNTAIN'S STYLE QUIZ FOR STAFF TO PLAY

## SUM 1 – WHY IS FAIR TRADE FAIR?

1. WHY WAS THE SILK ROAD SO IMPORTANT?  
CHILDREN CREATE STAND ADVERTISEMENTS FOR A TRADER WHO WOULD HAVE WORKED ON SILK ROAD.

### 2. WHY DOES MARCO POLO VISIT THE UK EVERY 11 WEEKS?

CHILDREN INVENT AND EXPLAIN A WAY FOR TRADE BETWEEN FOREIGN COUNTRIES.

### 3. WHAT DOES THE UK EXPORT TO THE PEOPLE OF CHINA?

COMPARE THE IMPORTS/EXPORTS BETWEEN CHINA AND BRITAIN; CREATE TV ADVERT

### 4. WHY ISN'T FAIR TRADE ALWAYS FAIR FOR SOME PEOPLE?

CHILDREN CREATE PROPORTION BARS AND EXPLORE THE THOUGHTS AND FEELINGS OF THOSE FAIR TRADE IS UNFAIR TOO.

### 5. WHY IS FAIR TRADE FAIR?

COMPARISON POSTER WITH QUOTES COMPARING FAIR TRADE FARMERS AND NON FAIR TRADE FARMERS.

#### CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- COMPARE MAPS OF ASIA AND EUROPE TODAY AND DURING EARLY TRADE
- USE 6 FIGURE GRID REFERENCES, SYMBOLS AND A KEY WHEN COMPARING AERIAL PHOTOS AND MAPS.
- DESCRIBE IMPORTANCE OF TRADE
- USE STATISTICS TO DRAW CONCLUSIONS ABOUT TRADE LOCATIONS

COMPOSITE: CHILDREN SHARE THEIR ACTION PLAN FOR SNELA BECOMING A FAIR TRADE SCHOOL