

## UKS2 EUROPEAN REGION

### Term 4

#### Unit Overview: UKS2 Geography

#### United Kingdom

National Curriculum Objectives	Substantive knowledge	Vocabulary																																																								
<ul style="list-style-type: none"><li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</li><li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li><li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; 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.</li></ul>	<ul style="list-style-type: none"><li>• I know the constituent countries of the UK and the difference in definitions of Great Britian, the United Kingdom and the British Isles.</li><li>• I can describe some cultural differences between the countries of the UK, including national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life.</li><li>• I can describe topographical similarities and differences between regions of the UK.</li><li>• I can use maps to examine the spatial distribution and historical development of settlements within the UK.</li><li>• I can suggest reasons for migration into the UK.</li><li>• I can compare two British cities and explore their economic differences.</li><li>• I can describe the different types of industry in the UK.</li></ul>	<table><tr><th>Locational terms</th><th>Geographical terms</th><th>Place names</th></tr><tr><td>National Park</td><td>Coastline</td><td>British Isles</td></tr><tr><td>Country</td><td>Mountain range</td><td>Great Britain</td></tr><tr><td>Region</td><td>River</td><td>United Kingdom</td></tr><tr><td></td><td>Landscape</td><td>London Array</td></tr><tr><td></td><td>Land use</td><td>Brighton</td></tr><tr><td></td><td>Human features</td><td>Birmingham</td></tr><tr><td></td><td>Physical features</td><td></td></tr><tr><td></td><td>Industry</td><td></td></tr><tr><td></td><td>Retail</td><td></td></tr><tr><td></td><td>Farming</td><td></td></tr><tr><td></td><td>Manufacturing</td><td></td></tr><tr><td></td><td>Tourism</td><td></td></tr><tr><td></td><td>Finance</td><td></td></tr><tr><td></td><td>Energy</td><td></td></tr><tr><td></td><td>Renewable</td><td></td></tr><tr><td></td><td>Nuclear power</td><td></td></tr><tr><td></td><td>Climate</td><td></td></tr></table>			Locational terms	Geographical terms	Place names	National Park	Coastline	British Isles	Country	Mountain range	Great Britain	Region	River	United Kingdom		Landscape	London Array		Land use	Brighton		Human features	Birmingham		Physical features			Industry			Retail			Farming			Manufacturing			Tourism			Finance			Energy			Renewable			Nuclear power			Climate	
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<ul style="list-style-type: none"><li>• <b>By the end of this topic: Children should know:</b></li></ul> <p>The location and principal features of the UK when seen at a range of scales, from the global to the immediately local. Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK. Ways in which the landscape of the region is used by people and affected by human activity (e.g. tourism).</p>		<p><u>Phonics focus</u></p> <p>isle / aisle</p> <p>sustainable / sustainability</p> <p>man/u/fac/tur/ing</p>																																																								
<p><u>Children should be able to:</u></p> <p>Interpret a range of maps of the UK and apply this information to their understanding of it (e.g political, relief and Ordnance Survey maps and those showing data such as population density, crop production and the natural environment). Use geographical vocabulary when describing key information about the UK. Describe and explain the sorts of industries in which people in the United Kingdom work.</p>	<p><u>Support</u></p> <p>Children will understand how a sketch map can show key features in an environment.</p> <p><u>Extend</u></p> <p>Children will relate the use of different energy sources to the UK’s landscape, comparing the energy use of other countries with different physical features.</p>	<p><u>Key People</u></p> <p>Cartographer George Coupland Thomas</p> <p>Nick Harris (CEO) Highways England</p>	<p><u>Extended writing</u></p> <p>Create a report for a European company wanting to set up business in the UK. Consider industry type, energy usage, land use, location.</p>																																																							

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<u>Weekly challenge “Thinking like a Geographer”</u> <ul style="list-style-type: none"><li>❖ Map Monday:</li><li>❖ Topic Tuesday:</li><li>❖ What if Wednesday:</li><li>❖ Travel Thursday:</li><li>❖ Find out Friday:</li></ul>	<u>Disciplinary knowledge</u> <ul style="list-style-type: none"><li>• Understand the different types of energy sources used in the United Kingdom.</li><li>• Evaluate the advantages and disadvantages of wind energy.</li><li>• Explore how maps are made?</li><li>• Use OS map symbols and evidence from maps, aerial images and other sources to find out about different areas.</li></ul>	<u>Fieldwork</u> <ul style="list-style-type: none"><li>• Investigate local buildings, land use, and local facilities.</li><li>• Design and conduct fieldwork interviews – Co Op land development of DA green land.</li><li>• Use a simplified Likert Scale to record their judgements of environmental quality.</li><li>• Collect, analyse and present quantitative data in charts and graphs: Changing land use.</li><li>• Conduct a transect to observe changes in buildings and land use.</li></ul>
<u>Map skills</u> <ul style="list-style-type: none"><li>❖ Use latitude and longitude on a globe and atlas.</li><li>❖ Create sketch maps using symbols and a key.</li><li>❖ Follow routes on maps, describing what can be seen.</li><li>❖ Use a range of maps: town planning maps, architects’ plans, flood maps, environmental maps etc...</li></ul>	<u>Deeper thinking. What if...</u> <ul style="list-style-type: none"><li>❖ What if wind farms were the UK’s only source of energy?</li><li>❖ What if there were no National Parks?</li><li>❖ What if London wasn’t the capital of England?</li><li>❖ How have places changed over time, including changes to land local to us?</li></ul>	
<u>British Values</u> <ul style="list-style-type: none"><li>❖ <b>Democracy:</b> Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.</li><li>❖ <b>Rule of Law:</b> Children think about moral law and the consequences of their actions on future generations.</li><li>❖ <b>Individual Liberty:</b> Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world.</li><li>❖ <b>Mutual Respect for and tolerance of those with different faiths and beliefs:</b> Pupils compare similarities and differences between their lives and those of others within the UK. We aim to disband stereotypes and foster a common respect for different cultures within our own country by learning about them.</li></ul>		
<u>Christian Values</u> <ul style="list-style-type: none"><li>❖ <b>Belonging:</b> Appreciate the diversity of cultures across continents.</li><li>❖ <b>Empowering:</b> Compassion and justice for all citizens of the world we live in.</li><li>❖ <b>Succeeding:</b> Make responsible choices to look after our environment and leave the planet a better place for future generations.</li></ul>		
<u>Case studies / examples</u> <ul style="list-style-type: none"><li>❖ Blackpool</li><li>❖ Birmingham</li></ul>	<u>Reading opportunities</u> <ul style="list-style-type: none"><li>❖ The UK Map book</li></ul>	<u>Reading support</u> <ul style="list-style-type: none"><li>❖ Word ban game Pictorial based weekly challenges</li><li>❖ Vocabulary mats</li><li>❖ Videos and photographic examples</li><li>❖ Writing frames</li><li>❖ Phonics teaching of key vocabulary</li></ul>
<u>Prior learning</u> KS1:	<u>Key questions</u>	<u>Future learning</u> UKS2:

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- Locate the **United Kingdom** on a World map and map of Europe. Identify the 4 countries of the UK and locate our home county. Identify the four capital cities of the UK and compare and contrast their human and physical features. Use maps, photographs and fieldwork to compare our local area to a capital city of the UK.
- Trace the outline of the UK **coast** on a map and identify human and physical features, locating the UK's islands. Explore UK coastal settlements: Southwold, Felixstowe, Tenby, Dover using photographs and maps.

##### **LKS2:**

- Recognise and explain how human activity affects **rivers** & recognise and explain how flooding affects communities: London and Gloucestershire.

##### **UKS2 (some):**

- Consider **tourism** in the Mediterranean region and study the climate of this area. Consider the environmental impact of tourism, both positive and negative.

- ❖ What is the difference between the UK, The British Isles and Great Britain?
- ❖ What does a typical political map of the UK look like?

- Explore the **mountain ranges** in the United Kingdom and the highest peaks in each UK country. Consider the environmental impact of the Three Peaks Challenge.

##### **Some:**

- Consider **tourism** in the **Mediterranean** region and study the climate of this area. Consider the environmental impact of tourism, both positive and negative.