



St Mark's C of E Primary School – Medium Term Planning

Geography: Cycle B Summer Term

KS1

Unit Focus: Comparing places

Rationale: Children are expanding their understanding of place starting with local area expanding to the UK and now exploring the wider world. Children will build upon the local knowledge of the area to include the Black Country beyond Pensnett and compare this to Sydney in Australia. Sydney has been chosen because it provides a contrast to the local area and is an area that is not returned to in UKS2.

NC Objectives: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use symbols to construct basic symbols in a key

Big Question: How does the Black Country compare to Sydney in Australia?

Resources for Unit		Atlases Access to online maps (Google Earth) Globes	
	Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	LO: To understand where the Black Country and Sydney are in the world.	Map work focus – locating on map of each continent, then locating places on world maps. Show both places on a globe.	Vocabulary: continent, hemisphere use global and continent maps Black Country in an area in England situated in Europe includes the areas around Dudley, Wolverhampton, Sandwell and Walsall Sydney is a city in Australia which is located in Oceania Sydney is the capital city of the area (New South Wales)

		https://www.youtube.com/watch?v=f0PvMmTAUAQ Australia Destination World National Geographic Kids https://kids.britannica.com/kids/article/Sydney/353832 Sydney	continents Large areas of land that are made up of lots of different countries the United Kingdom is in the Northern hemisphere. Sydney is in the Southern Hemisphere. the Black Country and Sydney are on opposite sides of the world. <p style="text-align: center; color: red;">Y2 retrieval opportunity: Continents of the World</p>
2	LO: To be able to identify physical features of the Black Country.	True / False oracy-based activities. Identify images. Locate places on local map. Creation of sketch maps with symbols.	Vocabulary: river, hill, season, weather, climate the river Stour flows through part of the Black Country. there are several hills in the area but no mountains. there is an extinct volcano in Pensnett (Barrow Hill) our seasons in a year here: Winter (December, January, February) Spring (March April May) summer (June, July August) Autumn (September, October, November) we have a temperate climate it does not get extremely hot or extremely cold and we have quite a lot of rain.
3	LO: To be able to identify physical features of Sydney in Australia.	True / False oracy-based activities. Identify images. Locate places on local map. Creation of sketch maps with symbols.	Vocabulary: mountains, river, beach, coast, cliff, sea, ocean, season, weather the Blue Mountains to the West. Sydney is on the coast. Sydney has a temperate climate, although overall it is generally hotter than the Black Country. Sydney has four seasons: Summer (December January February) Autumn March to May winter June to August Spring September to November. Sydney has beaches including Bondi beach and Palm beach. Sydney looks out to the Tasman Sea bordered by the Pacific Ocean. Sydney overlooks sandstone cliffs at Vaucluse. the Parramatta River runs through Sydney.
4	LO: To know some of the human features in the Black Country.	True / False oracy-based activities. Identify images. Locate places on local map. Creation of sketch maps with symbols.	Vocabulary: town, factory <ul style="list-style-type: none"> • A city is a settlement with clear boundaries, lots of buildings and lots of people. In the UK, it usually has a cathedral. • The city in the Black Country is Wolverhampton. Birmingham and Coventry are other cities which are close by. • There are lots of towns including: Dudley, Walsall, Stourbridge

			<ul style="list-style-type: none"> • Lots of people live in the Black Country. (1.371 million people) • There are lots of houses, lots of people work in the Black Country in factories, on farms, in offices and in shops • A mix of large urban and small rural areas
5	<p>LO: To know some of the human features of Sydney in Australia.</p>	<p>True / False oracy-based activities. Identify images. Locate places on local map. Creation of sketch maps with symbols. https://www.youtube.com/watch?v=DQ3OkS6ZxPs Sydney Harbour Bridge https://www.youtube.com/watch?v=fscBBdXRTDQ Sydney Opera House</p>	<p>Vocabulary: port, harbour, city</p> <ul style="list-style-type: none"> • Sydney is based around a harbour • Sydney is a city, lots of people live there. • There are lots of houses, shops • Lots of people live and work there • Famous landmarks include: the Sydney Opera House, • 5.312 million people live there • Mainly an urban area
6	<p>LO: To compare the similarities and differences between the Black Country and Sydney.</p>	<p>Sorting ideas. Venn diagram comparison.</p>	<p>Vocabulary: population</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both are in temperate climates • People living and working there • Both share urban qualities • Sydney and the Black Country have rivers associated with them <p>Differences:</p> <ul style="list-style-type: none"> • Sydney has a larger population than the Black Country • Sydney is surrounded a harbour • Sydney is coastal • Sydney has cliffs and mountains nearby. • The Black Country has some rural areas nearby

LKS2

Unit Focus: Merry Hill: Land use and the effect of trade

Rationale: Children have been expanding their knowledge of the local area of the West Midlands, exploring settlements and how it links to our area. They have been looking at agriculture across the UK and observed changes in land use from agricultural, the industrial to retail

NC Objectives: - describe and understand key aspects of:

- 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

Big Question: How have people affected our local land use?

Resources for Unit		OS Maps Atlases Laptops for GoogleMaps and GoogleEarth	
	Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	LO: To compare a site over time using maps.	See historical maps on TEAMS and associated photographs. https://maps.nls.uk/os/6inch-england-and-wales/	Vocabulary: industrial, agricultural, retail, steel works, shopping centre, manufacturing <ul style="list-style-type: none"> • Historical maps are a useful way to see how land has changed over time. • Round Oak Steelworks was established during the industrial revolution • Round Oak Steelworks closed down in 1982 • There was an area close to the steel works known as Merry Hill. It was considered a haven for nature and used recreationally by locals. • Merry Hill Shopping centre was built on the site. • There can be obstacles when changing land use.
2	L.O: To understand factors that can cause a change in land use.	<i>Link the land being used for a Steelworks to their Industrial Revolution knowledge – the Steelworks were well placed to take</i>	Vocabulary: profitable, redundant, unemployment, <ul style="list-style-type: none"> • Land use was predominantly manufacturing • Round Oak Steelworks employed thousands of local people over its 125 year history. • By the 1970s there was a fall in demand.

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		<i>advantage of the natural resources and the canal transport links.</i>	<ul style="list-style-type: none"> • By the 1980s it was cheaper to buy cheap steel from other countries rather than produce it. • If a company is not making enough money then it is not profitable and may be forced to close. • Closing the steel works meant that lots of people lost their jobs but they would have lost their jobs if the company would have closed anyway. • The government encouraged businesses to set up where there was lots of unemployment. The idea was to attract more manufacturing companies. No manufacturing companies were attracted to the Merry Hill site. • Merry Hill was intended to provide lots of jobs for the community through retail.
3	L.O: To describe the impact of a change of land use.		<p>Vocabulary: redevelopment, regeneration, revitalise, investment, brown field, green field</p> <ul style="list-style-type: none"> • Land use was predominantly retail • Brownfield sites are land that had been previously developed or was occupied by a previous structure. • Greenfield sites are areas of land which haven't been developed before such as; ancient woodland, farmland or grassland. • Regeneration is the process of redeveloping the land and revitalising the area by attracting economic investment <p>Pros:</p> <ul style="list-style-type: none"> • reduced pollution from manufacturing • attracts people and money to the area • improved transport links • retail job opportunities
4		https://www.slideshare.net/anicholls1234/out-of-town-shopping-centres Case Study of Impact	<p>Vocabulary: redevelopment, regeneration, revitalise, investment</p> <ul style="list-style-type: none"> • Brownfield sites are land that had been previously developed or was occupied by a previous structure. • Greenfield sites are areas of land which haven't been developed before such as; ancient woodland, farmland or grassland. • Land use was predominantly retail.

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			<p>Cons:</p> <ul style="list-style-type: none"> • Closure of small family run businesses. • Redundancies of steelworkers. • Destruction of wildlife area.
5	Proposed outreach visit from the Merry Hill team.		<p>The future of Merry Hill</p> <ul style="list-style-type: none"> • Tram links to Birmingham • Leisure centre facilities • 50 million pound facelift
6	<p>LO: To describe the wider impact of change in land use.</p>	<p>https://www.youtube.com/watch?v=yWHN84EO-9M Decentralisation on Birmingham</p> <p>https://www.slideshare.net/anicholls1234/out-of-town-shopping-centres Case Study of Impact</p>	<p>Vocabulary: high street, shopping centre</p> <ul style="list-style-type: none"> • Impact study on the effect Merry Hill had on the nearby towns. • When it first opened some of the large retail chains moved out of town into Merry Hill • Increase in visitors to the shopping centre, led to fewer people visiting local town centres. • The towns' most adversely affected were Dudley, Stourbridge, Halesowen, Kidderminster, West Bromwich, Brierley Hill and Cradley Heath. • The affect was increased because local towns started to charge for parking whereas it is free at Merry Hill.

UKS2

Unit Focus: What next? Our World's Challenges.

Rationale: Children have been learning about climate zones, biomes and vegetation belts and how this links to biodiversity. This unit is an opportunity to use geographical case studies from different parts of the world to explore how the earth is currently threatened. Throughout the unit children will compare case study areas when measuring impact of deforestation and climate change.

NC Objectives:

- Human and physical geography describe and understand key aspects of:
- physical geography, including: climate zones
- understand how some of these aspects have changed over time.

Big Question: What are the challenges facing the earth? And what can we do about it?

Resources for Unit		Access to online maps (Google Earth) Atlases	
	Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	LO: To understand why deforestation is happening.	https://www.youtube.com/watch?v=Ic-J6hcSKa8 Climate 101: Deforestation	Vocabulary: deforestation, palm oil, <ul style="list-style-type: none"> • Deforestation is when trees are cut down across a wide area. This land is then used for another purpose. • Trees are a valuable resource that is used for paper, building and firewood. • Sometimes trees are removed to clear the land for other crops/uses, or to improve the soil quality (slash and burn). • Large areas of the rainforest are being cut down to make way for palm oil trees.
2	LO: To explore the impact of deforestation.		Vocabulary: indigenous, <ul style="list-style-type: none"> • The rainforest is home to half of the world's plant and animal species. Their habitats are being destroyed by deforestation. Some may become endangered or extinct. • Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water. • Trees are an important part of the water cycle. Without them, there will be a lack of rain. • Deforestation also means that indigenous tribes are losing their homes. • Deforestation can affect the world's climates. (This will be studied in more detail later in the unit.)

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3	L.O: To discuss the wider impact of deforestation.	https://www.youtube.com/watch?v=fLTOWKnH0sA Deadly Dilemmas	Vocabulary: <ul style="list-style-type: none"> • Different people have different priorities for the rainforest. • Trees and land are a valuable resource.
4	LO: To understand how deforestation contributes to global warming.	https://www.youtube.com/watch?v=B5Fwl4P4EW8 The Tragedy of Deforestation https://www.youtube.com/watch?v=oJAbATJCugs Climate 101: Global Warming	Vocabulary: global warming <ul style="list-style-type: none"> • Forest loss and damage is the cause of (approximately) 10% of global warming • Global warming is contributing factor of climate change. • To understand the links between deforestation and climate change (burning of fossil fuels and how carbon dioxide is released – trees absorb carbon dioxide and release oxygen)
5	L.O: To understand the impact of climate change.	https://www.youtube.com/watch?v=G4H1N_yXBia Causes and Effects of Climate Change https://www.youtube.com/watch?v=yK52Nq7v6OM The Pizzly Bear https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/ What is climate change?	Vocabulary: climate change, fossil fuels <ul style="list-style-type: none"> • There are many factors which contribute to climate change: burning fossil fuels, cutting down forests, farming livestock. • Effects of climate change: Ice caps melting (tundra biome); Temperatures are becoming warmer; Precipitation is increasing (causing flooding and landslides) ; Droughts cause issues with food production; Loss of species (plants and animals); Loss of habitat; Changes in plants flowering; Oceans rising • Case study: Polar bears- sea ice melting cause habitat loss, starvation unable to hunt, cross breeding with bears as having to move further south (pizzly bears)
6	L.O: To explore what this means for our changing world and what can be done about it.	https://media.greenpeace.org/archive/-There-s-a-Rang-tan-in-My-Bedroom--Animation---Narrated-by-Emma-Thompson-27MZIFJWY4WSN.html There's a Rang-Tan in my Bedroom	Vocabulary: activist, <ul style="list-style-type: none"> • There are both natural and man-made factors which contribute to climate change. • People are raising awareness about climate change (charities, government) • Look at a map of the UK and global map rising sea levels

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		<p>https://coastal.climatecentral.org/map/6/-0.1519/52.6335/?theme=sea_level_rise&map_type=year&basemap=roadmap&contiguous=true&elevation_model=best_available&forecast_year=2090&pathway=ssp3rcp70&percentile=p50&refresh=true&return_level=return_level_1&rl_model=gtsr&slr_model=ipcc_2021_med</p> <p>Projected Sea Levels</p> <p>https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/greta-thunberg-facts/</p> <p>Greta Thunberg Facts</p>	<ul style="list-style-type: none"> • Companies advertise if they sustainable palm oil, Green Peace campaign. • Climate Change Act 2008 – UK government committed to cut emissions by 80% by 2050. • Notable activists raise awareness throughout the world: Greta Thunberg, David Attenborough. • Ways to help include: using renewable energy sources, improving farming and diets, restore nature to absorb more carbon, protecting oceans, reducing consumption, reducing plastic use.
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