

Question:

Inquiry based: Passport around the world

What makes a country appealing to live in?

National Curriculum Link

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.

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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. locate the world's countries, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

International Baccalaureate Learner Profile Link***Communicators***

How do express and present ourselves to others?

How can we communicate with others?

Open Minded

Taking other ideas and opinions on board

Working with others effectively

Giving and receiving feedback

Previous Learning

Year 5	<p>-Locate North America on a world map and explore the landscape.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn.</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK, with a focus on the Lake District (Field study)</p> <p>-Locate and identify a range of climatic, physical and human features, including the major cities on the Atlantic coast.</p>	<p>-Describe the location and main human and physical features of North America</p> <p>-Know the names of at least four countries in North America and the names of their capital cities.</p> <p>-Name the largest country in North America and the names of four other countries and their capital cities.</p> <p>-Name at least 5 states in USA, and compare the landscapes of different US states.</p> <p>-Compare New York state, New York City within our local area (Liverpool and Merseyside), focusing on the similarities and differences between states and counties in the UK.</p>	<p>-Explore the physical geography of the Rockies mountain range (USA).</p> <p>-Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>-Understand the differences in physical and human landscapes found in different US states: Physical – climate zones, biomes, mountains, volcanoes and rivers Human – types of settlement and land-use, with a focus on New York City.</p> <p>-Describe how Earthquakes occur,</p> <p>-Understand the effects of a recent Earthquake on the human population focus on the area. Evaluate the advantages and disadvantages of living near in an Earthquake zone.</p>	<p>-Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including Digimap, to explore Europe and the cities within different countries</p>
--------	---	---	---	--

New Learning

Year 6	<p>Collate all previous learning.</p> <p>Locate the world countries using maps to focus on the environmental regions</p> <p>Focus on India. Where in the world is India? Capital cities, climate. Major cities.</p> <p>Recognise, label and name all areas of UK including counties in England. (summer term)</p> <p>All children to have a sound understanding and able to locate seven continents and 5 oceans, confidently able to name each.</p>	<p>Describe the location and main human/physical features of area (s) studied</p> <p>Understand geographical similarities and differences in UK and a village in India</p>	<p>Investigate types of settlement, land use and focus on Fair trade.</p> <p>What is Fair trade?</p> <p>Distribution of natural resources. coco beans (with the focus on fair trade)</p> <p>Identify seasonal weather patterns (India and England)</p> <p>Understand the difference in human and physical geography and speak with confidence about these.</p>	<p>-Use sketch maps and digital technologies (Digimap) to record and present the human and physical features of the local area. (field study to New Brighton... Cross – curricular with history)</p> <p>Use aerial pictures. To research the areas</p> <p>Use simple compass directions and directional language. Describe routes on a map</p>
--------	---	--	--	--

Knowledge, Skills and Understanding

G1: Confidently locate country, of choice, on a map or globe and its surrounding oceans.

To understand that different countries can have different time zones and why.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

G2: Use inquiry skills independently.

To use mathematic skills to plan a family holiday on a budget.

Name the main lines of latitude and meridian of longitude

Give extended descriptions of the human features of different places around the world.

Choose the best way to collect information needed and decide the most appropriate units of measure

- G3: Confidently describe the human and physical features of chosen country.

Challenge

- Define geographical questions to guide their research?

Resources Suitcase, filled with holiday items, passport, clothes for both hot and cold holidays/hiking/pictures of different accommodation. PPT (shared drive) Immersion Room •	Website/Apps http://www.youtube.com/watch?v=d8D9OQPjZRI (travel report example)
	Extended Writing Opportunities Report: Ch to be given the opportunity to be a travel advisor, why someone would visit their country of choice
Suggested Quality Texts Norton, The travelling cat, Peter Gethers	Numeracy Skills Children to be given a budget to plan a family holiday to their chosen country. They must provide travel, accommodation, spending money and visits to tourist attractions such as theme parks
	WOW Experience Celebration Day: Children could create an international day within year 6. Create boards of countries to be displayed in the hall. Invite restaurants into school to create

	dishes from different countries. Dance companies.
Cross Curricular Links Computing: To create a Power point presentation to support report.	