

## Question: How do decide where to build a city?

### National Curriculum Link

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- physical geography, including: climate zones,
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### International Baccalaureate Learner Profile Link

**Communicators**

**Open Minded**

**Risk Taker**

### Previous Learning

	Locational Knowledge	Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Year 3	<p>-Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2).</p> <p>-Locate Europe on a world map – and its relative location to the UK – and identify some of its main characteristics.</p> <p>-Name 8 countries in Europe, and their capital cities.</p>	<p>-Understand the main human and physical features of the Mediterranean region of Europe, with a focus on Spain and understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines).</p> <p>-Know at least four main differences between daily life in Spain, Madrid and our local area.</p>	<p>-Describe how volcanoes are formed and the key features of volcanoes.</p> <p>-Understand the effects of a recent volcanic eruption on the human population focus on Pompeii and evaluate the advantages and disadvantages of living near a volcano.</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 <a href="#">Digimap</a>, to explore Europe and the cities within different countries</p> <p>Use compass directions (<a href="#">_</a> <a href="#">compasses</a>) <i>Follow on from year 2</i></p> <p>Give detailed instructions on a map. Directional instructions. NSEW, compass points.</p>

### New Learning

Year 4	<p>Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. (linked to climate zones in Y3).</p> <p>-Know how to locate South America on a world map.</p> <p>-Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon</p> <p>-Name the main features of a river, and the way that land use changes from the source to the mouth.</p>	<p>Name the major rivers in the UK, including the River Thames as well as the River Mersey.</p> <p>- Describe the key characteristics of Rainforest in <a href="#">Brazil</a>.</p> <p>- Explain the importance of the Amazon Rainforest on the wider continent of South America.</p> <p>-Understand the key differences between living in Liverpool and the Amazon region.</p>	<p>-Describe and explain how the water cycle works.</p> <p>-Identify the main courses of a river: the upper, middle and lower courses.</p> <p>*Describe and explain how humans pollute rivers (<a href="#">Environmental study</a>)</p> <p>*Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how people use rivers.</p> <p>Recognise and explain how human activities affect rivers, including pollution and dams.</p> <p>*Describe how flooding affects local communities living nearby rivers.</p> <p>- Recognise the different layers of life in a rainforest, considering biomes and vegetation belts.</p> <p>Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine.</p> <p>*Describe and explain the physical impacts of deforestation of the Amazon Rainforest.</p> <p>*Describe and understand the types of settlement found</p> <p>-Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions.</p>	<p>-Use the index in an atlas to locate the world's longest rivers.</p> <p>-Understand how to use digital mapping to locate satellite images of the world's major rivers.</p> <p>-Use an atlas to find and locate rivers in the UK, identifying the source and mouth of the river.</p> <p>-Use maps, atlases and globes to locate the countries of South America and describe features studied</p> <p>-Use digital/computer mapping to study the human and physical features of the Amazon region.</p>
--------	---	--	---	--

## Future Learning

## Future 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 (<a href="#">Field study</a>)</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 <a href="#">USA</a>, 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:</p> <p>Physical – climate zones, biomes, mountains, volcanoes and rivers</p> <p>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 <a href="#">Digimap</a>, to explore Europe and the cities within different countries</p>
--------	---	---	---	--

## Knowledge, Skills and Understanding

G1: Use maps, atlases globes, to locate country and its features. Use maps, atlases globes, to locate country and its features. Human geography, types of settlement, land use, economic activity Time zones

G2: Explain what attracts people to live in a city and why some people choose to like in a village/countryside. Explain how a locality has changed over time (eg Dubai) Research environmental issues. Explain how a locality has changed over time with reference to human features?

G3: Understand daily weather patterns/climate. Human and physical geography, eg land use, economy, natural disasters. Understand daily weather patterns/climate. Human and physical geography, eg land use, economy, natural disasters.

### **Challenge**

- Explain where they would prefer to live , city or countryside and why, using physical and human features. Can children plan a route to Dubai? (or chosen city?)

<b>Resources</b> Stimulus: Watch film about building Dubai, <a href="http://www.condohotelsdubai.com/articles/dubai-incredible.html">http://www.condohotelsdubai.com/articles/dubai-incredible.html</a> compare Dubai from 1990 to now. Guided Book, by Lonely Planet. Immersion Room	<b>Website/Apps</b> Stimuli <a href="http://www.youtube.com/watch?v=3-SRv6V44k4">www.youtube.com/watch?v=3-SRv6V44k4</a> ( <i>Dubai then and now</i> ) <b>Extended Writing Opportunities</b> How has Dubai changed since 1990 and for what reasons? (Report)
<b>Suggested Quality Texts</b> The building of America, Ware Thompson.	<b>Numeracy Skills</b> Research the Rivers in Europe that are located by/through cities. Ch to find out about the length of these rivers and create a data package.
	<b>WOW Experience</b> Architect: Create a scaled model of the Burji Kalifa. Using bamboo sticks and elastic bands
<b>Cross Curricular Links</b> Design Technology: model building ( wow Visitor)	

