

Question:

Where is it best to build a campsite?.

National Curriculum Link

* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied . 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 in particular area studied.

International Baccalaureate Learner Profile Link

Researcher. Investigating the Uk

Risk taker: Erecting tents

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 Digimaps, to explore Europe and the cities within different countries</p> <p>Use compass directions (see campsites) Follow on from year 2</p> <p>Give detailed instructions on a map. Directional instructions. NSEW, compass points.</p>

New learning

Year 2	<ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. -Name and locate the world's seven continents and five oceans. -Describe where different continents are located. <p>Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</p>	<ul style="list-style-type: none"> -Understand the human and physical geography of the UK and the local area (from Year 1). -Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of <u>Tacwara</u> and know that it is located near the Lake Patzcuaro and describe how people use the river and the issues the villagers now face (it is drying up) -Understand geographical similarities and differences of Liverpool and Mexico 	<ul style="list-style-type: none"> -Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> -Identify hot and cold places and locate these on a world map. -use world maps, atlases and globes to identify the 7 continents and 5 oceans. -use world maps to locate the continents of the world -Use aerial photographs to 'view from above' and recognise basic human and physical features. -Use and follow simple compass directions (NESW); -Plan and follow routes on a map using map symbols: <u>(to be developed further in year 3)</u> -Ask geographical questions - Where is it? What is this place like? How near/far is it? -Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
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Year 4	<ul style="list-style-type: none"> -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). -Know how to locate South America on a world map. -Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon -Name the main features of a river, and the way that land use changes from the source to the mouth. 	<ul style="list-style-type: none"> -Name the major rivers in the UK, including the River Thames as well as the River Mersey. - Describe the key characteristics of Rainforest in <u>Brazil</u> - Explain the importance of the Amazon Rainforest on the wider continent of South America. -Understand the key differences between living in Liverpool and the Amazon region. 	<ul style="list-style-type: none"> -Describe and explain how the water cycle works. -Identify the main courses of a river: the upper, middle and lower courses. *Describe and explain how humans pollute rivers (<u>Environmental study</u>) *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. Recognise and explain how human activities affect rivers, including pollution and dams. *Describe how flooding affects local communities living nearby rivers. - Recognise the different layers of life in a rainforest, considering biomes and vegetation belts. Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine. *Describe and explain the physical impacts of deforestation of the Amazon Rainforest. *Describe and understand the types of settlement found -Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions. 	<ul style="list-style-type: none"> -Use the Index in an atlas to locate the world's longest rivers. -Understand how to use digital mapping to locate satellite images of the world's major rivers. -Use an atlas to find and locate rivers in the UK, identifying the source and mouth of the river. -Use maps, atlases and globes to locate the countries of South America and describe features studied -Use digital/computer mapping to study the human and physical features of the Amazon region.
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Knowledge, Skills and Understanding

G1: Study local maps and Ariel maps of the local area and make comparisons to North Wales. use maps, atlases, globes and digital/computer mapping to locate area studied. Use, 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 in particular area studied. G2: Explain why campsites are a needed and who would use them and why.

Describe what facilities are needed at a campsite?

Discuss local area, why would someone want to holiday in Liverpool?

Where would it be best to build a campsite and why?

G3. Discuss what the human and physical features are of a North Wales, campsite and Liverpool.

Challenge

Resources

. Camp Boucher's

Tent (used as a stimulus)

Chatta

Website/Apps

www.tes.co.uk/.../Yr-5-6-NF-Unit-1A-Instructions-Camping-6055112

www.ukcampsite.co.uk/sites/county.asp?region=Wales

Extended Writing Opportunities

Persuasive text; why would you want to stay on a campsite?

To write a camp story (Pod Cast)

Suggested Quality Texts
Curious George goes camping.
H.A Rey

When we go camping.
Margreit Ruus

Numeracy Skills

Use compass skills to locate and identify symbols on a map.

WOW Experience

Field Study in North Wales.

Visit Sefton Park and make their own campsites.

Cross Curricular Links : Sketching campsites. **Computing:** Design a poster to advertise their own campsite. **DT:** erect a tent/design unique tent they could use on a family holiday