

## Geography: UK2 (Cycle A) Autumn term Robin Hood's Bay

### Key activities that MUST take place:

- 1) Residential visit to Robin Hood's Bay in order to conduct field work to make comparisons with local area.
- 2) Land use survey of street in Scunthorpe and Robin Hood's Bay.
- 3) Study a coast. Explore how the sea shapes a coast, how to prevent coastal erosion.



### Key Learning:

By the end of this unit children should be able to:

- 1) Know and use the eight points of a compass; four and six grid references. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 2) Use symbols and key (including use of Ordnance Survey Maps) to build knowledge of the United Kingdom.
- 3) Name and locate countries 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.
- 4) Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- 5) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom..
- 6) Describe and understand key aspects of physical geography of a coastal region and industrial town.
- 7) Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including ener-

### Key Vocabulary:

- **Topography** (noun) is the physical appearance of the natural features of an area of land, especially the shape of its surface.
- **Land use** is the purpose for which an area of land is used by humans. E.g. forests, cropland, urban settlement.
- **Settlement** (noun) is any form of human dwelling: a single home to a large city.
- **Coastal erosion** is the wearing away of rocks, earth, or sand on the beach which can change the shape of the coastline.

### Links to learning:

Google maps: <https://www.google.com/maps>

<https://www.3dgeography.co.uk/coastal-geography> <https://www.geographyinthenews.org.uk/issues/issue-27/why-is-the-risk-of-coastal-flooding-increasing/ks2/> <https://www.youtube.com/watch?v=J-VzLG15yMQ> <https://www.bbc.co.uk/bitesize/clips/z4jfb9q> <https://www.bbc.co.uk/bitesize/clips/zc2pvcw>

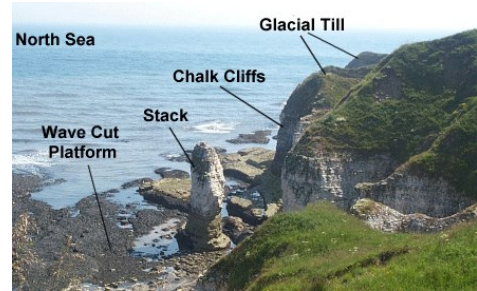
<https://www.3dgeography.co.uk/coastal-geography> <https://www.bbc.co.uk/bitesize/clips/zc2pvcw>

# Geography: UKS2 Spring term planning (Cycle A)

## Investigating Coasts

### Key Vocabulary

Coast	The boundary between land and sea.
Coastal erosion	The wearing away of rocks, earth, or sand on the beach which can change the shape of the coastline.
weathering	Breaking down or dissolving of rocks and minerals on the earth's surface.
deposition	The dumping of rocks.
cave	A natural underground void, often formed by weathering.
beach	A strip of land which lies along the edge of the ocean, made from materials such as sand, pebbles and rocks.
cliff	A steep rock face often on a coastline.
stack	A large stack of rock in the sea, separate from the main shoreline.
headland	Also known as head, is a coastal landform. An area of hard rock that extends into the sea.
sediment	A natural material that is broken down by the process of erosion and weathering.
groyne	A low wall or barrier built out into the sea from a beach.
gabion	A container filled with earth, stones and other materials used to form a barrier.



### Key activities that MUST take place:

1. Find out what coasts are and how they are formed; including locating coastal areas they have visited within UK, using a map.
2. Identify and name physical features created by coastal erosion e.g. caves and stacks and how it affects coastlines.
3. Explore how landforms change due to the physical process of weathering.
4. Changing coastlines- explore how Spurn Point has changed overtime and how it might look in the future.
5. Identify different types of beaches
6. Identify and describe different methods to prevent coastal erosion- prevention strategies.
7. Use maps, atlases and globes throughout lessons to locate local coasts and their features.

### Geographical Skills

(By the end of the term children should be able to...)

G1: Name key topographical features (coasts, rivers) and understand how some of these have changed over time.

G3: Describe and understand key aspects of human and physical geography (coasts, rivers, erosion, weathering, prevention strategies)

### Links to learning:

Google maps: <https://www.google.com/maps>

Digimaps: <https://digimapforschools.edina.ac.uk>

# Geography: UKS2 Spring term planning (Cycle A)

## North and South America- digging deeper into Brazil.

### Key Vocabulary

climate	The long term prevalent weather conditions of an area, determined by latitude, altitude etc.
time zone	A region throughout which the same standard time is used.
altitude	the height of an object or point in relation to sea level or ground level.
latitude	The angular distance of a place from the equator
topographical	Relating to the physical features of an area of land e.g. its hills, valleys and rivers.
mountain range	A landform. A mountain range or hill range is a series of mountains or hills arranged in a line and connected by high ground.
biome	A major ecological community, extending over a large area and usually characterized by a dominant vegetation. E.g animals, plants etc
vegetation belt	Plant life as a whole within a certain area.
equator	An imaginary line around the middle of the Earth at an equal distance from the North Pole and South Pole.
hemisphere	One half of the Earth e.g. northern or southern
River basin	The portion of land drained by a river



### Key activities that MUST take place:

1. Locate North and South America on a map and a globe and some countries within these. Describe the geographical location of either North or South America. Use compass points to describe the location of North/South America in relation to the UK.
2. Identify key human and physical features within North and South America- in particular rivers, mountain ranges and well-known landmarks. Give a reasoned judgement regarding the importance of the Panama canal.
3. Explore time zones of Brazil and compare these to time zones around the world.
4. Describe and understand climate zones and biomes within Brazil. Explore the Vegetation belt within Brazil.
5. Compare geographical similarities and differences from a region within the UK to a region within Brazil, discussing human and physical geography
6. Synthesise and justify why the Amazon river is important; making links to both human and physical geography e.g. topography.

### Geographical Skills

(By the end of the term children should be able to...)

**G1:** Locate the world's countries, using maps to focus on North and South America concentrating on the environmental regions, key physical and human characteristics, countries and major cities.

**G2:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.

### Links to learning:

Google maps: <https://www.google.com/maps>

Digimaps: <https://digimapforschools.edina.ac.uk>

<https://kids.nationalgeographic.com/geography/countries/article/brazil>