

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Geography KS1 Unit 3 Year 2

Comparative Study Area in UK & Non- European Country

*Enquiry Question - How is Warrington similar or different to Sao Santos?*

NC/PoS:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- 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

### **Human and physical geography**

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- 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 simple compass directions (North, South, East and West) and 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Prior Learning** (what pupils already know and can do)

Children know the name of their school and know they live in a town called Warrington. Children know they live in the country of England and we have 4 seasons and weather can be hot and cold, dry and wet.

### **End Points** (what pupils MUST know and remember)

Know that Warrington is a town in the UK and Sao Santos is a city in Brazil.

Know that human features are made or built by humans; buildings, roads,

Know that physical features are natural; seas rivers mountains, animals, climate

Identify Human Features in Warrington - **Callands Primary School**, Train Stations (**Bank Quay, Central, Birchwood, Padgate, Warrington West**), Warrington Bus Station,

Warrington Hospital, houses, **ASDA Westbrook**, Unilever factory, Town Hall/Golden Gates,

**Gulliver's World**, Manchester Ship Canal, Sankey Canal, **Parish Church of St Elphin**,

**Halliwell Jones Stadium**, **Pyramid Arts Centre**, **Parr Hall Concert Hall**, **Warrington**

**Transporter Bridge**, **Europa Business Park**.

Identify Physical Features in Warrington– River Mersey, Sankey Valley Park, Sankey Brook, **Risley Moss**, **Paddington Meadows**, **Rixton Clay Pits**.

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Know key features of Warrington and Santos that are the same and different – Weather/Climate, Trade, Human and Physical features, Settlements.  
Know how to use different maps to locate key features and places  
Know how to use 4 compass points and directional language  
Know that field work is going outside to find out about a place

Know what weather and climate mean

### Key Vocabulary

human physical, physical feature, wood, forest, mountain, river, factory, canal, brook, directional language, near, far, left, right, field work, investigation, local environment, symbols, key, north, south, east, west, compass, route, map, aerial view, land usage, transport, commercial, industrial, residential, climate, urban, rural, UK, climate, season, weather, temperate, seasons, Equator, country continent, trade, population, settlement

NOTE: Session 1/ 2 are designed to be repeated as an introduction to KS1 geography or a staging point review. Within the review stage a revisit of key skills concepts is sufficient.

Each unit must be taught within the identified year in the consecutive sequence indicated. Specific substantive and disciplinary knowledge has been repeated; Mapping, Human and Physical features to ensure children are able to have prior knowledge to be able to access appropriate learning. This has ensured sufficient time and repetition to embed learning has been planned for

### Session 1:

What is a map? They can be drawings or models. Why are they useful? They help us find things; they can help us find our way using directions. A compass is a tool that helps us find out which direction we are facing. How we follow a map. Build an awareness of hand drawn maps before moving on to creating their own as introduction to more formal standardised mapping of later in KS2 (OS maps and digital). Draw their own maps; table top and objects/ classroom/map school environment/ map local area. Learning different scales by locating their school/ to Warrington to north of England within the UK in the world.

Look at different types of maps and why we have them; Map as drawings, picture maps aerial, ordinance, world map. Introduce directional language and a simple concept of scale.

Interesting Fact; The oldest map ever found is of the stars drawn as dots Discovered in cave LASCAUX in France thought to be over 16,000 years old

Vocabulary: symbols, key, north, south, east, west, compass, route floor, map aerial, UK map, ordinance map, left, right.

### Session 2:

Through the context of school grounds and Warrington look at the local human physical features children can see.

What is a Human feature? A human feature are things that are made or built by humans; buildings, roads. Look at human features in Warrington; Land usage; transport; roads canals railway; residential, their home houses on the street, commercial shops nearby, industrial, factories industrial units nearby.

What is a physical feature? A physical feature is natural; seas rivers mountains, animals, climate. Look at physical features in their local area river, physical features by the sea, mountains nearby, animals that live near them, weather. Locate these features on a map.

Children explore the school environment and grounds identifying features, then broadening it out to walking visit to area immediately surrounding the school. Children will

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be given opportunities to explore and make observations to think like a geographer asking geographic questions about the world they encounter "What do I like? Don't like? How do I feel about this? Where is this place? What is it like? How is it changing? "

*(Identify Human Features- Callands Primary school, Bank Quay train station, Warrington bus station, Warrington hospital, houses, Lidl, Unilever factory, Town Hall/Golden Gates, Recycling Centre, Manchester Ship Canal, Sankey Canal.)*

*(Identify Physical Features– River Mersey, Sankey Valley Park, Sankey Brook, Vegetation)*

Vocabulary: shop, factory, station, forest, wood, river, sea, brook, canal, mountain, hill, weather, land usage, transport, commercial, industrial, residential, climate, urban, rural.

### Session 3:

What is field work? Field work is when you find things out about a place - an investigation. Before you start field work you must decide what you want to find out. Think of questions to ask, your focus for the investigation within the above themes for the areas you are going to investigate.

Using a map of Warrington and a map of Santos – compare and contrast features. What do these maps tell us about the 2 locations? Use Digimaps and Google Earth to support this.

Local walk/Walk to town centre – Identify human and physical features and locate on map. Collect data in a table. e.g. how many people, shops, bus stops, offices, factories, vehicles etc. What does this data tell us about the location? Busy, quiet, noisy, traffic, pollution etc

Vocabulary: field work, investigation, local environment, pollution, physical and human features

### Session 4:

What is a comparative study? To examine, compare and contrast information on physical and human geography small area in UK Warrington and Santos in Brazil.

What is similar and different between UK and Brazil.

Using the globe and world map show that the UK is in Europe in the northern hemisphere, whilst Brazil is in South America and lies mostly in the southern hemisphere. Due to its position over the equator, most parts of Brazil are much warmer than the UK mainly hot and dry. The UK has a temperate climate whilst many parts of Brazil do not have clear seasons. Locate equator, hemispheres and lines of latitude and discuss impact of this on climate.

**Brazil** is the largest country in the continent of south America and is nearly as big as the whole continent of Europe. It borders with every south American country except Chile and Ecuador. The river Amazon flows through Brazil and is the 2<sup>nd</sup> longest river in the world. It has 60% of the Amazon Rainforest. Animals such as Jaguars, sloths and piranhas live in the river and jungle around it. It does have different types of weather rainy within central and northern Brazil.

**UK** is one of the smaller countries in the continent of Europe. It does have different types of weather colder in the north and hotter in the south. It is made up of 4 countries. It is an Island. UK has mainly lowland terrain (hilly rarely flat) with mountainous terrain mainly in Scotland and Wales. It has forests and lakes and lush green fields. It is an island and has third longest coastline in Europe.

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Vocabulary: continent, country, aerial view, temperate, tropical, rainforest, river, terrain, mountains, settlements, trade, north, east, south, west, comparison, similar, different, hemisphere, southern, northern, biome, Equator, lines of latitude

Session 5:

**UK, Warrington.** Where is it on a map? North of England. Explore how physical features supported development of human features; Weather is temperate climate warm summers cool winters, mainly wet good fertile growing area. Founded near river Mersey by romans settlement. Mainly urban residential area. Historical significance English Civil war last Royalist victory battle of Warrington Bridge. Industrialisation became a manufacturing town in, textiles and chemical industries, navigational properties, Mersey and canals economy grew and town, with steam engines and train network increased transport and a source of power for the mills. During Second world war largest US base, Burtonwood. Became a new town 1968, heavy industry declined and replaced by distribution (one of biggest in world) and new technologies.

**History** change over time explore through maps over time and how they chart the changes, exploring geographic concept of inter- connectedness of human and physical geography change

Vocabulary: continent, country, aerial view, temperate, river, terrain, mountains, settlements, trade, north, east, south, west, comparison, similar, different, hemisphere, southern, northern, biome, Equator, lines of latitude

Session 6:

**Brazil, Santos;** Where is it on a map? The south of Brazil and founded in 1546 by the Portuguese as a trading village, trading mainly in coffee, largest port in Brazil/ South America. Located on the island of Sao Vicente and mainland peninsula. Historical significance, home of coffee as once world coffee prices were negotiated. Wealth brought by coffee, and other food and textile exports, the village grew to a city with development of canals and railway for transport. Main industry light crude oil discovered in 2006 and tourism; beautiful beaches. It is mainly on a flat plain with some isolated hills. The flat region is devoid of native vegetation, with some remnants of mangroves. The hills are covered by the native Atlantic Forest but risk of deforestation, poses risk of landslides due to over farming, bananas. Main water way cuts the island in 2(Rio de Sao Jorge) suffers significant pollution due to proximity of slums. Climate tropical rainforest with no real seasons

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Vocabulary: continent, country, aerial view, tropical, river, terrain, mountains, settlements, trade, pollution, north, east, south, west, comparison, similar, different, hemisphere, southern, northern, biome, Equator, lines of latitude

Session 7:

Fieldwork

Before you start field work you must decide what you want to find out. Think of questions to ask, your focus for the investigation within the above themes for the areas you are going to investigate.

Using VR headsets or google earth explore Brazil and Santos.

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What is Santos like? What physical and human features can you see? How do you feel about this place? Does it look like a nice place to live? Why/why not?

Vocabulary: field work, investigation, local environment, human and physical

Future learning this content supports:

The content of this unit will support future units on South America and future units on comparison studies.