Glue in your cover page.

Spring Term: 1st Half

Geography

Programme of study:

- Name and locate counties and cities of the United Kingdom
- Describe, compare and give reasons for different weather in a region of the United Kingdom, a region in a European country, and a region within North or South America the different weathers
- Describe key physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Locate countries on a map and describe key physical features.
- Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude
- Using an Ordnance Survey map 1:50,000;
- Explain a range of OS symbols and key
- Four figure grid references
- Begin to demonstrate an understanding of the eight points of a compass
- Compare and contrast human and physical features using terrestrial, aerial and satellite photographs
- Observe and measure
- Demonstrate an understanding of recording, presenting and interpreting data

Stick in your new knowledge organiser.

Wild Weather

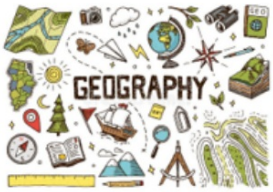
Types of weather	
Flooding	
Thunder and lightning	
Tornado	
Hurricane	
Drought	
Blizzard	

Key vocabulary	
Human geography	How human activity affects or is influenced by the Earth's surface.
Physical geography	Natural features of the Earth's surface.
Longitude	Imaginary lines that run around the Earth vertically (up and down) and meet at the North and South Poles.
Latitude	Imaginary lines that run around the Earth horizontally (across) parallel to the Equator.
Equator	An imaginary horizontal line around the middle of Earth halfway between the North Pole and the South Pole.
Capital city	A capital is a city where a region's government is located.

Glue in and complete your pre-topic assessment

What I know now:

What I currently know:



Our class text

Glue in and complete your key concepts sheet

Area of geography	Your understanding
Location knowledge	
Place knowledge	
Human and Physical geography	
Geographical skills and fieldwork	

Wild Weather: 6 Big Questions

What?

Where?

Who?

Why?

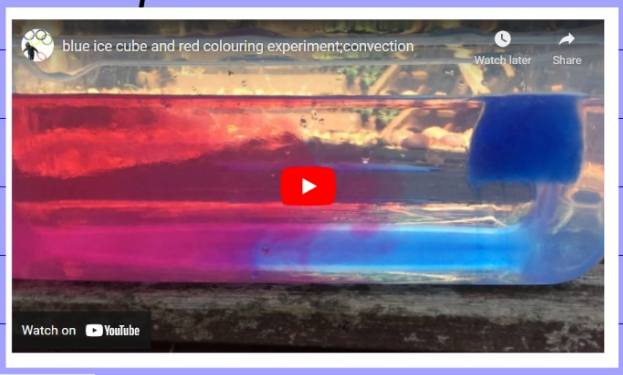
How?

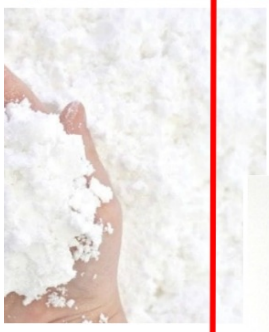
When?

eteachers.
veather-

Thursday 6th January

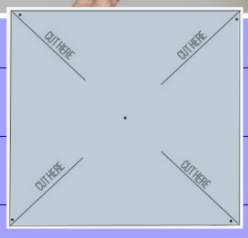
Memorable Experience

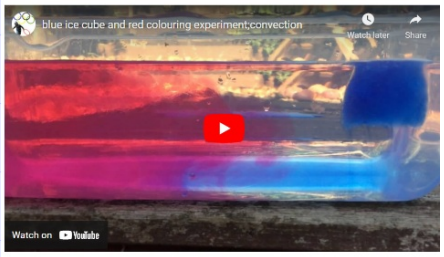




plastic cup or glass jar,
oloring.

ıp with water. Squirt shaving
louds. Explain that when
y with water, it rains! Then
on top of the cloud, and





What you need: Clear plastic container (size of a shoebox), red food coloring, ice cubes made with water and blue food coloring.

What to do: Fill the plastic container two-thirds full with lukewarm water. Let the water sit for a minute to come to air temperature. Place a blue ice cube at one of the container. Drop 3 drops of red food coloring into the water at the opposite end of the container. Watch what happens! Here's the explanation: the blue cold water (representing a cold air mass) sinks while the red warm water (representing the warm, unstable air mass) rises. This is called convection and the warm air is forced to rise by the approaching cold front, and the thunderstorm forms.

eed: Frozen baking soda, cold water,
irt bottles.

: Start by mixing two parts baking soda
rt water to make fluffy, moldable
Then, pour vinegar into squirt bottles
squirt their snowballs. The reaction
e baking soda and vinegar will cause
lls to fizz and bubble. For a snow
our vinegar into a tub, then drop a

What you need: Two 2-liter clear plastic bottles (empty and clean), water, food coloring, glitter, duct tape.

What you do: Fill one of the bottles two-thirds full of water. Add food coloring and a dash of glitter. Use duct tape to fasten the two containers together. Make sure to tape tightly so that no water leaks out when you turn the bottles over. Flip the bottles so that the bottle with the water is on top. Swirl the bottle in a circular motion. This will create a vortex and a tornado will form in the

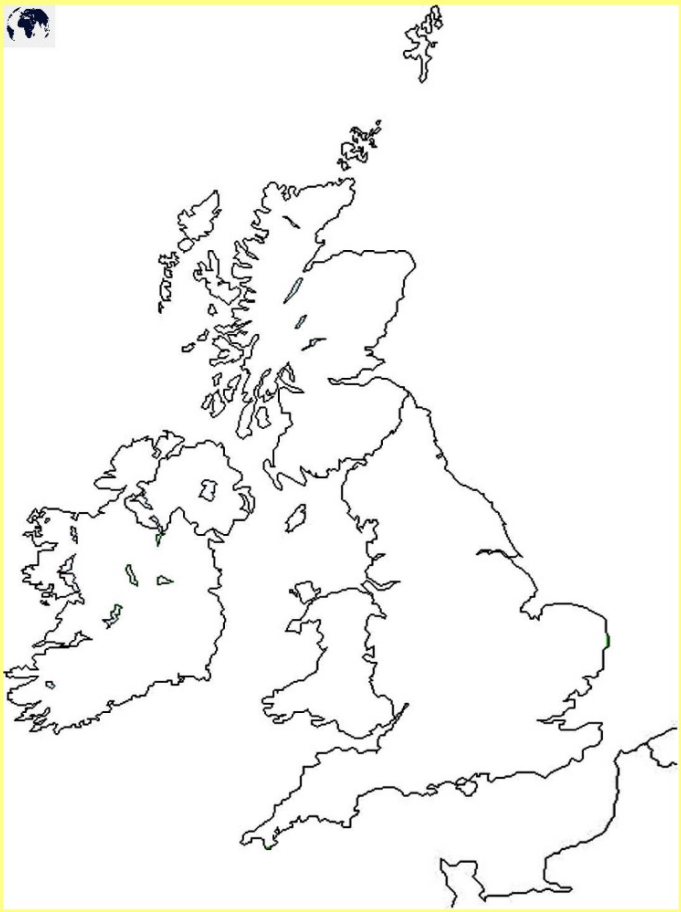
Friday 7th January

LO: To identify places in the United Kingdom and the weather there.

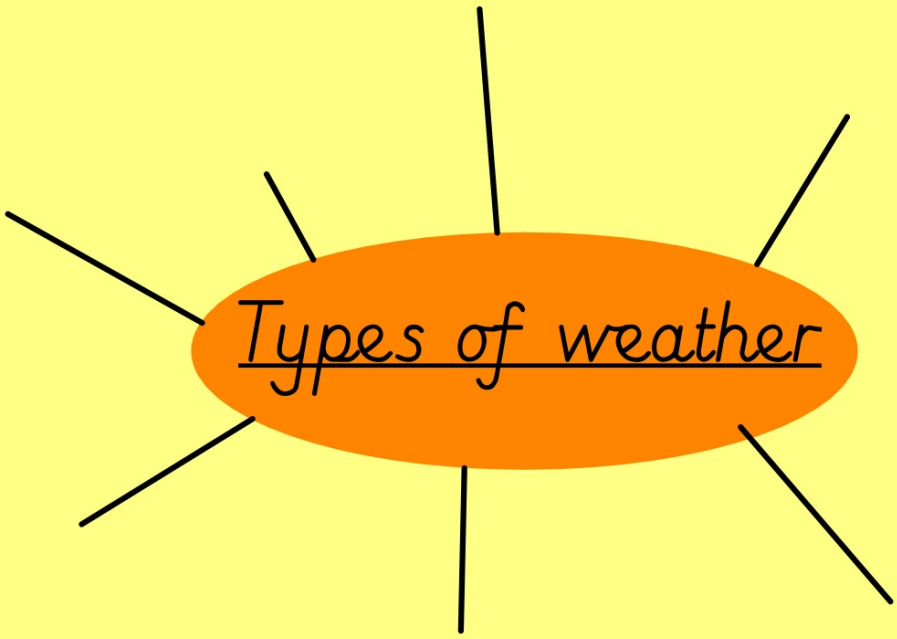
Temperature (°C)	Description

Take temperature of outside

Use an atlas to name and locate the countries and capital cities of the United Kingdom.

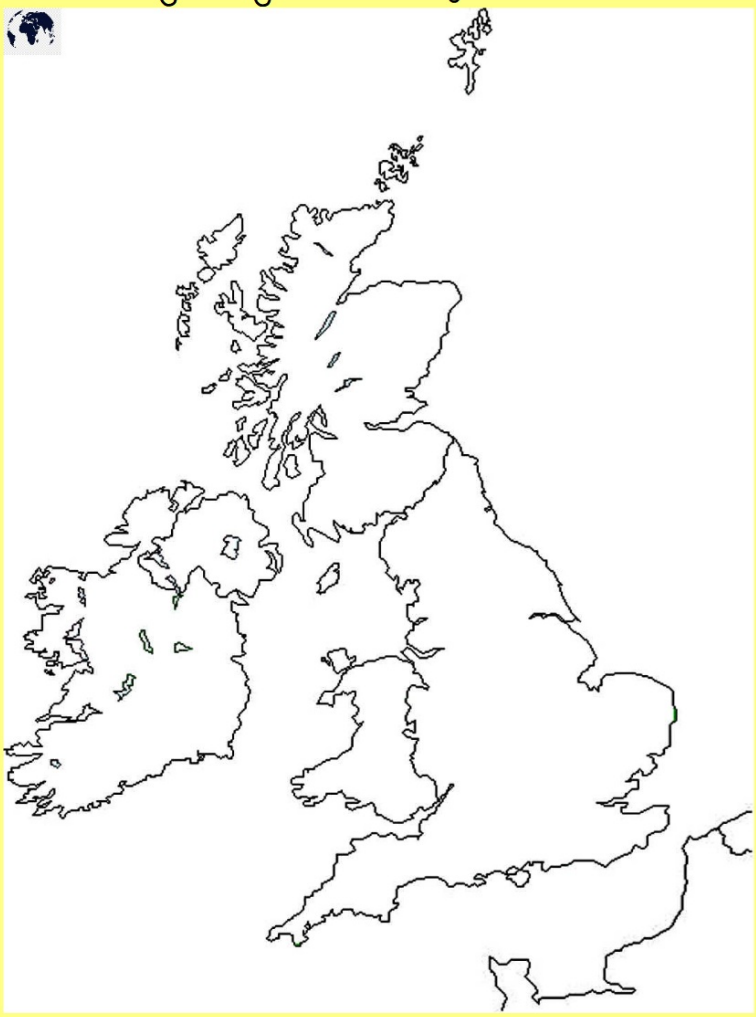


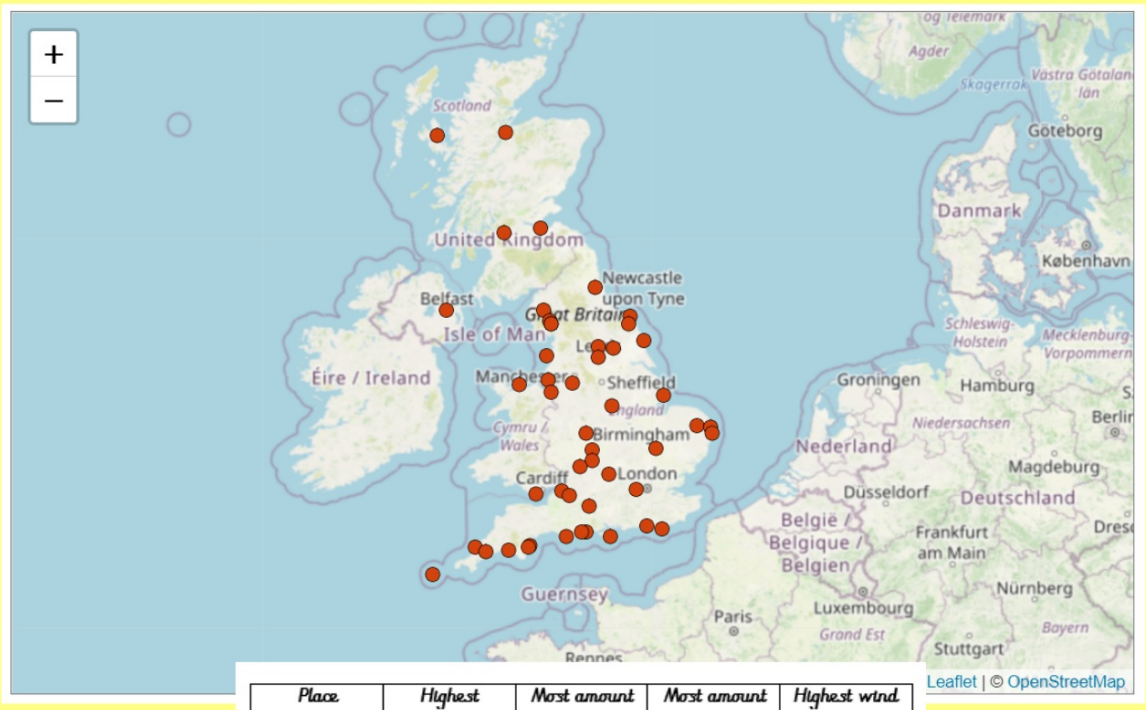
Did you get them right?



Identify wild weather and everyday weather

Where is most likely to get each of these weathers in the UK?

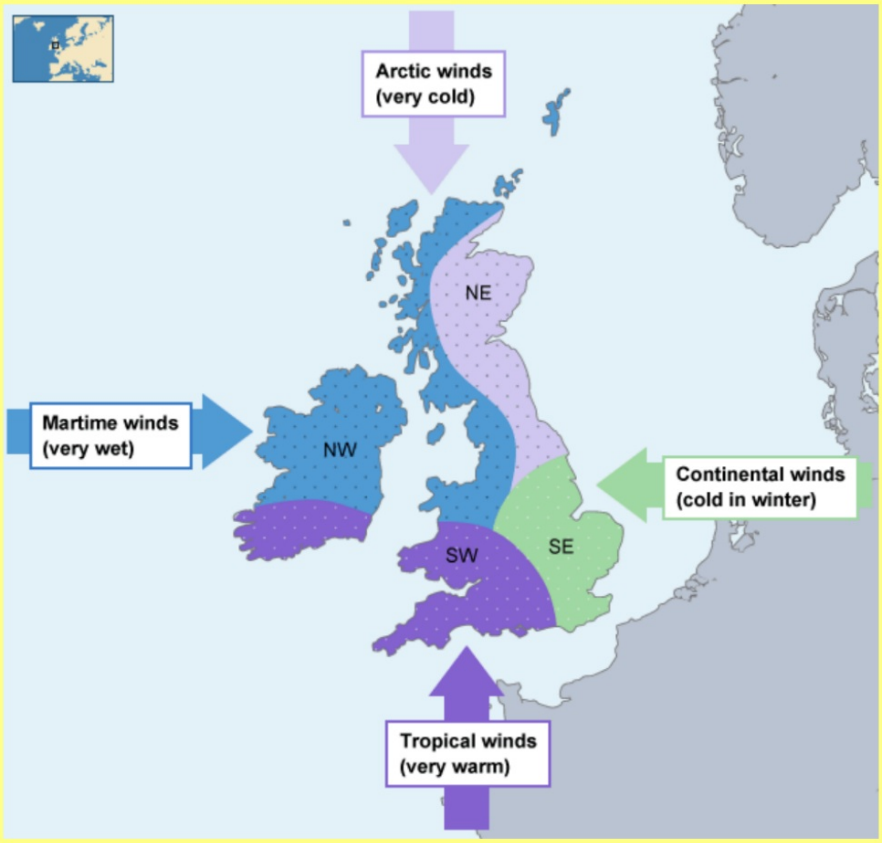




Place	Highest temperature	Most amount of rain	Most amount of sunshine	Highest wind speed
Edinburgh				
Cardiff				
London				
Belfast				

Why do you think the weather is different in different parts of the UK?

Arctic Ocean
Greenland
Iceland
Alaska (US)
Canada
Norway
Sweden
Finland
Russia
United Kingdom
Ireland
Poland
Ukraine
France
Kazakhstan
Mongolia
United States of America
Portugal
Spain
Italy
Turkey
Uzbekistan
Kyrgyzstan
Turkmenistan
Tajikistan
N. Korea
S. Korea
Japan
China
North Pacific Ocean
North Atlantic Ocean
Morocco
Tunisia
Syria
Iraq
Iran
Afghanistan
Pakistan
Nepal
Bhutan
Bermuda
Algeria
Libya
Egypt
Saudi Arabia
Oman
India
Taiwan
Hawaii (US)
Mexico
Cuba
Bahamas
Mauritania
Mali
Niger
Chad
Sudan
Yemen
Burma
Laos
Thailand
Vietnam
Philippines
Guam
Costa Rica
Panama
Venezuela
Guyana
Nicaragua
Ethiopia
Somalia
Malaysia
Palau
Micronesia
Colombia
Ecuador
Kenya
Indonesia
Papua New Guinea
Brazil
Peru
Tanzania
Angola
Zambia
Madagascar
Vanuatu
Fiji
Bolivia
Paraguay
Namibia
Botswana
Mauritius
Indian Ocean
Australia
New Caledonia
South Pacific Ocean
South Atlantic Ocean
South Africa
Chile
Uruguay
Argentina
New Zealand
Southern Ocean
Antarctica


Arctic winds
(very cold)
NE
Martime winds
(very wet)
NW
Continental winds
(cold in winter)
SE
SW
Tropical winds
(very warm)

In your books:

Summarise the weather in the United Kingdom and give a reason(s) for why it is different.

Add in what you have learnt from this lesson.

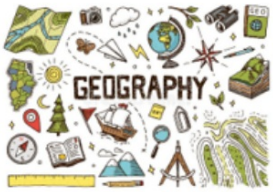
What I know now:

4 countries in U.K.

Cardiff is wettest

Scotland coldest (close to Arctic)

What I currently know:



Our class text

Monday 10th January

LO: To find countries and capitals using maps.

Temperature (°C)	Description
10°C	grey cloudy little bit of rain

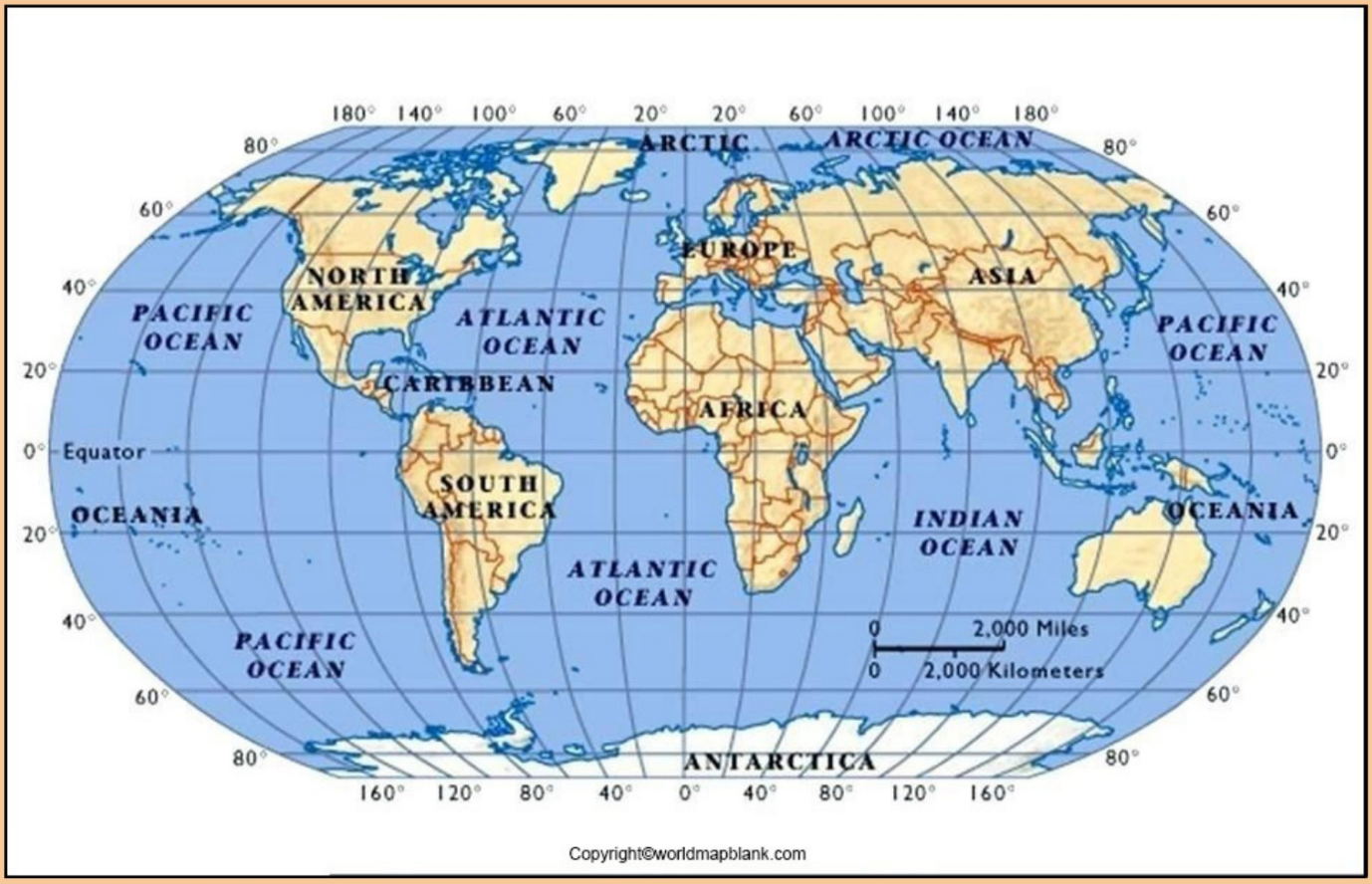
Take temperature of outside

What is latitude and longitude?

To help locate where a place is in the world, people use imaginary lines:

To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.

To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.

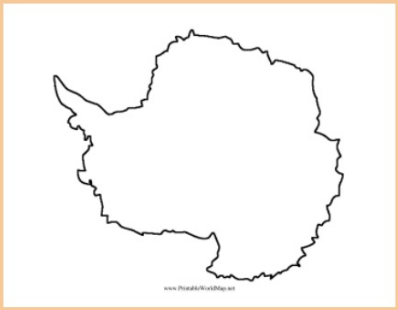


What can we see here?

Discuss the equator and climate.

Do we know the 7 continents?

In pairs, you have 5 minutes to list as many countries of the continents as you can.

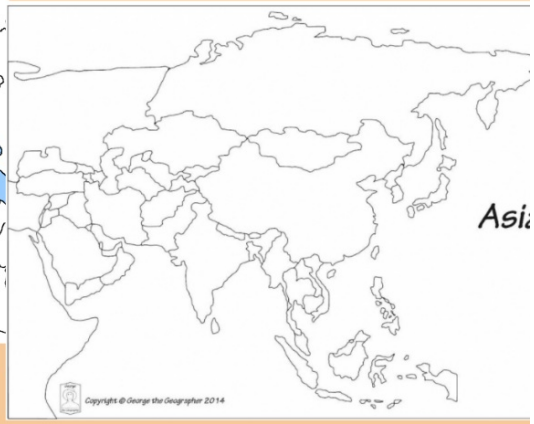


Antarctica

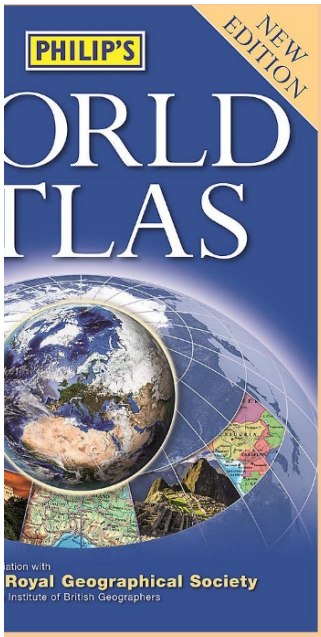
Antarctica is unique as it doesn't have any countries at all! It also doesn't have a native population.

Oceania

Oceania is made up of 14 islands.



What can you see here? What can't you see here?



Colour in coutry - black pen name capitals with colour dot

oups, you will need to use the atlases, google maps and itte images to locate 5 countries and their capital cities on continent.

ur in your country choice, in black pen and CAPITALS the country name. Use a felt pen to draw a dot and use ue pen to write the name of the capital.

Using your laptops as a group, find out the climate of your continent.

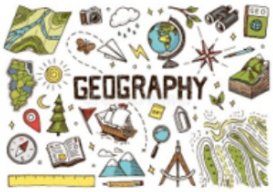
Add in what you have learnt from this lesson.

What I know now:

North America
Canada - Ottawa

7 continent

What I currently know:



Our class text

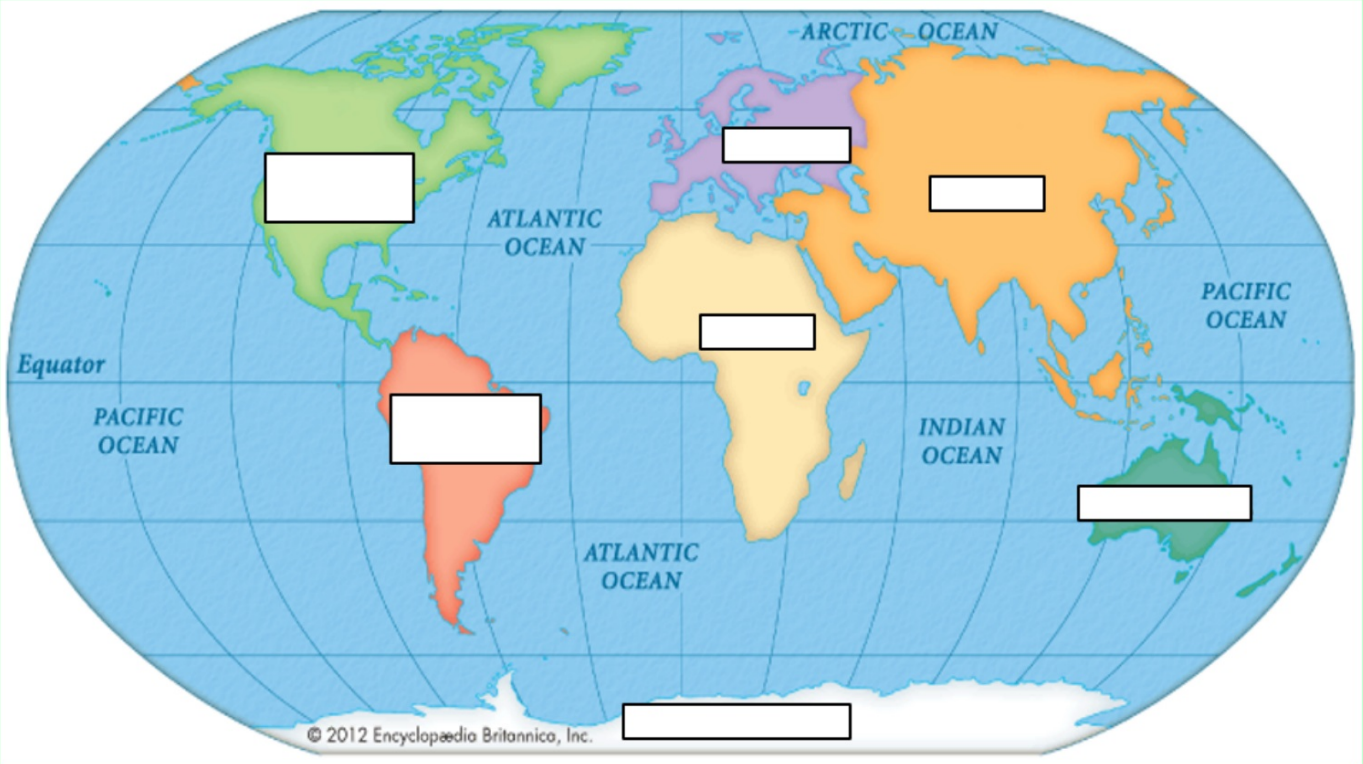
Friday 14th January

LO: To locate a country and describe the key physical features.

Temperature (°C)	Description

Take temperature of outside

Can you remember the continents of the world?



Can we identify China, a setting in our class text?

Look at these maps of China, can we spot any similarities? Do you know what they are?

On your map, name the country and place the Mekong river and the Himalayas.

What do you think the weather is like around these areas of physical geography?

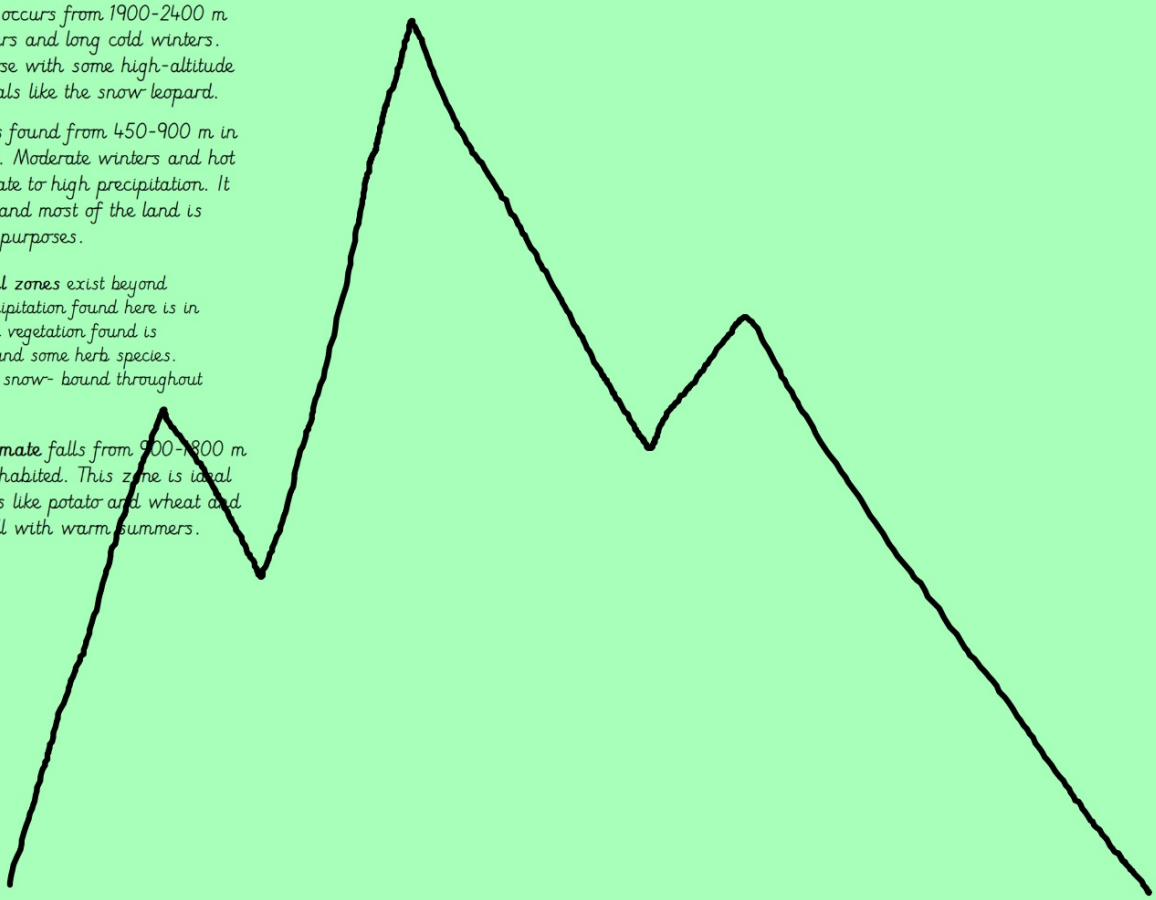
Hint: think about the height of mountains

l-temperate zone occurs from 1900-2400 m
sees short summers and long cold winters.
vegetation is sparse with some high-altitude
species and animals like the snow leopard.

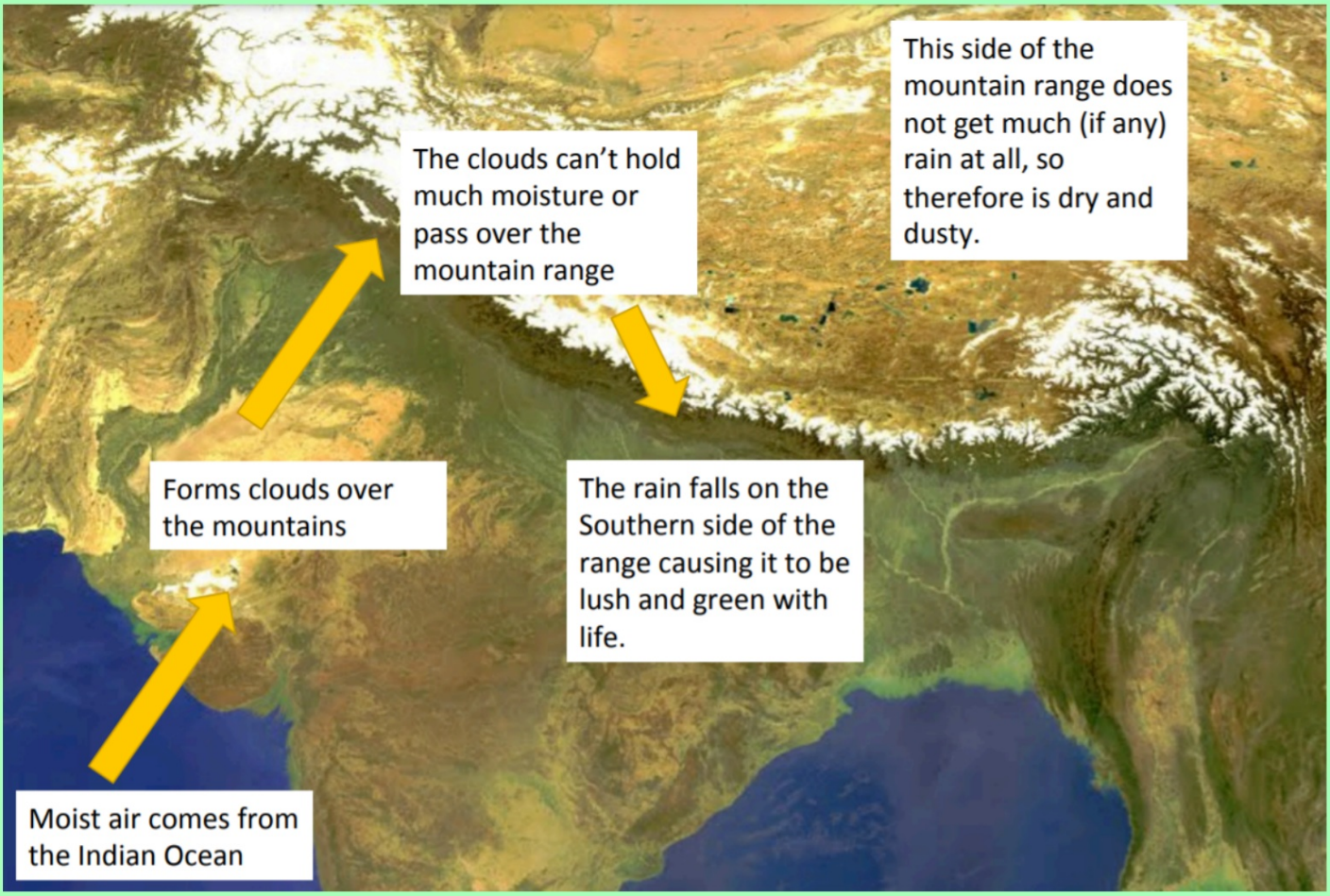
s-tropical zone is found from 450-900 m in
southern foothills. Moderate winters and hot
mmers with moderate to high precipitation. It
eavily populated and most of the land is
d for agricultural purposes.

alpine and glacial zones exist beyond
0 m and all the precipitation found here is in
form of snow. There vegetation found is
ne, stunted shrubs and some herb species.
higher altitudes are snow- bound throughout
year.

rm-temperate climate falls from 900-1800 m
d is moderately inhabited. This zone is ideal
agricultural crops like potato and wheat and
s moderate rainfall with warm summers.



Draw a picture of a mountain in your book, then place the correct climate in the correct area.


This side of the mountain range does not get much (if any) rain at all, so therefore is dry and dusty.
The clouds can't hold much moisture or pass over the mountain range
Forms clouds over the mountains
The rain falls on the Southern side of the range causing it to be lush and green with life.
Moist air comes from the Indian Ocean

Monsoon

On your map label the lush green side and the dry dusty side of the Himilayas.

★ On the lines in your book, write the title <u>Monsoon</u> and explain why one side is a lush green and why the other is dry and dusty.

Mekong river

75% of the Mekong's annual flow falls with the monsoon.

This huge surge of water causes flooding. As the water races down through the river it begins to back up because there are not enough streams. This causes the level of the river to rise. The flooded river is known as the Great Lake.

When the monsoon ends, the river level drops once more, causing the Great Lake to drain.

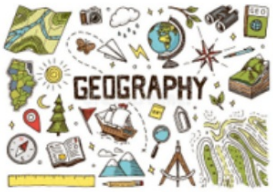
Monsoon

Seasonal winds that last for a few months bringing lots of rain.

Add in what you have learnt from this lesson.

What I know now:

What I currently know:



Our class text

Monday 17th January

LO: To decribe, compare and give reasons for different weather.

Temperature (°c)	Description

Take temperature of outside

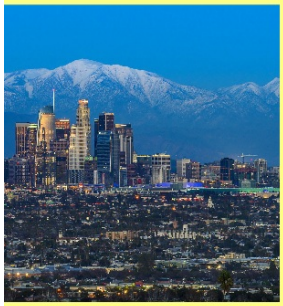
Can you find Norway?

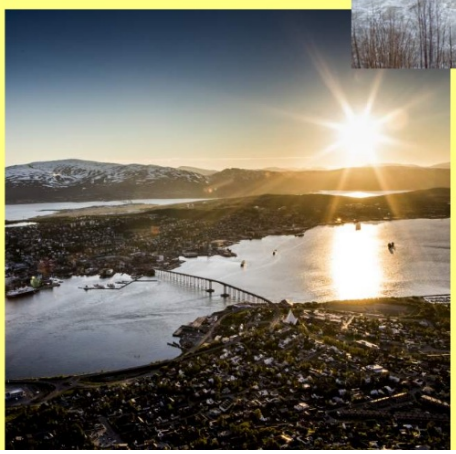
Can you find California?

Where are they in the world?

What weather do you think they have in these regions?

What weather is shown in these photos?





Match the weather to the correct map in your book.

How are the region's weather different or the same?

Similarities	Differences

complete in books

Brainstorm as a class, write in own books.

What causes these extreme weathers?

Hint: Think back to the Mekong river and where they are in the world.

Mekong river

75% of the Mekong's annual flow falls with the monsoon.

This huge surge of water causes flooding. As the water races down through the river it begins to back up because there are not enough streams. This causes the level of the river to rise.

When the monsoon ends, and the river level drops once more causing the Great Lake to drain.

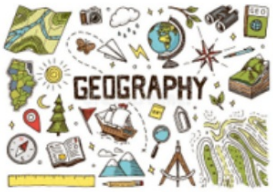
Monsoon

Seasonal winds that last for a few months bringing rain.

Add in what you have learnt from this lesson.

What I know now:

What I currently know:



Our class text

Friday 21st January

LO: To compare and contrast physical features.

Temperature (°C)	Description

Take temperature of outside

We are studying: Geography

We are learning about: Wild Weather

Last lesson we:

Located Norway and California.

Compared and contrasted Wild Weather

Gave reasons for different Wild Weather.

Today we will learn:

What physical features are.

Identify physical features of the UK and Nepal.

Compare and contrast physical features.

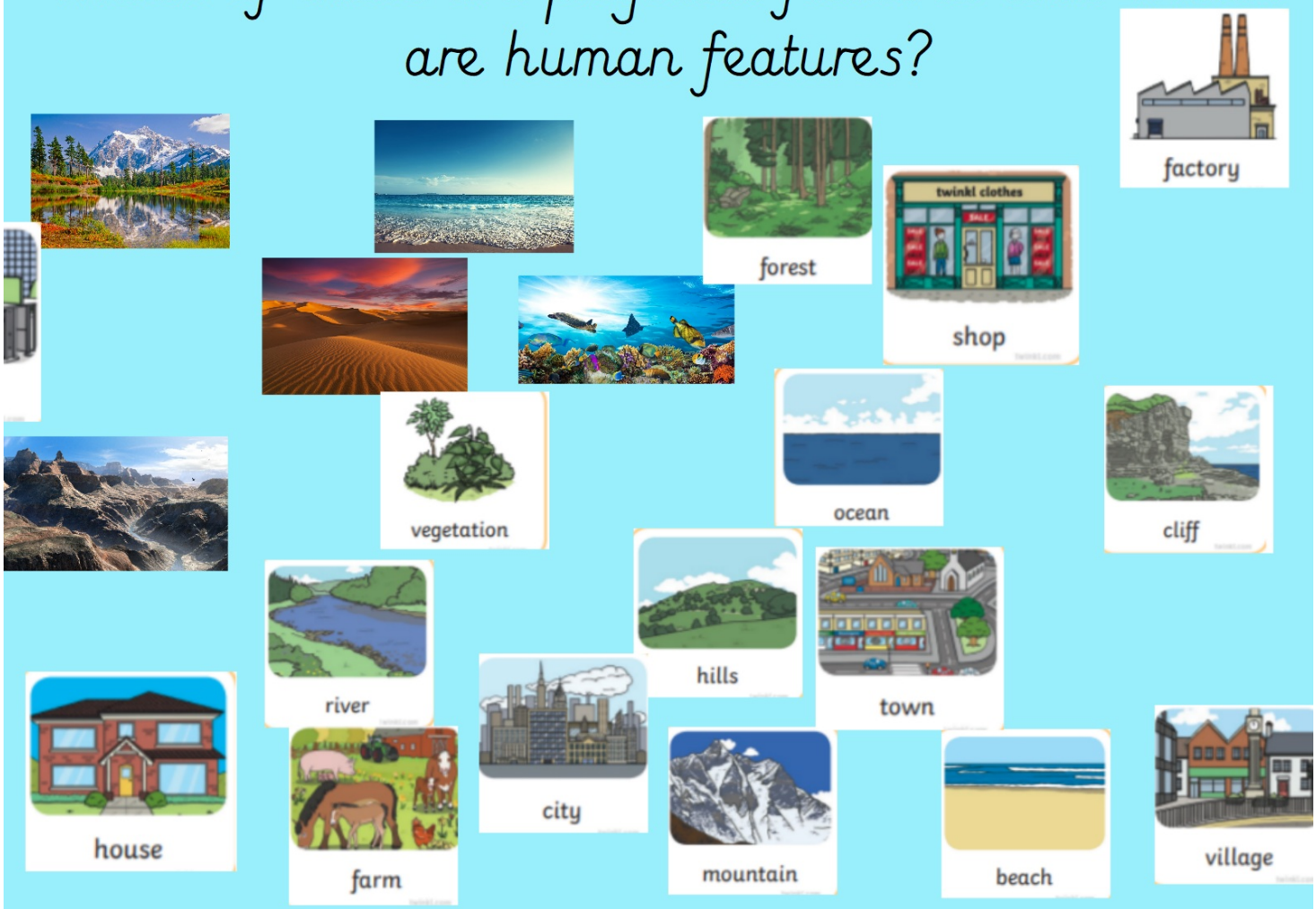
Link physical features to Wild Weathers.

We need to know this because:

Physical features shape the way we live on the planet.

Today we are looking at the UK and Nepal, can we locate them?

Which of these are physical features and which are human features?



So, what are physical features?

-
-
-
-
-
-
-
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-
-

Physical features of UK

dge gorge

ekin

lains

anville

he title

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t.

Physical features of UK

Physical features of Nepal

Why Nepal?

Everest

li Gandaki Gorge

s

Glacier

ıe title
-

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of

ıl
and
t.

Physical features of Nepal

In your books, identify these:

Similar features	Different features
○	○
○	○
○	○

circle/dot

What wild weather do these places have?

Why?

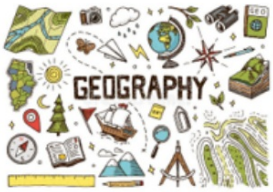
How do the physical features contribute to these?

Discuss/write a sentence explaining.

Add in what you have learnt from this lesson.

What I know now:

What I currently know:



Our class text

Monday 24th January

LO: To compare and contrast human features.

Temperature (°C)	Description

Take temperature of outside

We are studying: Geography

We are learning about: Wild Weather

Last lesson we:

What physical features are.

Identify physical features of the UK and Nepal.

Compare and contrast physical features.

Link physical features to Wild Weathers.

Today we will learn:

What human features are.

Identify human features of the UK and Nepal.

Compare and contrast human features.

Link human features to Wild Weathers.

We need to know this because:

Human features are the way we work on the planet.

Can you remember where on the map the UK and Nepal are?

Which of these are physical features and which are human features?

forest

shop

factory

vegetation

ocean

cliff

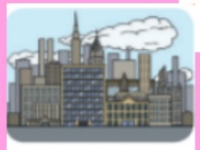
river

hills

town

house

farm



city

mountain

beach

village

So, what are human features?

-
-
-
-
-
-
-

Human features of UK

Tower Bridge

London - 8.982 million

M1 Motorway

House

he title
r

a
of
uman
and
t.

Human features of UK

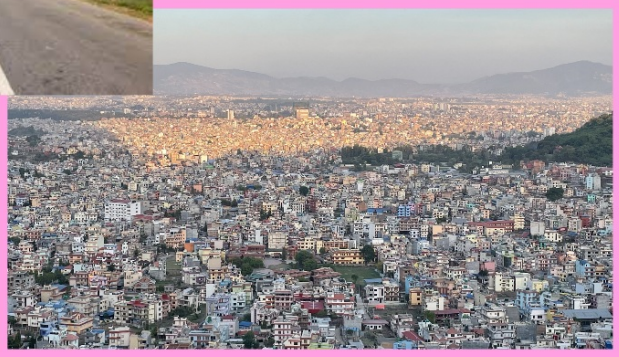
Human features of Nepal

Kushma-Gyadi Bridge

Kathmandu - Population 1.442 million

Mahendra Highway

Hut



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Human features of Nepal

In your books, identify these:

Similar features

-
-
-

Annotate your drawings to show what makes them different.

Why are they different?

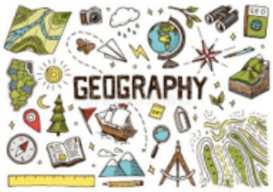
What wild weather do these places have?
Why?
How do the human features contribute to these?

Discuss/write a sentence explaining.

Add in what you have learnt from this lesson.

What I know now:

What I currently know:



Our class text

Friday 28th January

LO: To identify and use symbols and grid references.

Temperature (°C)	Description

Take temperature of outside

We are studying: Geography

We are learning about: Wild Weather

Last lesson we:

What human features are.

Identify human features of the UK and Nepal.

Compare and contrast human features.

Link human features to Wild Weathers.

Today we will learn:

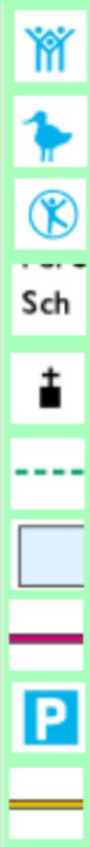
Symbols on an Ordnance survey map.

4 figure grid references.

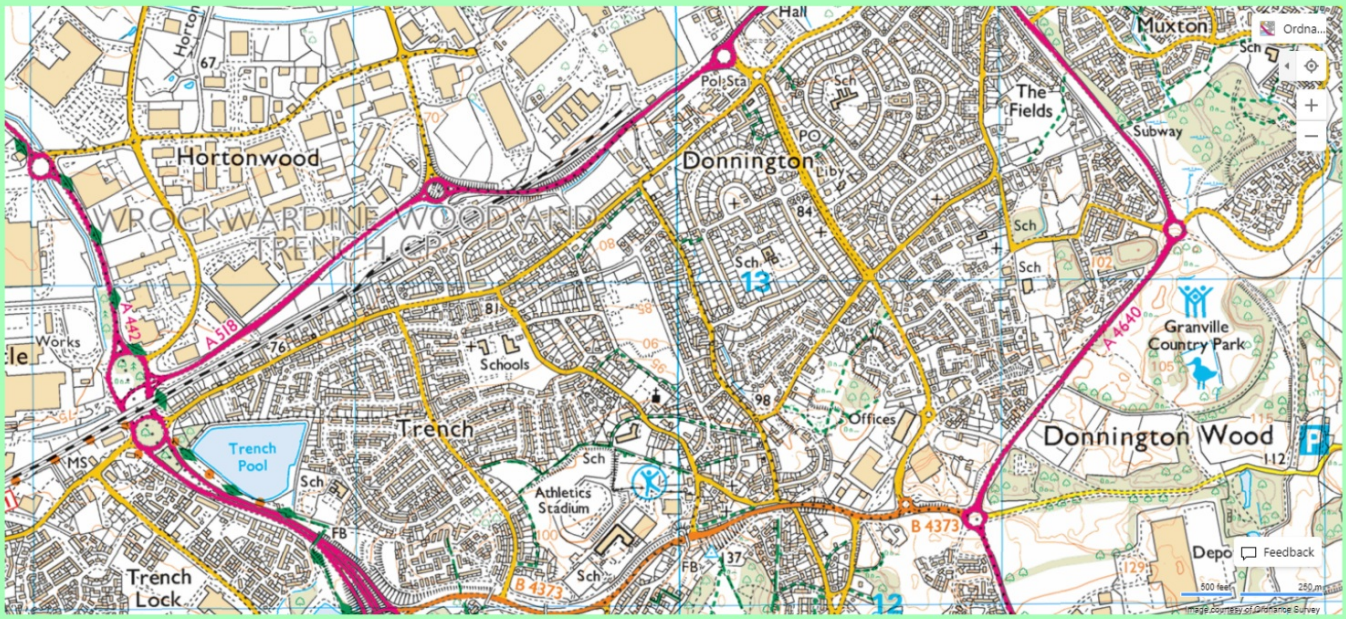
We need to know this because:

Maps are a way of navigating.

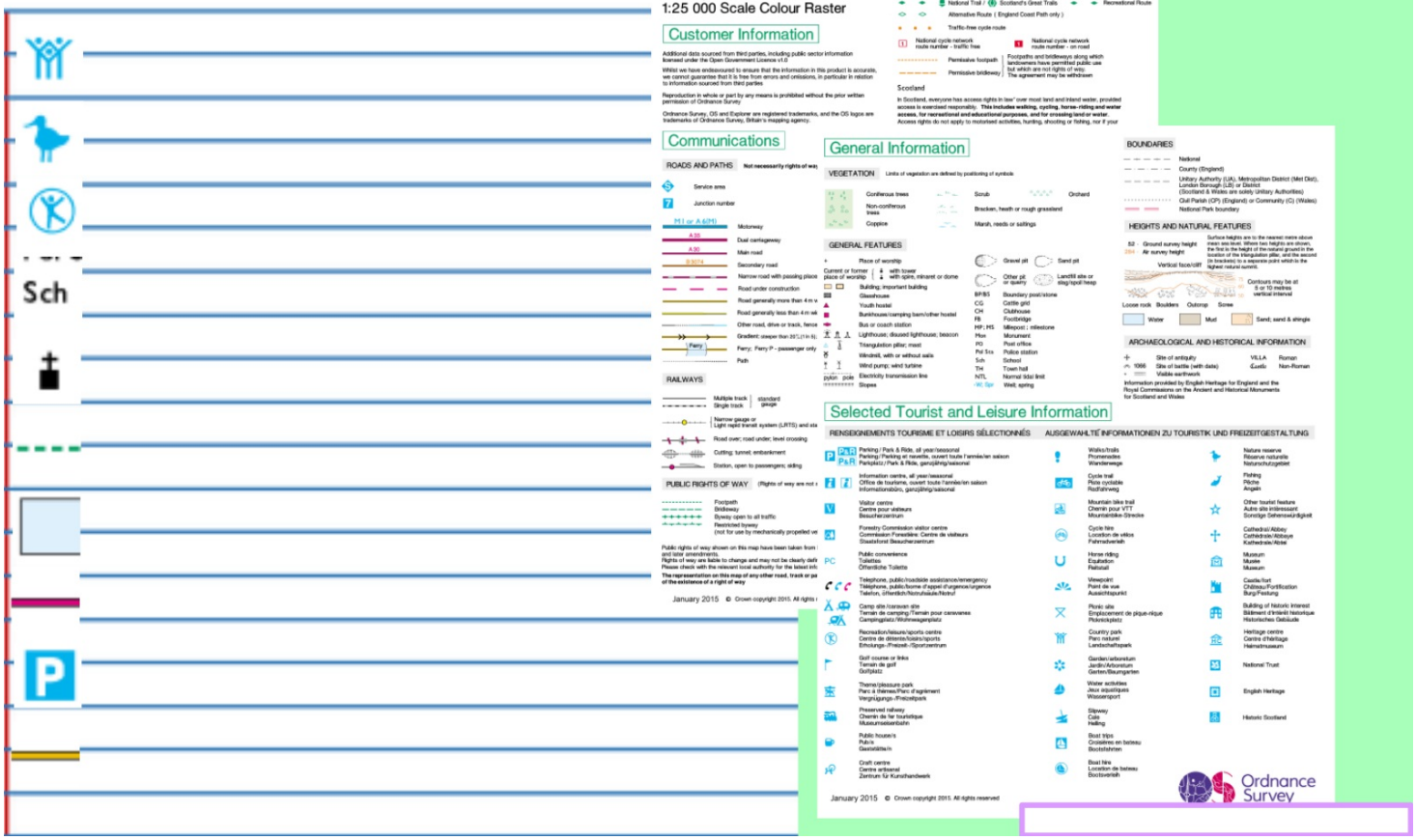
What do you think these are?
Where might you see them?



What do you think these are now?



In your books, glue in the symbols and use the key to help you identify what they are.



What can you see on this map?

What is at grid reference:

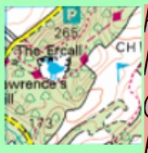
1. 6409
2. 6604
3. 6908
4. 6104
5. 6807
6. 7209
7. 6704
8. 6208
9. 6509
10. 7205

Glue the grid references into your book and identify as many things as you can in that box.

What is at grid reference:

1. 6409
2. 6604
3. 6908
4. 6104
5. 6807
6. 7209
7. 6704
8. 6208
9. 6509
10. 7205

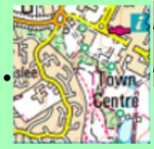
Use a coloured pencil to mark your answers!

1. 

Parking
Nature reserve
Golf course
Footpath

2.

Information centre
Picnic site
Road

3. 

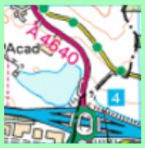
Information centre
Bus station

4.

River
Telephone
Embankment

5.

School
Road

6. 

Pool
Motorway

7.

Church with tower
Youth hostel

8.

Viewpoint or summit
Trees

9.

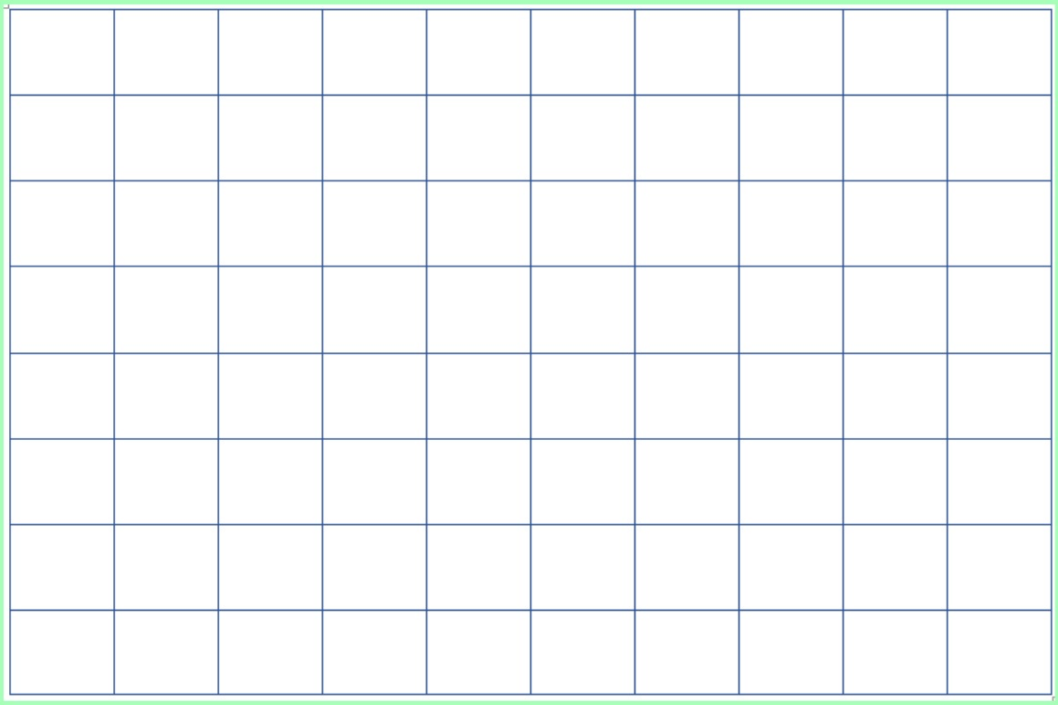
Nature reserve
Woods

10.

Main road

It is your turn to make your own map!

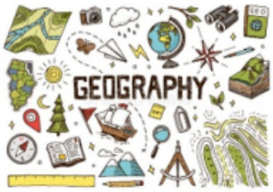
You need to include items from the Ordnance Survery map, grid references and colour.



Add in what you have learnt from this lesson.

What I know now:

What I currently know:



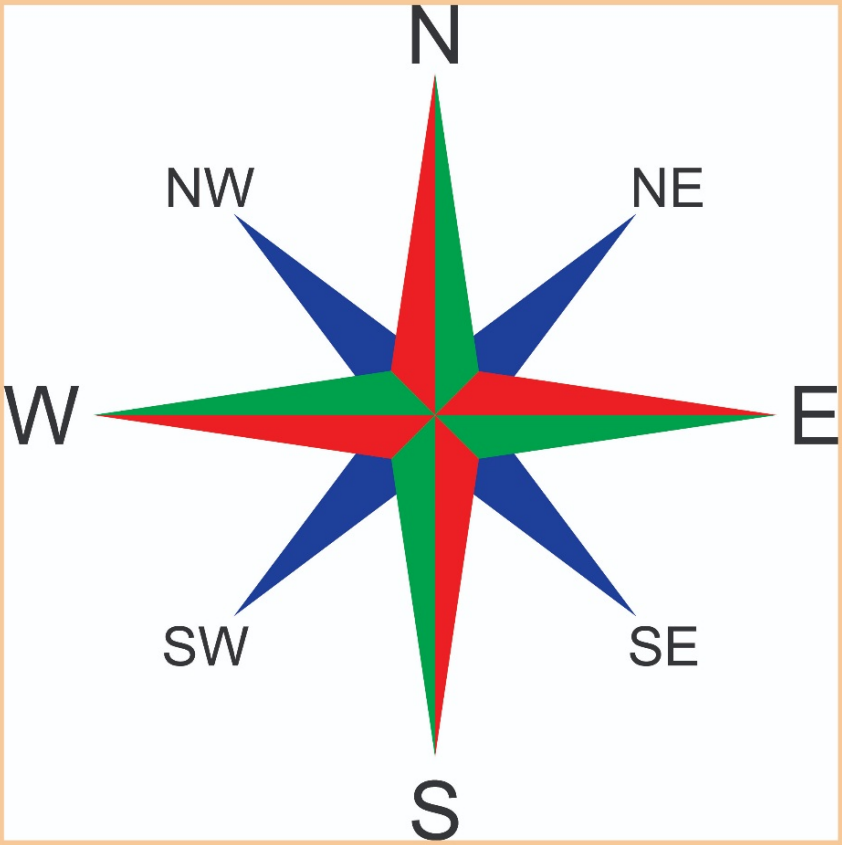
Our class text

Monday 31st January

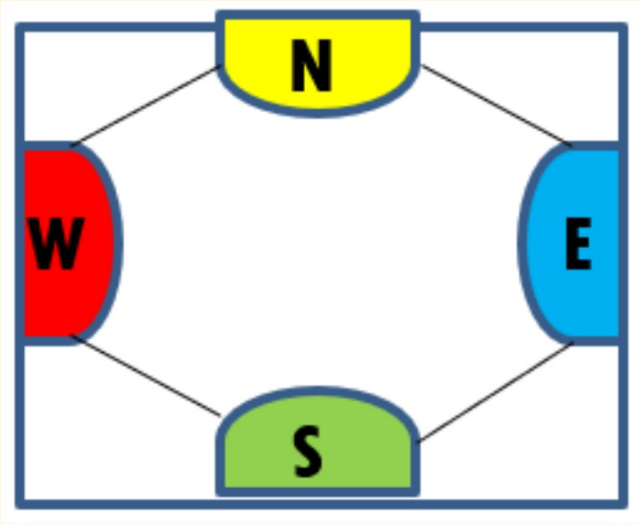
LO: To understand the eight points of a compass.

Temperature (°C)	Description

Take temperature of outside



What is this?



Play around the room, progress to 8 points

What is this? How do we use it?

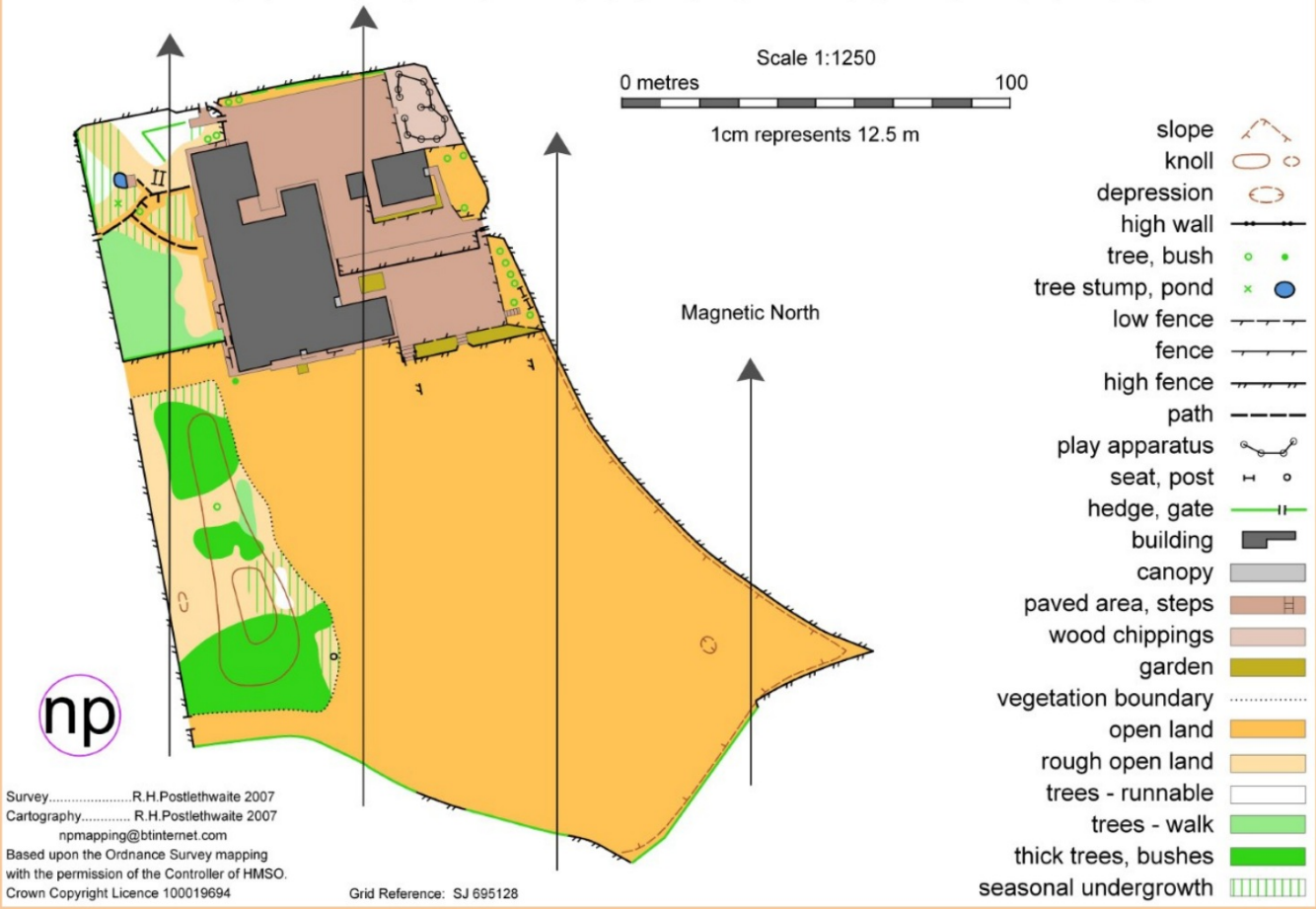
Your task today:

Starting from your classroom, you need to write directions of how to get to these places in order.

-The pond
-The play apparatus
-The Astro
-A slope
-Trees-walk
-Back to the classroom

You need to write down, how many steps and in which direction.

Wrockwardine Wood C of E Junior School



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Cartography..... R.H.Postlethwaite 2007
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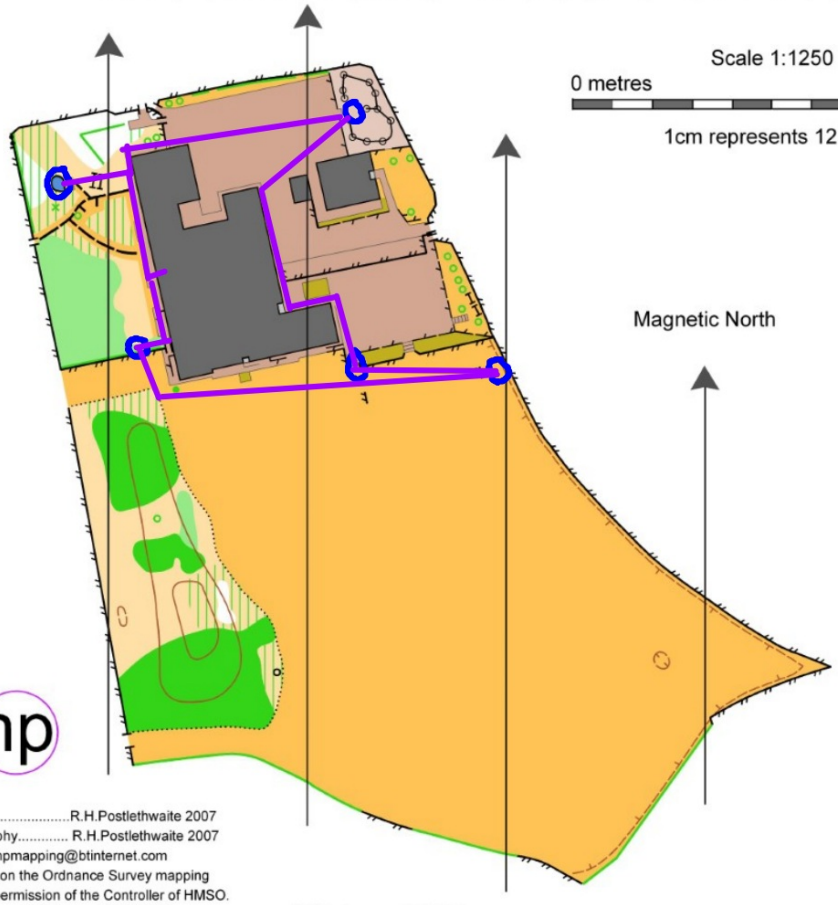
Grid Reference: SJ 695128

Wrockwardine Wood C of E Junior School



Scale 1:1250

0 metres 100

1cm represents 12.5 m

slope
knoll
depression
high wall
tree, bush
tree stump, pond
low fence
fence
high fence
path
play apparatus
seat, post
hedge, gate
building
canopy
paved area, steps
wood chippings
garden
vegetation boundary
open land
rough open land
trees - runnable
trees - walk
thick trees, bushes
seasonal undergrowth

np

Survey.....R.H.Postlethwaite 2007
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Grid Reference: SJ 695128

We need to add in how many steps in that direction!

1) Classroom to pond

..... steps in a ..... direction

2) Pond to play apparatus

..... steps in a ..... direction

Now let's go outside to add in our steps and check our directions work.

Friday 4th February

LO:

Demonstrate an understanding of recording and presenting and interpreting data

Temperature (°C)	Description

Take temperature of outside

Wednesday 9th February

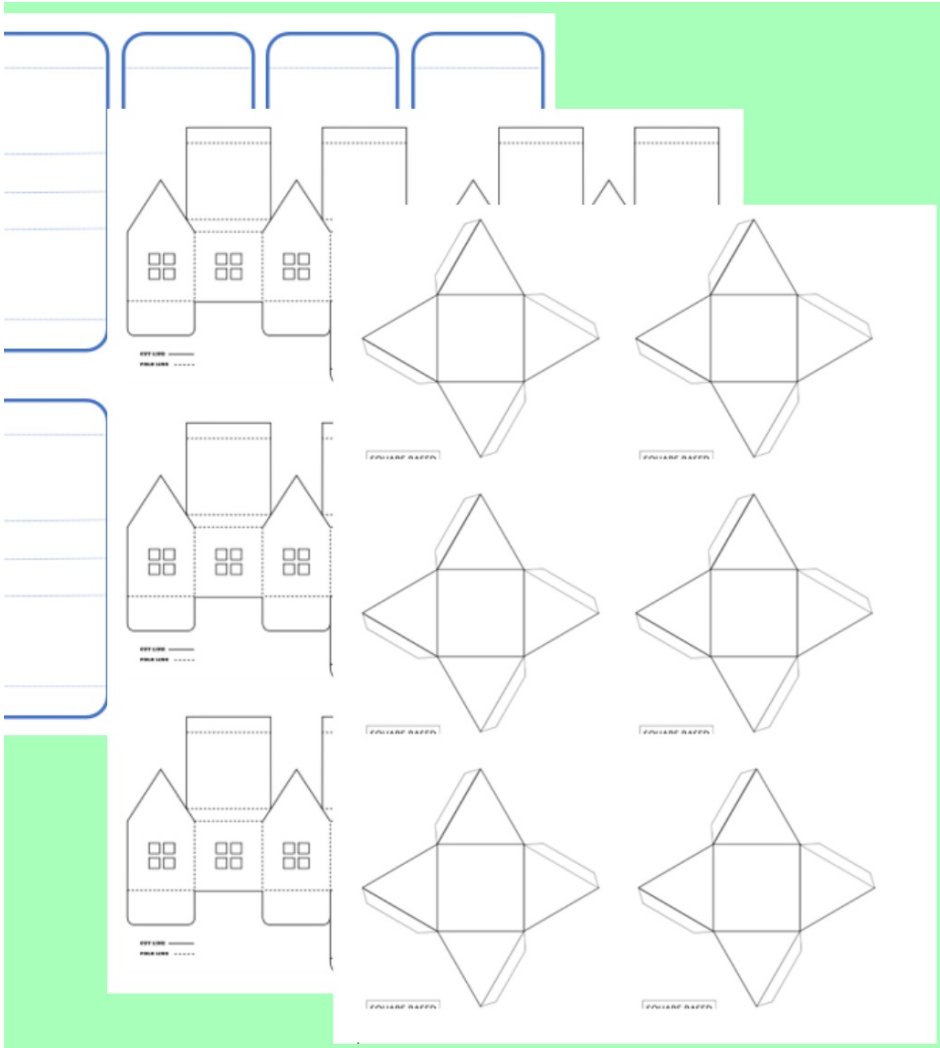
Innovate: Make a town

Temperature (°C)	Description

Take temperature of outside

Your task is to make a town with physical and human features.

You must also explain why you have chosen to place each part where you have in relation to wild weather.



Use these templates to make your buildings and mountains.

You can use colour and name each building so I know what it is!