



Geography Learning Sequence

Year Group/Class: ELM

Topic: Describing Maps of the World

Term: Autumn Term

Prior Knowledge/Teaching:(What does this unit build on?)

In KS1-Pupils should have developed knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and used geographical skills such as, first-hand observation, to enhance their locational awareness of Worcester. They should be able to name the 8 continents too.

At the start of KS2 the children have developed their Geography skills by investigating into UK (counties and cities). Children have been asked to name and locate counties 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. During the summer term of cycle one

Threshold Concepts:

- Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Learning Lenses:



Vocabulary:

Time zone, prime meridian, axis, northern, southern, eastern, western hemisphere, equator, latitude, longitude, cartographer, geographer, tropic of Cancer, tropic of Capricorn and climate.

Fieldwork Skills:

By the end of this sequence the children should be able to answer...

How are maps made?