



Geography Medium Term Planning

Year 4



<u>Topic and term</u>	<u>Knowledge</u>	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Key Vocabulary</u>
Romans and Celts The location of the Romans	To label the countries that were part of the Roman Empire and discuss their location. To identify and label important modern day Italian cities. To describe the trip of a Roman from Italy to the UK using maps. To plan a journey from one UK city to another using	To know the Romans originated from Italy. To know what Human and Physical Geography is. To recognise the human and physical features of a typical Italian city. Physical Geography: Weather refers to the state of the atmosphere in a particular place. When we study weather, we are thinking about elements, such as the temperature, how wet or dry it is, the wind levels or whether there are any storms. An area's average weather, over approximately 30 years, is described as its climate. Climate zones are parts of the world where there are similar weather patterns. Studying climate zones involves learning about the patterns of weather experienced in different parts of our planet and exploring the reasons behind them. Biomes are parts of our planet with similar climates, landscapes, animals and plants. When we study biomes, we explore elements, such as temperature, rainfall and soil, to help us understand which plants and animals	Children will name a number of countries in the northern hemisphere. Children know capital cities of important countries. Children know why people may be attracted to live in cities. Children can use directional vocabulary. Bright Lights Big City- 4 countries of UK - Local Environment features <u>Year 3 –</u> Scrumdiddlyumptious- - Locating the equator,	globe, map, atlas, world, country, hemisphere, continent, Italy, Rome, AD, invade, UK, Europe, North, East, South, West, capital city, city, town, countryside, rural, busy, sea, ocean, Channel, Romans, roads, taxes, emperor, Roman army

Roman roads.

might live there. Some different types of biomes include rainforests, deserts, woodland and grasslands.

Mountains are areas of land that are usually over 600 metres high. They are often higher and steeper than hills. When we learn about mountains, we explore how they are formed and where they are located on our planet. Studying mountains can link to learning about tectonic plates, volcanoes and the layers of the earth.

Rivers are large, natural streams of water. They flow downhill, along a channel, from their source to a sea, lake or another river. Studying rivers involves learning about how they are formed and the different ways they might flow through changing landscapes.

You might also explore how rivers can erode land over time.

A **volcano** is a mountain or hill with an opening where lava, gases and rock fragments can escape from. Studying volcanoes involves exploring how they are formed, where they are located and the different types of volcanic eruptions. Learning about volcanoes is often linked to other areas of geography, including the layers of the earth, tectonic plates, mountains and earthquakes.

The **water cycle** describes the constant recycling of all water on Earth. Water moves in a continuous cycle between the land, oceans and atmosphere. When we study the water cycle, we learn about the sequence of evaporation, condensation, transpiration, precipitation (rain or snow) and collection.

Earthquakes occur when the plates of the earth's upper layer (the crust) move and release stored energy. The sudden and intense shaking

tropics of Capricorn and cancer.

Predator-

- Locating North America

Ancient Greece-

- Know the difference between human and physical geography. Sort pictures for Europe into both categories

- Locate countries within Europe (including UK) on a map. Know the capital cities of European countries

Active Planet-

- Use world maps and atlases to locate the province of Naples in Italy, Pompeii and the location of Mount Vesuvius.

often results in much damage.

We learn about what causes earthquakes, where they occur, how they are measured and the destruction they can cause. Earthquakes are linked to our learning about the earth's layers, tectonic plates and volcanoes.

Human Geography:

Settlements are places where people live and work. They can vary in size and have different populations, from tiny hamlets to large, sprawling cities. Studying settlements can also include looking at features, such as homes, schools, shops, parks and libraries.

Land use is when humans use an area of land for a specific purpose to meet their wants and needs. The land may be used as it naturally exists or changed to fulfil a particular role. There are five main types of land use.

Economy relates to how good a place is at producing and making goods and how much money it has (its wealth). When we study economic activity, we look at the amount a country sells and makes, as well as their trade links with other areas. This can affect the country's wealth and other factors, such as employment and housing.

When we study energy resources, we look at what opportunities an area of land offers to generate electricity. Some areas of land might contain fossil fuels, such as coal, oil or gas. Other areas have an ideal climate or landscape for harvesting renewable energy sources, such as solar, wind, hydroelectric or geothermal power.

Humans rely on natural resources, such as food, water, energy and

minerals for survival.

Different areas of earth have different amounts of each of these resources. When we learn about resource distribution, we explore the ways in which humans make use of different resources and how the location of natural resources affects the way we live our lives.

Climate change is sometimes called global warming. It is the process of our planet heating up. We study the human causes of climate change and the effect it has on the planet. Learning about climate change also involves exploring possible solutions to the problem.

Population means the number of people who live in a specific area. Populations change over time and the population of Earth is growing rapidly. In geography, we explore possible reasons for changes in a place's population, for example births, deaths or migration.

- To locate modern day Italian cities on a map of the country and use google street view to create sketch map of Rome.

The children will locate different cities in Italy. Valle d'Aosta, Piemonte, Lombardia, Trentino-Alto Adige.

Basilicata, Calabria, Sicilia, Sardegna.

Toscana,

Marche, Umbria, Lazio.

Abruzzo, Molise, Puglia, Campania.

Vento, Friuli-

Venezia Giulia, Emilia-Romagna, Liguria.

- To label Roman towns and cities on a map. To know that many English towns and cities were ruled by Romans. To match modern day UK towns and cities with their original Roman names. To use **Digi maps** to label Roman towns and cities on a map.

Roman Place Names: In Britain, lots of places have Roman endings like 'caster' 'chester' and 'cester'

Examples: Manchester and Leicester

The English place-name Chester, and the suffixes -chester, -caster and -cester, are commonly indications that the place is the site of a Roman castrum, meaning a military camp or fort.

'Caster' indicates that there was once a fortified camp in that place and 'chester' indicates that there was a town or fort in that place.

- To know the reasons why the Roman Empire spread over time to different places.

To describe and explain the key features of different types of settlement and identify similarities and differences. To understand how settlements have changed over time

Often Romans built towns on the former sites of large Celtic tribes. Smaller towns and villages grew up around crossroads, along rivers and by the sea. The Roman period saw the first proper towns in Britain. They had paved streets with houses and buildings laid out in a grid pattern. Major towns and cities were surrounded by defensive walls. What was in the towns: Villas and homes, Shops, Amphitheatre, Warehouses, Temples, Baths, Army camps.

HOMES: Villas — luxurious houses for wealthy people. Often located on working farms. The owner would own the villa and the farm and slaves to do the work. Located on the outskirts of the town.

Houses — belonged to wealthy Romans, many had no windows to keep the house private as it was surrounded by other buildings. Some had

a central courtyards as outdoor space.

Slums — apartment blocks for poorer people up to seven storeys high. No running water or drains so people living here collect water from public fountains and use public toilets. Rubbish is thrown into the street.

The Forum and Market: A large courtyard with a public fountain a shrine to Ceres the goddess of the harvest People meet here every day to discuss business and news. Around the forum are shops, offices and places to eat. The most important buildings are around the edge of the forum including the basilica which is a town hall and law court.

The Temple: The Romans worshipped many gods and goddesses. The most important gods and goddesses are worshipped at temples in the town. There is an altar where priests make sacrifices to the gods and goddesses to keep them happy. Once the animal has been killed, the intestines are examined to see if the gods are pleased or not.

The Baths: Most Roman towns had at least one public bathhouse where people went to wash, to swim and to meet friends. Some baths had exercise yards, libraries and gardens. Visitors went to the hot rooms first (tepidarium, caldarium and laconicum) then a really cold room (frigidarium) and finally for a massage. Women and girls have a separate bathhouse with no exercise yard.

The Shops: Butchers, Bakers, Pie shops, Cloth, Merchants, Shoemakers, Goldsmiths, Potters.

- To describe Roman roads and compare them to roads today. To identify the roman roads and the towns and cities that they linked.

Compare Roman roads to roads now. To know people had to pay taxes to the emperor.

The expansion of the Roman Empire: This expansion relied on the ability to move soldiers, weapons and equipment around the Empire. They needed to establish good trading routes and be able to communicate between different areas of the Empire. Because of this, the Romans became experts at building roads. In fact, their roads were so well built that some still exist today.

It used to be thought that before the Romans, most roads in Britain were paths or muddy tracks linking local areas. However, recent archaeological discoveries have shown that while this is generally true, there are some examples of pre-Roman road building.

In 2011, archaeologists discovered the remains of a cobbled road in Shropshire. It is thought to have been built by the Cornovii tribe in the first century BC. This was one hundred years before the Romans arrived in Britain.

People who planned Roman roads were called agrimensores.

Agrimensores used some simple tools to help them. Agrimensores used some simple tools to help them. The decempeda, was a measuring stick. It was ten feet, and decempeda means 'ten feet' in Latin. To ensure their roads were straight, the Romans used a tool called a groma. This was made from pieces of wood nailed together to form a cross with right angles. On the end of each piece of wood was string with weights at the end. The agrimensore would send an assistant out with the decempeda and some wooden poles. The assistant would measure out a

distance and then put a wooden pole sticking up from the ground. The agrimensore would then look to see if the wooden pole was in line with the piece of string hanging from the groma. If it was, the agrimensore knew that the line was straight and the road could be built.

How did the Romans build roads?

1. After the straight lines had been marked, 2 feet ditches were dug on either side for drainage.
2. A bank of earth called an agger was then built. The earth was built up more in the middle to create a curved surface called a camber. This meant rain falling on the road would drip down into the ditches.
3. Broken stones and gravel were then spread on top of the agger.
4. Flint, stone or any other available hard surface was then put on top of the gravel and then compacted (pressed down heavily).

Because they were so well built some sections of Roman roads still exist today. Some good examples are the Devil's Causeway in Northumberland, Wheeldale Moor in Yorkshire, and Blackstone Edge in Greater Manchester. Part of Ermine Street, south of Lincoln is a Public Footpath. The routes chosen by the Romans for some of their roads were so good that they have been used for modern motorways. Part of the A38 in the Midlands follows the route of Icknield Street. Fosse Way in-between Lincoln and Leicester is now the A46. Parts of the A2 and the A5 follow Watling Street. Dere Street in York is the A1.

- To use map skills to describe a journey in the UK using Roman roads. To know how the Romans travelled. (Chariot, horse, marching) to know how and why roads are used in modern day England. To know during the Roman era there weren't many roads, compared to now.

The Roman Army needed better roads because it had to be able to move quickly to areas of trouble to keep the Britons under control. The Roman generals needed good roads so that they could send orders to the Roman soldiers who might be stationed in forts as far away as Hadrian's Wall. The roads were also important for moving supplies of food and weapons to the soldiers. In times of peace, good safe roads meant more trade and more trade meant more taxes for the Emperor. The army was given the important task of planning and building roads. These roads did not always run perfectly straight, they sometimes zigzagged up hills and often avoided obstacles. However, long stretches of Roman roads did run straight and this is what Roman roads are remembered for.

Roman roads were very quick and safe to travel large distances. The Roman soldiers were not the only people to use them. Merchants used them to carry goods all over the Roman Empire. The Romans built Britain's first proper roads. After the Romans left they were allowed to decay because people forgot how to rebuild and repair them.

- To understand why and how Wroxeter was built, lived in and then finally abandoned. To know the important features of the city of Wroxeter in Shropshire. To compare Wroxeter with Walsall. To

understand why and how Wroxeter was built, lived in and then finally abandoned.

Wroxeter is a village in Shropshire, England, which forms part of the civil parish of Wroxeter and Uppington, beside the River Severn, 5 miles south-east of Shrewsbury. Viroconium Cornoviorum, the fourth largest city in Roman Britain, was sited here, and is gradually being excavated. Nearly 2,000 years ago, the Roman army founded a settlement that thrived for almost 500 years. They called it Viroconium. Today it's better known by the name of the village that occupies a small corner of the Roman city: Wroxeter. Visitors to the site today can see only a fraction of this once great city.

How was it lived in? It is not possible at the moment to say when the Wroxeter area was first settled. Late Neolithic pottery and flintwork suggest people lived there or nearby about 5,500–5,000 years ago (3500–3000 BC) but we have no evidence for houses of this date here.

Why was it abandoned? Initially the legion may have returned to Wroxeter where they perhaps started to build the bath house found unfinished in the annexe west of the fortress. Its construction was presumably abandoned by AD 90 because they had been transferred to Chester, levelling the fortress's defences before they left.

Frozen Kingdom Frozen Kingdom	To use atlases to locate the arctic and Antarctica before making a comparison of the two areas. To know about the northern lights and which countries can be seen from there.	● To label the Arctic and Antarctica on a world map. Arctic, Antarctica, Alaska (USA), Greenland (Denmark), Iceland, Norway, Canada and Russian federation. The Arctic consists of the Arctic Ocean, adjacent seas, and parts of Alaska (United States), Finland, Greenland (Denmark), Iceland, Northern Canada, Norway, Russia, and Sweden. I can suggest why Arctic and Antarctic have cold temperatures based on their position on the globe. Using the PowerPoint this discusses the different countries around the Arctic and using resources showing the children where the Arctic is based and how far it is away from the equator. ● To know and locate countries by the equator and know they are the hottest countries in the world. To find the equator on a map of the world. To name and label countries on a world map that are closest to the equator. North America, South America, Africa, Asia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Australia. ● The Earth can be divided in many ways. The children will learn about the seven most important divisions on the planet: ● The equator is an imaginary line that divides the Earth in half. The equator is an equal distance between the North and South Poles. The weather on the equator is hot all year round. At the equator, day and night are both 12 hours long. ● Northern Hemisphere: The part of the Earth north of the equator is	Children will be able to locate and name continents, oceans and key countries on a map of the world. Children will know the arctic has a polar climate and Great Britain has a temperate climate. <u>Year 3 –</u> Predator – ● Explore the arctic biome Active Planet- ● Locate the Ring of Fire' on a world map. Scrumdiddlyumptious- ● Locating the equator, tropics of Capricorn and cancer. Ancient Greece- ● Know the difference between human and physical geography. Sort pictures for Europe into both categories	world, map, country, globe, continent, Arctic, Antarctica, hemisphere, climate, Polar region, temperate, hot, cold, ocean, water, sea, Northern lights, compare, contrast, similarities, differences
---	---	---	---	---

called the Northern Hemisphere. 80% of the world's population lives in the Northern Hemisphere. 90% of land is in the Northern Hemisphere. The Northern Hemisphere includes all of north America, Europe and most of Asia and Africa.

- Southern Hemisphere: The part of the Earth south of the equator is called the Southern Hemisphere. Only 20% of the world's population lives in the Southern Hemisphere. 90% of the planet's water is in the Southern Hemisphere. The Southern Hemisphere includes all of Australia, Antarctica and most of South America.
- Tropic of Cancer: The tropic of Cancer is an imaginary line in the Northern Hemisphere. It is also called the northern tropic. It is the furthest north you can ever go and still have the sun directly overhead. This happens once a year in June. This day is called the solstice.
- Tropic of Capricorn: The tropic of Capricorn is an imaginary line in the Southern Hemisphere. It is the opposite of the tropic of Cancer. Similar to the tropic of Cancer, it is the furthest south you can go and still have the sun directly overhead. This happens once a year in December. This day is also called the solstice.
- North Pole: The North Pole is the northernmost point on Earth. There is no land at the North Pole, only ice. The ice is about three metres thick. No one owns the North Pole. It is in international waters. In summer, the sun never sets.
- South Pole: The South Pole is the southernmost place on Earth. It is located on land topped by more than 2700 metres of solid ice. The

South Pole is much colder than the North Pole. There is a scientific base at the South Pole where between 50 and 200 scientists live and work.

- To investigate the differing time zones around the world. To explain the position and significance of time zones. To compare the time zone in London to other countries in the world. To know why we gain and lose an hour of time in Spring and Autumn.

Time zone - A range of longitudes where a common standard time is used.

Longitude — The angular distance of a place east or west of the Greenwich meridian.

Greenwich meridian — The prime meridian which passes through the Royal Observatory at Greenwich in London. In 1884 it was adopted internationally as the zero of longitude.

Meridian — A circle of constant longitude passing through a given place on the earth's surface and the terrestrial poles.

Why do we need to have different time zones? As it is night in some parts of the world while it is day in other parts, different places in the world have different times. This is why the world is divided into 24 different time zones. One for each hour in a day. Smaller countries keep to the same time zone even if part of them falls outside a meridian line.

Why would some countries have more than one time zone? Time zones are based on the fact that it takes one hour for the earth to rotate 15 degrees on its axis. That means that large countries that span

more than 30 degrees of longitude usually have different time zones.

- To recognise key physical and human features of the Antarctic and compare this with the UK. To compare and contrast and create a list of similarities and differences between the two regions.

Tell the children that physical features are natural features of the Earth that were already there like beaches, cliffs, coast, forest, mountains etc.

Human features are things around us that are built by humans like houses, shops, bridges, castles etc.

Physical Antarctic - Over 99 percent of the Antarctic land mass is covered In ice

The average elevation of the Antarctica is about 2000m above sea level

The average height (above sea level) of the land beneath the ice is approximately 150m

The Transarctic Mountains extend over 3000km separating the west Antarctic and east Antarctic ice sheets.

An Antarctic Peninsula is about 1300km in length and extends towards South America

The highest peak in Antarctica Mt Vinson, reaches 4900m above sea level.

The South Pole is an elevation (ice surface) of approximately 2800m above sea level.

The maximum thickness of Antarctic ice is approximately 4800m

Antarctica has about 90 percent of the world's ice.

Most of the planet's freshwater sits in Antarctica's ice.

Beach, Sea, Mountains, Coast, Thick ice, Four seasons, Weather, Satellite, Cliff, Fresh water, Coast, Two seasons, Forest, Midnight sun and River.

Human Antarctic Factory, Shops, City, Human habitats, Port/harbour, House, Town, Farm and Moored array instruments.

Both Antarctic — hidden lakes, Mountains

UK Mountains, Rivers, National Parks, Forests, Coastlines, Islands.

- To compare the similarities and differences between the countries that witness the northern lights. To research the climate and geography of a country that witnesses the Northern Lights. To recognise that the Northern Lights can be seen in Ontario, Yukon, Northwest Territories, Alberta, Saskatchewan, Nunavut, British Columbia and Manitoba in Canada.

The Northern Lights are also known as Aurora Borealis.

What are the Northern Lights: Otherwise known as the Aurora Borealis, The Northern Lights are bright, dancing streams of purple, green, red and yellow in the night sky. Canada is one of the best places to view the Northern Lights. The Northern Lights are one of the Seven Wonders of the Natural World.

Where are they found: The Northern Lights can be found in almost all the provinces and territories, but you are more likely to see them in Yukon, Saskatchewan, British Columbia, Alberta, Nunavut, Northwest Territories, Newfoundland and Labrador. Yellowknife, Northwest

Territories is the best place to view the Northern lights in the world. It has to be dark to see them so it's not possible with light pollution in the sky. People sometimes travel out of cities to view them.

Where and When: The Northern Lights may be seen between 6p.m. – 6a.m. from September to March on dark, clear nights. They are unpredictable, especially in the Arctic when the weather can change quickly.

Why: The Northern Lights are caused by the sun's charged particles, called solar flares or solar wind, colliding with the gas atoms in the Earth's atmosphere.

- To suggest reasons why the season in Antarctica are different to the UK. To know the difference between weather and climate. To compare the weather and climate patterns in Antarctica to that of the UK. To know what season are like in both Antarctica and the UK and compare the two.

How many seasons do you think the Antarctica has? What do you think the seasons are? Explain to the children Antarctica has 2 seasons' summer and winter. Summer season is the months October to February during this time the sun is almost always in the sky. The winter months are March to October these are long and very cold with long dark nights that may last for weeks.

How many seasons does the UK have? What are these seasons? Explain that the UK has 4 seasons. Spring is March, April, May. Summer is June, July, August. Autumn is September, October, November and winter is December, January, February.

Treasure Maps - grid references and compass directions	To build upon map reading skills and expand knowledge on coordinates. To understand the function of a compass and the directions and apply knowledge to maps of Britain. To know about and can name and locate islands that surround the UK. To know the difference between British isles, Great Britain and UK.	● To be able to use 8 compass directions to find treasure. To label and name the compass points. Recognise North, East, South, West and North East, North West, South East and South West. 90 degrees being a right angle. ● To read grid references on maps. To describe key features on a map using grid references. To look at a local map of Willenhall and record what key feature is within each grid reference. Grid references-a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters. ● To recognise symbols used on a map using an OS map of Birmingham. Public telephone, roads, motorways , railway , stadiums , hospitals etc. ● To recognise geographical features. To create my own treasure map using grid references and geographical features. Beach, mountains, volcano, hills, river, woodland, pond and quick sand. ● To use maps and grid references to locate the key cities within the UK. London, Belfast, Newcastle, Manchester, Glasgow, Aberdeen, Swansea, Liverpool, Derry-Londonderry, Bangor, Birmingham, Swansea, Cardiff, Cambridge, York, Edinburgh, York and Inverness. ● To use local maps to explore places of interest and name different counties, including the county Walsall is in. What county is Walsall in name tourist attractions and what Walsall is famous for? I can use a map of the UK to label the different counties	Children will know and name the 4 compass points. Children will know the purpose of a map. Children will be able to name common symbols used on maps. <u>Year 3</u> Predator – ● locating places north east south west in relation to North America using compass Ancient Greece ● 4 figure grid references to locate where Greece <u>Year 4</u> Romans and Celts ● Sketch a map of Rome	coordinates, map, symbols, plot, treasure, compass, direction, north, south, east, west, north west, south east, south west, grid, axis,
--	--	---	---	---

		(Staffordshire, West midlands, Cornwall, Devon, Yorkshire, and Lancashire.) I can use Google Earth and maps to support my learning and locate and find the different counties of the UK. I can name what county Walsall is within.		
Hunting and Farming. Farming and Trade	To look at local produce and recognise how and where it has been grown. To name and locate 6 famous cities within England. To look at the differences between towns, villages and cities and the food they can grow. To compare UK food produce to	- To use <u>Digi maps</u> to label and locate the main UK cities on a map. To know what a city is. What is a city?: A large town. What is a town?: A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. Children to label these main cities on a map: Birmingham, Coventry, Canterbury, London, Bath, Cambridge, Liverpool, York, Newcastle, Leeds, Bristol, Gloucester, Manchester, Nottingham, Plymouth and Norwich. - To name and write a list of villages, towns and cities in the UK. A village is a small community in a rural area. A town is a populated area with fixed boundaries and a local government. A city is a large or important town. <u>Locality</u> means a place, spot, or district, with or without reference to things or persons in it or to occurrences there. It is also known as the state or fact of being local or having a location. A <u>village</u> is small but may have houses, a primary school, a few shops, a Post Office and a village hall. A <u>town</u> is larger than a village, with lots of houses, primary and	Children will be able to research the local area and its features using technology. Children will be able to compare UK towns and cities. <u>Year 3</u> Tribal tales – - Compare Urban and rural areas and the advantages and disadvantages. Predator- - Locating North America - Explore the arctic biome Ancient Greece- - Locate countries within Europe (including UK) on a map. Know the capital	rural, urban, conditions, transported, imported, producer, consumer equator, hemisphere, local, national, import, export, products, grown, natural, town, city,

	that of a warmer non-European country.	secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. To know the different types of farming that takes place in the UK. To describe which products are grown in different parts of the UK. To locate these areas on a map of the UK. Arable: Arable is the ploughing of land and the growing of crops. Arable Farms: Grows crops e.g. cereal crops such as wheat and barley. Found in flatter, drier areas where soil is more fertile and crops can be grown (warm/dry climate). East England and East Scotland. Pastoral: Pastoral farming leaves the land under grass for the grazing of animals. Mixed: Mixed farming is when crops and animals are found in the same area. Mixed Farms: Grows crops and raises livestock. Found throughout the UK: rich soil and good grazing land required. Climate needs to be not too wet and not too dry. Central England and Central Scotland. Hill Farming: Hill farming is found in remote high land areas with little or no access. Sheep graze the mountains or hills. Sheep Farming: Produces wool and meat. Found in hilly areas where it is cold, wet and soils are thin. North Scotland and Mid Wales. Dairy/Cattle Farms: Produces cattle for milk and beef. Requires land that is not too steep and which has a moist climate to produce lush	cities of European countries Active Planet- - Use world maps and atlases to locate the province of Naples in Italy, Pompeii and the location of Mount Vesuvius. - Locate the Ring of Fire' on a world map. Scrumdiddlyumptious- - Understand where chocolate comes from - Locate countries on a map where cocoa beans are grown. - Understand what Fairtrade is and how it effects people. - Name some fair trade items and match them to the country they are	
--	---	---	---	--

grass. North Wales and Cornwall.

Market Gardening: High value crops. Found close to the market e.g. Lond and Birmingham. Located around towns and cities where transport links are good.

- To understand how vegetation belts and climates can affect how certain products grow. To describe what foods grow in hot countries. To match foods to the country they are grown in.

Some foods are required when they are out of season so producers grow them in hot houses/green houses in the UK. Alternatively, the food is produced abroad and sent to the UK.

Climate and soil conditions mean that not all food types can be produced here. The following foods come into the UK: rice, feta cheese, mangoes, oranges, lemons, bananas and coconuts.

Climate: Having the right climate is essential for crop growth and having good conditions for rearing animals. Temperature is critical for plant growth as all crops have a minimum temperature in which they will grow and a minimum growing season.

England: Crops commonly grown in the England include, Apples, Beetroot, Brussels Sprouts, Carrots, Celeriac, Celery, Chestnuts, Chicory, Cranberries, Jerusalem Artichokes, Kale, Leeks, Mushrooms, Onions, Parsnips, Pears, Potatoes, Pumpkin, Quince, Red Cabbage, Salsify, Savoy Cabbage, Swede, Swiss Chard, Turnips, Watercress, Winter Squash, White Cabbage.

America: Crops commonly grown in the America include, Corn, wheat, soybeans, cotton, and hay account for 90% of harvested acreage in

from within the world.

- Locating the equator, tropics of Capricorn and cancer.

the United States. Corn, wheat, and soybeans are grown for both animal feed and human consumption. Cotton is used to make clothing and other products.

- To name countries different foods are imported and exported too.

Children will decide what has been imported and what goods we export to other countries. I know the difference between import and export. I know which products we import and export in the UK. I can name which countries in the world have the highest import and export. I can name countries different foods are imported and exported too.

What do you think import means? Bringing (goods or services) into a country from abroad for sale.

What do you think export means? Sending (goods or services) to another country for sale.

What does trade mean? Trade — Buying and selling goods and services.

Main points. The top five UK trading partners by total trade in goods, were the United States (US), Germany, China, the Netherlands and France; they accounted for 46.0% of UK total trade in goods.

Country with Highest Import Rate: The United States, China, Germany.

Country with Highest Export Rate: Germany, Netherlands, Turkey, Russia, United States, India, Italy, South Africa, United Kingdom, France.

- To use an atlas and maps. To use the internet to research my favourite foods. To use a world map to locate where my favourite

		foods come from. Make a list of children's favourite foods. Research what country they are from. Write the continents on the map then label on the map what continent/country their favourite food is from. Recap the Continents, children to use atlases to find where their favourite foods come from. ● To learn about the products that are grown in their local area and compare this to products grown elsewhere. (Essington Farm- local link) To create a map with symbols showing where foods are grown at local farms and compare this to foods grown in other countries. <i>Essington Farm is a family business run by the Simkin's, who have farmed and retailed quality produce in Essington since 1892.</i> Crops that Essington grow: Strawberries, Raspberries, Blueberries, Plums, Damsons, Runner Beans, Sweetcorn, Pumpkins, Squash, Courgettes, Marrows, Rhubarb, Sprouts, Christmas Trees		
Rainforests The Amazon rainforest	To understand and know where rainforests are found and the typical climate of	● To locate the countries on a world map. To use an atlas to locate rainforests across the world. To use equator, tropic of cancer and tropic of Capricorn to describe the location of rainforests. Equator: An equator is an imaginary line around the middle of a planet. It is halfway between the North Pole and the South Pole, at 0	Children can name continents, oceans and key countries. Children have an understanding of countries that have a warm climate and a cold climate. children	name, locate, identify, find, layers, forest, canopy, emergent, understory, forest floor, tropical

	this area. To be able to explain and understand the different layers of a rainforest and the animals found within them. To research to discover features of villages, towns and cities. To know the areas of origin of the main ethnic groups in UK.	degrees latitude. <u>Tropic of Cancer:</u> The Tropic of Cancer, also called the Northern Tropic, is the latitude line that is 23 degrees above the equator (the line that runs through the middle of the Earth). The weather at the Tropic of Cancer is generally hot and dry. <u>Tropic of Capricorn:</u> The Tropic of Capricorn (or the Southern Tropic) is the circle of latitude that contains the sub solar point on the December (or southern) solstice. It is thus the southernmost latitude where the sun can be directly overhead. <u>Countries where Rainforests are found:</u> Brazil, Peru, Australia, Indonesia, Bolivia, Ecuador, Guyana, India, Malaysia, Mexico, Venezuela <u>There are four types of Forest.</u> Temperate deciduous forest — These trees drop their leaves in the Autumn. These forests are also known as broad- leaf forests because the trees have wide, flat leaves. Temperate coniferous forest - Temperate coniferous forests are common in the coastal areas of regions that have mild winters and heavy rainfall. Many species of trees inhabit these forests including pine, cedar, fir, and redwood. Boreal forest — Has Evergreen trees - This forest is covered with evergreen, or coniferous, trees. These are trees that don't drop their leaves, or needles, in the winter. Tropical rainforest - Tropical rainforests are located in the tropics, near the equator. Most rainforests get at least 75 inches of rain with	will be able to describe features of forests. <u>Year 3</u> Predator- - Understand that predators live in different biomes Tribal tales — - Know the difference between human and physical geography. <u>Year 4</u> Frozen Kingdom - Locate countries close to the equator	climate, continent, hemisphere, equator, world, map, globe, country, rainforest, different, similarities, UK, Cannock, Chase forest, Staffordshire, Rainforest, Amazon, Brazil,
--	--	--	--	--

many getting well over 100 inches in areas. Rainforests are also very humid and warm.

- To be able to name, locate and identify the different layers of a rainforest.

There are four layers in a Rainforest.

Emergent Layer - Trees in this layer can be up to 60m tall. Their trunks can be up to 5m in circumference. They are usually broad-leaved, evergreen hardwood trees. There is lots of sunlight up here, but it is also very cold and windy. Many birds, monkeys, bats and butterflies live here.

Canopy Layer - Trees in this layer form a roof over the plants below. Trees in this layer usually have smooth, oval, pointed leaves. There is lots of sunlight but also plenty of rain. Many animals live in this layer as there is plenty of food. These include snakes, toucans and tree frogs.

Understory Layer - Trees in this layer rarely grow taller than 4m. Trees in this layer rarely grow taller than 4m. Many insects live in this layer. Very little sunlight reaches this area, so the plants have to grow larger leaves to reach the sunlight that there is.

Forest Floor - It is very dark here — almost no sunlight reaches this area. Very few plants grow in this area. Leaves and other debris decompose very quickly. Animals such as gorillas, anteaters, leopards and tigers live here.

- To describe which types of animals live in each layer of the rainforest. To know a habitat is the place where an animal lives.

To describe which types of animals live in each layer of the rainforest.

What is a habitat? A habitat is a natural environment that an animal lives in.

Emergent Layer – Monkeys, bats and butterflies live here.

Canopy Layer – Snakes, toucans and tree frogs live here.

Understory Layer – Many insects live here.

Forest Floor – Gorillas, leopards and tigers live here.

- To compare the climate and weather in Brazil to that in the UK.
To understand and can describe the differences between weather and climate. I can use a line graph to plot the climates of Brazil and the UK.

What is weather? The conditions of the atmosphere, such as temperature and presence of rain and clouds. Weather changes daily. Most of our weather occurs in the lowest layer of the Earth's atmosphere, which is called the troposphere.

Climate: The average weather conditions of a location over a long period of time. The UK has a temperate climate: warm summers, mild winters and some rainfall all year

What is meteorologist? Someone who studies the weather.

How does the weather affect us? Maybe heavy rain caused your football match to be cancelled, or perhaps there was some damage to your house. You might even miss a day from school.

Weather and climate in the rainforest:

As tropical rainforests are located on or close to the Equator,

the climate is typically warm and wet. The high rainfall and year-round high temperatures are ideal conditions for vegetation growth. The atmosphere in the tropical rainforest is hot and humid as the result of high temperatures and abundance of water. The wide range of plants encourages a huge variety of insects, birds and animals. Temperatures in the tropical rainforest are high throughout the year. Annual temperatures usually average around 28°C and show little variation from day to day. The range in temperature throughout the year is low. The temperature never drops below 20°C and rarely exceeds 35°C. Rainfall levels are high, typically over 2000mm per year. This significant amount of rainfall supplies huge rivers such as the Amazon in Brazil and the Congo in Central Africa. Most afternoons experience a heavy downpour, which helps to keep the rainforest moist.

The Climate of Brazil

The seasons in the Southern Hemisphere are the opposite of those in the Northern Hemisphere.

Generally speaking, Brazil is a tropical country with seasons that follow the opposite of the Northern Hemisphere; cooler weather is typically found during the winter months of May-September and warmer weather from December-March, Brazil's summer.

However, within the country are five distinct climatic regions: equatorial, tropical, semi-arid, highland tropical and subtropical.

The Climate of the UK

The UK climate is temperate maritime and has four distinct seasons of

similar length: spring, summer, autumn and winter. There are warm summers and cool winters. In winter it is colder and wetter and the days are shorter than in the summer. The Gulf Stream (a warm current of the North Atlantic Ocean) contributes to the mild, maritime climate. There are slight regional variations in the UK: North west - cool summers, cold winters, heavy rain all year North east - cool summers, cold winters, steady rain all year South east - warm summers, mild winters, light rain all year, especially summer South west - warm summers, mild winters, heavy rain all year, especially winter.

Comparing the weather in Brazil and the UK:

The pattern of rainfall is different in Brazil and the UK. In most places in the UK, it rains twice as much in the winter months than in the summer months. Although rainfall varies widely in Brazil depending on location, the majority of the country is south of the equator, where most of the rain falls in the summer months due to the tropical and subtropical climate. The summer lasts from December to April and during these months there are frequent showers and it is very humid. The Amazon region has a tropical climate and there are high and fairly regular levels of rainfall. The northeast of Brazil has a semiarid climate and this region is dry most of the year and often there are droughts, rainfall is erratic.

you would expect to see the highest temperatures during the summer months in the UK (June to August) and the lowest temperatures during the winter months (December to February). Average temperatures in UK are warmer at lower latitudes and colder at higher latitudes.

The climate of Brazil does vary considerably. Most of Brazil is in the tropics, however over half of the population live in areas cooled either by altitude, sea winds or polar fronts. The coastal cities of Rio de Janeiro and Salvador can get very hot during summer months, whereas São Paulo, Brasília and Belo Horizonte have more mild climates. The average annual temperature in the Amazon region is 22 to 26 degrees Celsius and there is not much variation between the warmest and coolest months, unlike the UK and other parts of Brazil. South of Rio de Janeiro there are more defined seasons, and the range of temperature is greater with warmer summers and cooler winters.

The UK is in the Northern Hemisphere and the majority of Brazil is in the Southern Hemisphere. The Earth's axis is the imaginary line through the centre of the Earth between the North and South Poles. We experience different seasons because the Earth is tilted as it orbits the sun. When the Northern Hemisphere is tilted towards the sun it is summer in the UK and when the Northern Hemisphere is tilted away from the sun it is winter in the UK. Due to the tilt of the Earth's axis, the Sun appears to move higher in the sky in the summer than in winter, resulting in more hours of daylight and higher temperatures. When it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere. Brazil is largely in the Southern Hemisphere. Therefore, the summer months in Brazil are the winter months in the UK.

- To compare the Amazon rainforest in Brazil to Sherwood Forest in the UK.

To know the difference between a rainforest and a forest.

The main difference between a forest and rainforest is:

That a rainforest is a forest in a climate with high annual rainfall and no dry season. Whereas a forest is a dense collection of trees covering a relatively large area larger than woods. Sherwood Forest is a temperate deciduous (a tree or shrub) forest but the Amazon Rainforest is a type of tropical rainforest. The Amazon rainforest is over 55 million years old but Sherwood Forest is only 12,000 years old. Also passing through the Amazon rainforest is the Amazon River.

The Amazon Rainforest - The Amazon is 5,500,000 square kilometres of rainforest, with parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. It previously covered a much larger area and was densely populated. Home to about 2.5 million insect species, tens of thousands of plant species, and over 2,000 species of birds and mammals. Around 2 million tourists visit each year.

Sherwood Forest - Sherwood forest is 4.23 square kilometres of forest in Nottinghamshire, UK. It previously covered a much larger area, including some of Derbyshire. It's now designated a Special Area of Conservation and is a Country park run by Nottinghamshire County Council. The River Idle passes through it, before joining the River Trent. Sherwood Forest attracts over 500,000 visitors every year. Home to the Major Oak, a tree between 800 and 1000 years old and thought to

be Robin Hood's hideout.

- To compare daily life of the Yanomani tribe to my own life in the UK. To know why tribes still live in the Amazon rainforest today. To know how tribes survive and live in a rainforest. To understand and can describe the life of the Yanomani tribe in the Amazon rainforest.

It is home to more than 400 tribes, also known as tribal peoples and indigenous peoples. These tribal peoples have always lived in the Amazon rainforest, which makes it their ancestral home.

International law recognises the rights of tribal peoples to live in their lands — this is known as tribal peoples' land rights. Both the United Nations and other organisations that protect human rights have declared that ancestral lands belong to the tribes that live in them and need to be protected. In reality, these tribes are in danger, especially those that have had no contact with other people (known as uncontacted peoples).

Colonisation When European settlers arrived in the Americas in the 15th century, millions of indigenous people died due to diseases, such as flu, that the settlers brought with them. Today, colonisation comes in the form of land grabbers. These are people who settle illegally, often by means of violence, in the lands where tribal peoples live, bringing with them illnesses, such as malaria.

Deforestation In 2001, the Amazon rainforest covered 5.4 million km² - approximately 87% of the surface it originally covered. Most of the deforestation occurred in the Brazilian forest, mainly due to cattle

ranching and crop growing. However, in areas where tribes have been able to stay in their land, deforestation has been stopped. Scientists have referred to the lands of tribal peoples as 'the most important barrier to Amazon deforestation'.

The Yanomami are considered the largest isolated tribe in South America. Their population is approximately 35,000.

They live in northern Brazil and southern Venezuela in communal, circular homes, known as 'yanos' or 'shabonos'. The yano has a big, central space for celebrations. The Yanomami sleep in hammocks made from cotton or palm fibre, hung from the roofed area of the yano.

One of the greatest threats to their survival is a road that was built in the 1970s. This was used during a gold rush in the 1980s, where 40,000 gold miners invaded the Yanomami land after a survey project detected mineral deposits in the area. The gold prospectors brought diseases to the area, to which the Yanomami had no immunity. In only seven years, 20% of the Yanomami died.

Before colonisation, the Tupi were one of the most numerous tribes indigenous to Brazil. It is estimated that, in 1500 when the Portuguese arrived in Brazil, their population was around 1 million - nearly the same as the population in Portugal at that time.

However, they were enslaved or killed by diseases transmitted by the Portuguese, and later Brazilian, settlers. Having never been exposed to these diseases, the Tupi had no immunity to them. One of these diseases was smallpox.

Today, the Tupinambá are one of the few remaining Tupi communities

who have had their land rights recognised in the Brazilian state of Bahia.

Other Tribes:

The Kayapo, The Awa, The Korubo

In recent years, scientists have discovered that the lands of tribal peoples act as barriers to deforestation.

Using satellite images, researchers have observed indigenous reserves in Brazil. These are lands that have been protected by the FUNAI so that illegal loggers and land grabbers cannot enter them. They found that deforestation was 66% higher outside indigenous reserves than inside while forest fires were considerably higher outside the reserves.

This shows that Amazon tribes have a truly respectful and environmentally friendly lifestyle and that we can consider them guardians of the rainforest.

- To explain what destruction and deforestation is. To know what factors lead to rainforest destruction and deforestation. To suggest ways to help save the rainforest from destruction and deforestation.

Rainforests cover only 6% of the Earth but they are home to 50% of all plant and animal species. In just four square miles, you might find, 1,500 flowering plants, 400 species of birds, 750 species of trees and 150 species of butterflies.

Why are rainforest so important? Rainforests get their name from the heavy rains that fall almost every day. Trees soak up the water and help prevent erosion. Without them, the soil would wash away.

Rainforests are known as the 'Lungs of the Earth.' The trees absorb harmful carbon dioxide and produce 20% of the oxygen in Earth's atmosphere.

25% of medicines come from plants found in the rainforest.

Deforestation occurs when trees are cut down across a wide area. This land is then used for another purpose.

There are over 7 billion people on the planet. This number keeps growing and, by 2100, there could be 11.2 billion people. All of these people need food so land is cleared for farming. Forests are cleared permanently for animal grazing, which provides meat. Land is also used to grow crops, such as sugar cane and palm oil. Huge areas of forest are cut down to grow soya, which is used to feed cattle and pigs.

Why are rainforests being cut down? Trees are useful and valuable.

Among other things, they are used for paper, building and firewood.

The rainforest is home to a unique variety of tree species. Hardwoods, such as teak or mahogany, are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace.

Subsistence Farming Known as slash and burn, families cut down small parts of the forest and burn it to improve the soil and make room for cattle. It is small scale and the forest can regenerate but with more people taking more land, this chance of recovery is slower. Up to 48% of all deforestation is caused by subsistence farming.

Commercial Farming This is farming that happens on a large scale. It is led by companies who need to produce on a much bigger scale to

provide food and products for the wider world.

Palm oil comes from the fruit of oil palm trees. Palm oil is edible and is found in lots of food. It is used in a huge range of products, such as toothpaste, deodorant, make-up, shampoo and lipstick. Palm oil can also be used as animal feed and as a biofuel for machines.

Huge areas of rainforest are destroyed in order to grow oil palm trees.

This means animals and other plants lose their natural habitats.

Effects of Deforestation:

Habitat loss: Animals and plants lose their home so some may become endangered or extinct.

Climate change: Scientists believe deforestation has a worldwide impact on climate. Trees store carbon dioxide. When they are cut down, the gas is released and builds up in the atmosphere. Carbon dioxide is a known greenhouse gas and contributes to global warming.

Soil erosion: Tree roots help hold the soil together and prevents it from being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.

Lack of biodiversity: The number of different species becomes smaller.

Land loss: Deforestation also means that **Indigenous** tribes are losing their homes.

Many of these groups are known as 'uncontacted tribes', which means

they have had no contact with the outside world. They rely on the forest to hunt animals and gather food. Deforestation means they have less food and may have to move to other areas.

What can be done?

Many shops and supermarkets now label products that have palm oil in them, allowing customers to choose different products or select items that are made from sustainable palm oil.

Choosing paper and wood that come from a sustainable source. The Forest Stewardship Council (FSC) tick shows that items are made of materials from part of a forest management scheme or recycled sources.

Changing your diet by eating less meat and finding out where your food is coming from can be one of the best things you can do for our planet. By eating less meat and sourcing locally grown produce, you will be helping to cut down the need for mass agricultural farming and the transportation of food.

People can find out more by supporting organisations that combat deforestation. These groups include the World Wide Fund for Nature (WWF) and the Rainforest Trust.