

Blue Planet

Main Subject Focus Geography	Intent: Why? To broaden understanding of both UK and the wider world. To gain knowledge of how geographical location and physical geography affects human geography- including settlement, agriculture, trade, and lifestyle. To develop our understanding of human effects upon the environment and consequences.	Links to prior and wider learning Builds upon geographical knowledge of both in UK and wider world. Builds upon previous topics and understanding of human impact on the environment. <i>Coastal Curiosities, Keen to be Green, Expedition Europe, Raging Rivers and Majestic Mountains, Voyagers</i>														
Key Vertical Concepts Taught Human and Environmental																
Knowledge Locational knowledge <ul style="list-style-type: none">locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography <ul style="list-style-type: none">describe and understand key aspects of:human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork <ul style="list-style-type: none">use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world																
By the end of this unit, pupils will learn: <ul style="list-style-type: none">Consolidate their understanding of the location of the world’s continents and oceansWhat an ocean is (including layers of the ocean)Difference between an ocean and a seaImportance of oceans and human impact																
<table><tr><td>Year 3<ul style="list-style-type: none">· Begin to ask/initiate geographical questions.· Use NF books, stories, atlases, pictures/photos and internet as sources of information.· Investigate places and themes at more than one scale· Begin to collect and record evidence.· Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</td><td>Year 4<ul style="list-style-type: none">· Ask and respond to questions and offer their own ideas.· Extend to satellite images, aerial photographs.· Investigate places and themes at more than one scale.· Collect and record evidence with some aid.· Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</td></tr><tr><td><ul style="list-style-type: none">· Name and locate a wider range of places in their locality, the UK and wider world.· Use 4 compass points to follow/give directions:· Use letter/no. co-ordinates to locate features on a map.</td><td><ul style="list-style-type: none">· Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.· Use 4 compass points well· Begin to use 8 compass points· Use letter/no. co-ordinates to locate features on a map confidently.</td></tr><tr><td><ul style="list-style-type: none">· Locate places on larger scale maps e.g. map of Europe.</td><td><ul style="list-style-type: none">· Locate places on large scale maps, (e.g. Find UK or India on globe)</td></tr><tr><td><ul style="list-style-type: none">· Know why a key is needed.· Use standard symbols.</td><td><ul style="list-style-type: none">· Know why a key is needed.· Begin to recognise symbols on an OS map.</td></tr><tr><td><ul style="list-style-type: none">· Begin to use map sites on internet.· Begin to use junior atlases.</td><td><ul style="list-style-type: none">· Use junior atlases.· Use map sites on internet.</td></tr><tr><td><ul style="list-style-type: none">· Begin to identify features on aerial/oblique photographs.</td><td><ul style="list-style-type: none">· Identify features on aerial/oblique photographs.</td></tr><tr><td><ul style="list-style-type: none">· Begin to identify points on maps A, B and C.</td><td><ul style="list-style-type: none">· Begin to identify significant places and environments.</td></tr></table>			Year 3 <ul style="list-style-type: none">· Begin to ask/initiate geographical questions.· Use NF books, stories, atlases, pictures/photos and internet as sources of information.· Investigate places and themes at more than one scale· Begin to collect and record evidence.· Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Year 4 <ul style="list-style-type: none">· Ask and respond to questions and offer their own ideas.· Extend to satellite images, aerial photographs.· Investigate places and themes at more than one scale.· Collect and record evidence with some aid.· Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	<ul style="list-style-type: none">· Name and locate a wider range of places in their locality, the UK and wider world.· Use 4 compass points to follow/give directions:· Use letter/no. co-ordinates to locate features on a map.	<ul style="list-style-type: none">· Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.· Use 4 compass points well· Begin to use 8 compass points· Use letter/no. co-ordinates to locate features on a map confidently.	<ul style="list-style-type: none">· Locate places on larger scale maps e.g. map of Europe.	<ul style="list-style-type: none">· Locate places on large scale maps, (e.g. Find UK or India on globe)	<ul style="list-style-type: none">· Know why a key is needed.· Use standard symbols.	<ul style="list-style-type: none">· Know why a key is needed.· Begin to recognise symbols on an OS map.	<ul style="list-style-type: none">· Begin to use map sites on internet.· Begin to use junior atlases.	<ul style="list-style-type: none">· Use junior atlases.· Use map sites on internet.	<ul style="list-style-type: none">· Begin to identify features on aerial/oblique photographs.	<ul style="list-style-type: none">· Identify features on aerial/oblique photographs.	<ul style="list-style-type: none">· Begin to identify points on maps A, B and C.	<ul style="list-style-type: none">· Begin to identify significant places and environments.
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Wider curriculum links: Science – Living Things and Their Habitats PSHE – sustainability and care for the environment Art – using recycled materials																
Key Texts: Maps, Blue Planet II -Stewart-Sharpe, The Story of the Blue Planet, Atlas of Ocean Adventures-Hawkins and Letherland, Flotsam- Wiesner,																
Key Vocabulary/ Etymology Sea, ocean, sustainability, environment, pollution, habitat, Pacific Ocean, Atlantic Ocean, North Sea, Irish Sea, Equator, Hemisphere, Indian Ocean, Southern Ocean, Arctic Ocean, Southern Hemisphere, Arctic Circle, Antarctic Circle, marine, bioluminescence, oxygen, medicine, weather pattern, transportation																
Wow moment- Visit to Blue Planet Aquarium, Create own Blue Planet documentaries to be filmed for the website																
School Values- Courage and Excellence- Having the courage to stand up for what is right and to speak out for the environment and being proud of our natural world- wanting to protect out oceans British Values- Rule of Law and Individual Liberty- Focus upon why rules are important how they protect us and our environment and the importance of having choices and making the right choices																