





Enquiry Question


Why does the coastline change?

Focus:

Comparison (Europe: UK and Netherlands)

Be Brilliant 
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe 
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave 
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As geographers, we are learning to identify erosion on coastline features.</i>	Compare different coastlines and what they are made up of. Identify different features on a picture. Which would you find in Cornwall?	identifying, physical characteristics, key topographical features and understand how some of these aspects have changed over time.
2	<i>As geographers, we are learning to understand why Norfolk have a higher rate of erosion.</i>	Explore Norfolk's coastline. They have softer clay. What has happened in the area over the last 100 years. Compare to Cornwall's coastline.	identifying, physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
3	<i>As geographers, we are learning to understand the process of longshore drift.</i>	The children draw and label the process of longshore drift and identify the different ways we can slow the erosion down. Using Google Earth label which are being used and why in specific areas.	Countries in Europe and their capital cities Identifying, physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
4	<i>As geographers, we are learning to explore how The Netherland tackle erosion on their coastline.</i>	Learn about the coastal countries around UK and Netherlands and their capitals. Same Sea but a different approach. They are creating useful land, use Google Earth to find key features and the children build a model of their findings.	identifying, physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
5	<i>As geographers, we are learning to Compare Norfolk's coastline and The Netherlands</i>	Using pictures first identify similarities and difference—spot the difference. Why are there difference?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
6	<i>As geographers, we are learning to write a discussion text on the similarities and differences between Norfolk's and The Netherlands</i>	Cross curricula writing.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

Composite: Trip to Trevoze Headland



Enquiry Question

Why can't all Ugandans feed their families

Focus:

Global learning- food poverty

CULTURAL DIVERSITY
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Learning objective
As geographers, we are learning where Uganda is in the world

Outcome - from overview
Locate Uganda on a map and looks at the Equator, Tropics of Cancer and Tropics of Capricorn etc.

Skills used (NC)
Locate the world's countries, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

POSSIBILITIES
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Learning objective
As geographers, we are learning what life is like in Uganda.

Compare similarities and differences between Uganda and UK focusing on population, land usage

Describe and understand key aspects of human geography,

Learning objective
As geographers we are exploring different biomes.

Look at the different biomes. Explore the differences and locate these on a map.

describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains

Learning objective
As geographers, we are discussing the climate in Uganda

Focus in on the Savanah biome and explore how this effects the climate in Uganda. Write an explanation text about the climate in Uganda.

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains

ADVENTURE
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Learning objective
As geographers, we are learning about the challenges that Ugandan farmers face.

Explore the challenges faced by the farmers. Focus on climate change, pests and crop diseases and growing population. Explore the impact that this has and how people and charities overcome these challenges.

understand geographical similarities and differences through the study of human and physical geography

Learning objective
As geographers, we are exploring methods of sustainable farming

Explore a range of methods of sustainable farming. Children explore how these could change life for Ugandan farmers.

understand geographical similarities and differences through the study of human and physical geography

Composite:
Children make a vegetable patch and grow fruit/vegetables