





**Enquiry Question**


How do rivers shape the land?

**Focus:**

Comparison (River Avon-UK, River Rhein-Europe, Colorado-USA)

**Be Brilliant**  **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.

**Believe**  **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.

**Be brave**  **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.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning about the upper course of a river</i> Retrieval – Coasts What features will you see in the upper course of a river	Draw and label the key features, with explanation	Physical geography - describe and understand key aspects of rivers and mountains
2	<i>We are learning about the middle course of a river</i> Retrieval – Vocabulary from the upper course What features will you see in the middle course of a river	Draw and label the key features, with explanation. Create a working model of a how an oxbow lake is created	Physical geography - describe and understand key aspects of rivers and mountains
3	<i>We are learning about the lower course of a river</i> Retrieval – Continents What features will you see in the lower course of a river	Draw and label the key features, with explanation	Physical geography - describe and understand key aspects of rivers and mountains
4	<i>We are learning to apply our understanding of how rivers change the land (case study - the Rhein)</i> Retrieval – Countries in Europe Do all rivers have the same features and if not is there a reason	Using primary sources, follow the route of a river using knowledge of key features	Locational knowledge - locate the world's countries, using maps / Google Earth to focus on Europe, concentrating on physical characteristics
5	<i>We are learning to apply our understanding of how rivers change the land (case study - the Colorado)</i> Retrieval – Countries in North and South America Do all rivers have the same features and if not is there a reason	Using primary sources, follow the route of a river using knowledge of key features. Draw comparisons to the Rhine	Locational knowledge - locate the world's countries, using maps / Google Earth to focus on North America, concentrating on physical characteristics
6	<i>We are learning to research other rivers and create a presentation</i> From research, what features are evident during the course of a river from source to mouth	Research the route of a river in either the UK of South America and feed back to the class	Locational knowledge - locate the world's countries, using maps/Google Earth to focus on Europe, North and South America, concentrating on their key physical characteristics

Composite: Create a presentation on a case study river



**Enquiry Question**

How do National Parks secure natural spaces for the future?

**Focus:**

Comparison of U.S.A and U.K National Parks

**Be Brilliant**  
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.

**Believe**  
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.


**Be brave**  
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.


Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning to use longitude and latitude to locate specific places</i> Retrieval – continents and oceans of the Earth Use lines of latitude and longitude to find key areas	Identify National Parks from their coordinates and describe the position of a point / area	Use of globe and maps Use of grid reference / coordinates
2	<i>We are learning about the draw of National Parks for millions of people.</i> Why do people go to National Parks? Focus on Yellowstone, Yosemite and the Grand Canyon	Research and identify the features, sights of each National park, and communicate ideas	Study of physical and human geography – comparing Use IT to present knowledge
3	<i>We are learning to understand why there was a need to introduce National Parks - Yellowstone (study)</i> What is posing a threat to the National Parks?	Understand how human interaction has an effect on the physical and other inhabitants – past and present	Use of maps and GoogleEarth (IT)
4	<i>We are learning to understand why there was a need to introduce National Parks - Grand Canyon (study)</i> What is posing a threat to the National Parks?	Understand how human interaction has an effect on the physical and other inhabitants – past and present	Use of maps and GoogleEarth (IT)
5	<i>We are learning to understand why there was a need to introduce National Parks - Grand Canyon</i> What is posing a threat to the National Parks?	Comparisons drawn between NPs in the U.S.A. and the U.K.	Study of physical and human geography – comparing
6	<i>We are learning to discuss, with evidence, whether National Parks should exist and whether their purpose is a positive for our natural spaces</i> Do children believe that NPs protect natural areas?	Discussion challenges the pros and cons of National Parks	Study of physical and human geography – comparing


Composite: Children write a discussion to answer the enquiry question, focussing on tourism and the Inuit tribes (English independent application – in geography groups)



<b>Enquiry Question</b>	What does a bar of chocolate really cost?	<b>Focus:</b>	Geography – Global learning
-------------------------	---	---------------	-----------------------------

**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>We are learning to explain where chocolate comes from</i> Retrieval – continents, countries and location of these in relation to the equator	Children make notes about the different places where chocolate comes from.	Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical, including: climate zones, biomes
2	<i>We are learning to explain differences for farmers in the UK and Ghana</i> Retrieval – Label Africa and surrounding seas / oceans and climate based on location	Children compare the local areas of Ghana with home. Using what they know and comparing with the UK to draw some conclusions	Human geography, including land use, economic activity including trade links Understand geographical similarities and differences through the study of human and physical geography of region within North or South America
3	<i>We are learning to understand how cocoa farmers live.</i> Retrieval – What do they know about other countries and how people live – Brazil (life)	Children compare the local areas of Ghana with home - comparing with the UK to draw some conclusions	Human geography, including: types of settlement and land use, economic activity including trade links
4	<i>We are learning to understand the challenges facing cocoa farmers</i> Retrieval - Vocabulary	Children take notes from watching footage of cocoa farmers and how their environment affects their crops	Physical geography, including: climate zones, biomes Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food
6	<i>We are learning about the importance of the fair-trade organization.</i> Retrieval – How do farmers live in Ghana?	Children taste test products, compare and makes suggestions why FairTrade is important	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food

Composite  
Children create a concept map about FairTrade to share what they have learnt