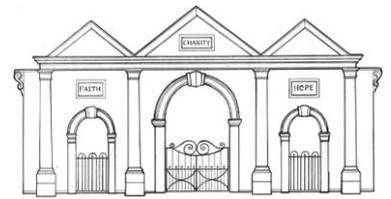
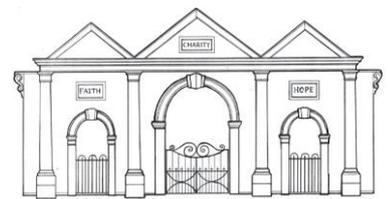


Geography: Organisational Structure

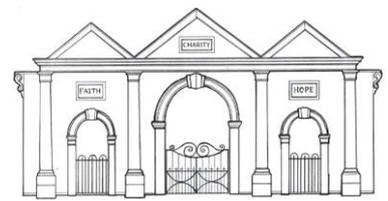


| Class | Great Britain | Our World | Natural World | Local Study |
|-----------------------------------|-------------------------------|-----------------------|-------------------------|--------------------|
| Bumblebee class YR. R/1 | Arctic and Antarctic | East Anglia (farming) | Weather | Our School |
| Hedgehog class Yr. 2/3 | Coast to Coast | Europe | Peaks of the World | Tour of Wortham |
| Barn Owl class Yr. 4/5 | Four Nations | Africa | Rivers and Water Cycles | Surveying our Area |
| Otter class Y6 | Settlements in Modern Britain | America | Natural Disasters | Travelling Through |

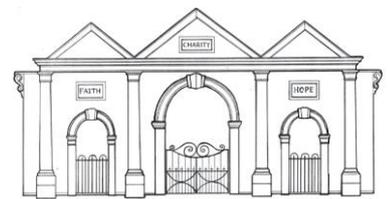


Bumblebee Class

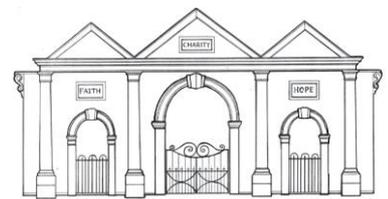
| Title | East Anglia (farming focus) |
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| Overview | <p>Teach alongside How does your garden grow? (Science)</p> <p>The aim of this unit is to develop the children's knowledge of the country we live in, with an emphasis on our surrounding locality. This unit will aim to teach children about the human and physical features of our area, with an emphasis on the use of land for farming within East Anglia.</p> <p>EYFS</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. |
| Vocabulary | <p>United Kingdom, East Anglia, Farm and Farming, aerial photographs, directions (North, East, South, West), key human and physical features</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> To understand that East Anglia is part of the United Kingdom, in which we live. To understand how land can be used for different purposes. To understand what a farm is and why it is important. To use a map to navigate your way around a farm. To use key geographical vocabulary related to farming. To use aerial photographs to identify key human and physical features of East Anglia. To understand how the seasons and weather affect farming. To make comparisons between life on a farm and life in a town. To ask questions such as 'how they do., what does the... where does...' |
| Suggested Learning Experiences | <ul style="list-style-type: none"> Visit a Farm Park. Follow directions using a map of the farm. Role play opportunities. Travel with Barnaby Bear (BBC bitesize class clips) working on a farm/working on a livestock farm. Create their own farm map using a simple key. |



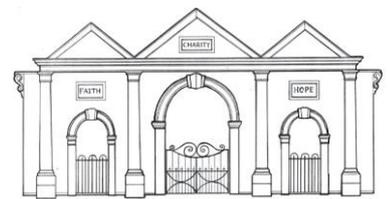
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| Title | Arctic and Antarctica |
| Overview | <p>The aim of this unit is to provide children with the knowledge and understanding of the world's cold areas in relation to the Equator and the North and South Poles. The children will be introduced to the world's seven continents and five oceans. The children will use a globe to locate the Arctic, Antarctica and the UK. The children will learn about how the animals and indigenous people that live in the Arctic and Antarctica have adapted to survive in their environment.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. • Looks closely at similarities, differences, patterns and change. |
| Vocabulary | UK, Arctic and Antarctica, Polar regions, Equator, North, South, East, West Seven continents and five oceans |
| Key Learning Objectives | <ul style="list-style-type: none"> • To use a globe to identify the location of UK, Arctic and Antarctica. • To name and locate the world's seven continents and five oceans. • To locate hot and cold places in the World. To understand that the closer a country is to Equator the hotter it is and the further away it is, the colder it will be. • To compare polar regions with the UK. • To look at the animals of the polar regions and how they are adapted to their environment. • To look at the life as an Inuit and compare to our life. • To ask questions such as 'How do they..., where do they... What is it like to live here... what is it like to...?' |
| Suggested Learning Experiences | <ul style="list-style-type: none"> • Make a papier mache globe. • Can you build a den for a Polar Bear? • Role play opportunities. • Exploring ice and snow to help children understand how cold it is. • Clips from David Attenborough's Frozen Planet |



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| Title | Weather |
| Overview | <p>The aim of this unit is to make observations and develop vocabulary associated with describing the weather.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. • Looks closely at similarities, differences, patterns and change. |
| Vocabulary | UK, compass, Equator, North, South, East, West, map |
| Key Learning Objectives | <ul style="list-style-type: none"> • To identify different types of weather. • To name and locate the world's seven continents and five oceans. • To be able to describe how weather changes according to the season. • To understand weather forecasts. • To understand the impact the weather has on our daily lives. • To begin to understand the adverse impact of severe weather conditions. • To begin to understand that different places have different weather. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> • To create a weather station. • To role play weather reports. • To create a poster for staying safe in the sun. • To make a kite. |

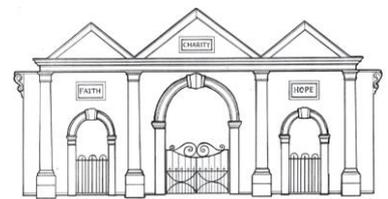


| Title | Our School |
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| Overview | <p>The aim of this unit is for the children to gain a deeper and wider knowledge of their locality (our school). The children will use simple fieldwork and observational skills to study the geography of our school and its ground. The children will identify the key human and physical features of the school and its surrounding environment.</p> <p>EYFS</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. |
| Vocabulary | <p>Map, key, aerial view, North, East, South, West, compass, symbols, locational language – near, far, left and right, key human and physical features</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> To identify where we live by using simple maps. To name, describe and compare familiar places (Wortham / Diss) To identify where they live and link / compare this to other places in the local community. (e.g., house near / opposite to school). To use observational and fieldwork skills to map the school. To use aerial photographs to identify the school and its surrounding area. To be able to create a map of the school using simple keys. To be able to name, locate and describe features on the map of the local area. To use simple compass directions and directional language. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> To create a brochure of the school. To create a tour of the school using iPad. To devise a simple map, using simple keys. To follow a treasure map. To carry out an observational study, e.g., how many trees in the school grounds. To complete sketches of the school environment. To find out about some present changes that are happening in the local area (e.g., building new houses, roads etc). Suggest ideas for how we could improve the school environment. |

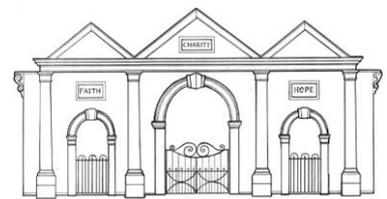


Hedgehog Class

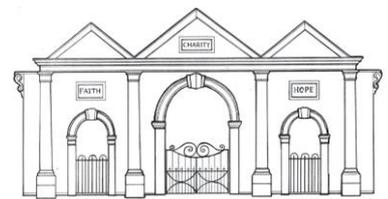
| Title | Coast to Coast |
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| Overview | The purpose of this unit is to develop the children's knowledge of the country we live in with a focus on our coastal areas. This unit will aim to teach the children about the human and physical features of our coastline, to understand how erosion occurs and its effects and to compare two coastal areas. The children will also develop an understanding of how close we are to the coast and the vast amount of coastal areas, towns, places to visit there are in East Anglia. |
| Vocabulary | coast shore beach cliff estuary dunes tide island port shipping lighthouse ocean harbour |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To know which continent the UK is within and to locate other continents and the five oceans and where the UK is in relation to these. ➤ To use world maps and globes to identify the UK, the countries within the UK and their capital cities. ➤ To understand that the United Kingdom is an island and to locate the coastal areas and name the seas and oceans surrounding the UK. ➤ To label the key parts of the coast and understand key vocabulary. ➤ To use Ariel photographs to identify key human and physical features of the coast. ➤ To understand how coastal areas are used (to include tourist, lighthouses and ports/shipping.) ➤ To understand what erosion is, why it happens and the impact it has on coastal areas. ➤ To compare two contrasting coastal areas |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Begin by understanding where the UK is located within the world, and then focus in on UK – the countries which make it up, the location of capital cities and where we live in comparison to the location of coastal areas / key coastal locations. ➤ https://www.bbc.co.uk/bitesize/clips/z9xsb9q - coastal erosion ➤ https://www.bbc.co.uk/bitesize/clips/z9xsb9q - KS1 and KS2 Suffolk Wildlife school trip – coastal explorers ➤ Use ariel photos to recognise landmarks, human and physical features of the coast. ➤ A visit to Dunwich to see the effects of erosion, small museum – can look at the model of the town which was lost. ➤ Diagrams of the coast for children to label. ➤ Locate key/famous coastal towns / seaside locations. |



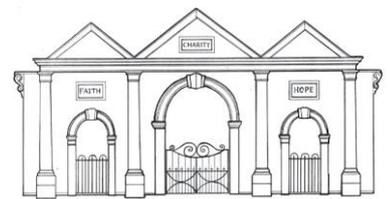
| Title | Europe |
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| Overview | The aim of this unit is to provide children with the knowledge and understanding of the world's continents with the focus on Europe. The children will find out about the many countries which make up Europe, their locations, capital and other significant cities, its different climates, human and physical features and culture. |
| Vocabulary | continent country Europe European names of the European countries' climate temperate Mediterranean. Compass, north, east, south and west. North pole, south pole, equator locational and directional language |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To locate the world's continents and oceans and the location of Europe. ➤ To locate and name the countries, oceans and seas which make up Europe. ➤ To begin to use the eight compass directions to compare the locality of countries within Europe. ➤ To name and locate the capital cities and significant cities which make up Europe. ➤ To understand the differing climates in Europe. ➤ To know and locate the human features. ➤ To know and locate the physical features of Europe. ➤ To compare an area of the UK (Suffolk) to an area in Europe. ➤ To understand the different cultures within Europe including food, religion and languages spoken. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ To create a 'passport' book including information about the different European countries. ➤ To study and compare countries in Europe (including Russia) – compare populations, largest cities and areas. ➤ To have a day, making / enjoying European food, visitors, learning languages. <p>Homework project – enable children to research further into a European country.</p> |



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| Title | Peaks of the World |
| Overview | <p>Teach alongside Explorers (History) and Rocks (Science) <i>The aim of this unit is to develop children's knowledge of the key peaks across the world which will include mountains and volcanoes. The children will be able to locate these and understand what mountains and volcanoes are and the effects of volcanoes.</i></p> |
| Vocabulary | <p>Peak mountain volcano mountain ranges tectonic plates active dormant extinct shield composite cinder cone lava domes (shapes) lava magma crust fertile (soil) erupt south, east, north, west, compass valley</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To name and locate mountain ranges and the tallest mountains across the world (use compass points). ➤ To compare the human and physical features of our local area in the UK compared to areas within a mountain range in a non-European country (e.g., The Himalayas). ➤ To understand what Earth is made up of and what a mountain is and how they would have been created. ➤ To locate volcanoes across the world, including 'The Ring of Fire' ➤ To know what a volcano is, the types of volcanoes, their shapes and structure. ➤ To know the effects volcanoes can have including positive effects on the soil and why people settle near volcanoes. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/ ➤ Use an apple to demonstrate the structure of Earth. ➤ Volcano experiment |

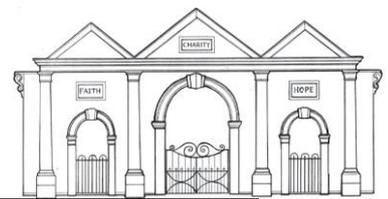


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| Title | Tour of Wortham |
| Overview | The aim of this unit is for the children to gain a deeper and wider knowledge of their locality (of school). The learning will work towards creating a tour around our local village of Wortham. The children will need to identify the human and physical features of the village using simple fieldwork skills and mapwork. |
| Vocabulary | Names of key human and physical features Ariel fieldwork survey tour 8 compass points East Anglia Suffolk Norfolk region counties town village |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To identify where we live. (start from globe level and move onto, country, region (East Anglia), county, town and village). ➤ To use Ariel photos to locate physical and human features in Wortham. (road, park, tennis courts, shop, café, post office, kennels, nursery, school, pub, bus stops, village hall, fields, farming, meadows for grazing) ➤ To use fieldwork and observational skills to map Wortham and its human and physical features. ➤ To create maps with simple keys. ➤ To carry out an environmental study / survey. ➤ To find out and understand how Wortham as changed over time. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Display – large map of Wortham Village ➤ Invite residents in to talk to the children about Wortham and its history. ➤ Create a video tour of Wortham. ➤ Use digital photos to create a tourist / information brochure about Wortham |

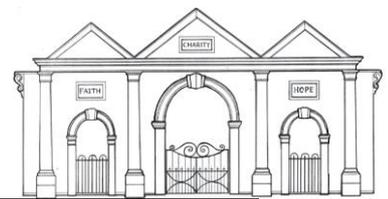


Barn Owls

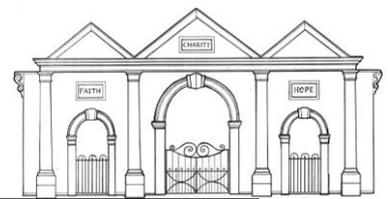
| Title | Rivers and Water Cycles. |
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| Overview | In this topic, Children will be learning about rivers and the water cycle. We will start by labelling the water cycle and creating a diagram to explain its process. Then, we will move onto rivers and focus more specifically on the part they play. Once finished, we will explore how rivers have been used over time and how they can still affect the today. We will write a newspaper report on a publicised flooding to show the damage rivers can cause as well as investigating the preventative measures that can be taken to stop this. |
| Vocabulary | atlas, continents, water cycle, rivers, erosion, transportation, deposition, mouth, source, evaporation, condensation, industry, settlement, meander, tributary, headland, floodplain, sustainability. |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ Using maps, atlases, globes and digital computer mapping to locate countries, mountain ranges, rivers and Oceans of south America. ➤ Name and label parts of the water cycle. ➤ Use the language of rivers e.g., erosion, deposition, transportation. ➤ Explain and present the process of rivers. ➤ Compare how rivers have changed over time and impacted on trade. ➤ Research and discuss how water effects the environment, settlements, environmental changes and sustainability. ➤ Make field/observational notes about land/river features. ➤ Study pictures of rivers past and present to compare. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Label diagram of a river (Chn create their own rivers on the playground using chalk) ➤ Labelled diagram of the water cycle. ➤ Use an atlas or map to choose a river to create an information power point on. ➤ From a period in history - produce an advert for a housing estate near a river as a poster. Compare how/why it was important to settle near a river throughout different periods in history. ➤ To write a newspaper report on a flooding – children to see footage to see what can happen. As well as prevention methods. |



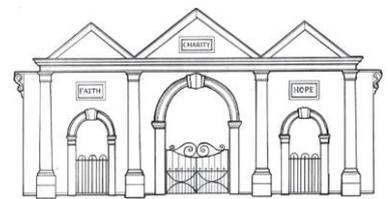
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| Title | Africa |
| Overview | <p>Children to start by locating Africa on a map. We will then explore the different countries within Africa. The children will then recap previous work on the Equator and how this effects the climate/biomes around the world. After finishing our map work, we will compare two differing parts of Africa making comparison posters. Children will then have the chance to explore our trade links and how we are able to get exotic items so easily in our supermarkets.</p> |
| Vocabulary | <p>Continents, Equator, hemisphere, biomes – tundra, arctic, desert, tropical, shrubland, grassland, temperate deciduous forest, tropics, climate zones, fair trade, trade links, latitude, longitude</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To recognise the seven continents by their shape. ➤ Understand the difference between the Northern and Southern hemisphere. ➤ Understand the term climate zones and identify differing ones and compare weather patterns across the world. ➤ Discuss global warming and its implications. ➤ Focus on Biomes – compare differing ones including: Tundra, grasslands, desert, tropical rainforests. ➤ Using maps, atlases, globes and digital computer mapping to locate countries of Africa Compare two different parts of Africa (rural/Urban) ➤ Compare a part of Africa to part of the UK, identify the similarities and differences and understand why these exist. ➤ To demonstrate an understanding that depending on where people live and their environment, they may have differing qualities of life. ➤ Find out about how the environment has changed and how this has affected people living there. ➤ Make connections between the Equator, the tropics and Africa. ➤ Identify trade links around the world, discovering where food comes from, including fair trade. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Use a map to locate countries of Africa, including the Northern and Southern hemisphere and Equator. ➤ Colour code world map showing different climate zones – make links to climate zones and the Equator. ➤ Compare rural and Urban Africa making posters that compare population, landscape, area etc. ➤ Show journey of a food item to our supermarket from Africa such as coffee beans. ➤ Discuss Fairtrade and write a persuasive argument as to why this is so important |



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| Title | Surveying our Area. |
| Overview | Children will be surveying the local area. The focus of the topic will be to compare two local areas to the children (Wortham and Diss). They will start by identifying local features on a 4-figure grid reference map. Moving onto classifying buildings and buildings uses from the two areas studied. Once data is collected, we will present data and record our findings using recognised symbols to mark out areas of interest on their own maps. |
| Vocabulary | grid reference, coordinates, Wortham, town, village, settlement, classify, data key, maps, transport |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To understand 4 figure grid reference on a map. ➤ To understand and use Ordnance Survey maps ➤ Identify local features on a map and begin to experiment with four figure grid references., using them to locate and describe local features. ➤ Use pictures to compare the area from the past to present day. ➤ Undertake surveys of two local areas (village and town) making comparisons. ➤ Classifying buildings and buildings uses from the two areas studied. ➤ Use recognised symbols to mark out local areas of interest on their own maps. ➤ Collect and present data in an appropriate way using keys to make data clear. ➤ Draw accurate maps of the area using complex keys. ➤ Draw conclusions from data |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ To use maps to practice use and understanding of 4 figure grid references. ➤ Answer questions using map reading skills to retrieve knowledge. ➤ Plan and undertake surveys of Wortham and Diss (combined ks2 trip). Classifying buildings and traffic/population, transport. ➤ Compare maps of the two locations, looking at land usage and shape of area (linear, nucleated, dispersed and mixed). ➤ Make observations, present data and draw conclusions on classifications to compare and contrast Wortham and Diss. |

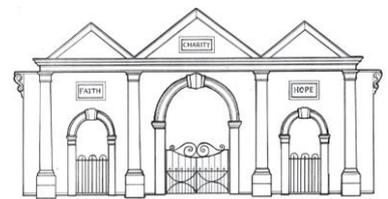


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| Title | Four Nations |
| Overview | <p>During this topic, pupils will compare and contrast the four nations (3 of which make up Great Britain). Pupils will use Atlases to locate the capital cities of each nation and begin to compare population, landscape etc (human features). Moving forward, we will compare physical features of each nation including, national parks, hills, mountains and coastlines. Finishing the topic, we will compare a part of the UK at three points in history looking at how it has changed over time.</p> |
| Vocabulary | <p>England Scotland Northern Ireland Wales city countryside coast arch stack cave bay harbour cliff erosion valley</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ Identify the capital cities of each of the four nations and the seas that surround each country. ➤ To know how our locality is set in relation to county, region, country and continent. ➤ Compare each nations hills, mountains and coastlines. Making comparisons and finding links. ➤ Compare landscape, population, trade and points on interest. ➤ Compare major cities and national parks. ➤ Compare key physical and human characteristics. ➤ Choose three areas of the UK and investigate how land use has changed over time. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children to locate capital cities of each nation on a map. ➤ Children should be able to discuss and demonstrate their knowledge of key human and physical features found in the UK and those in other places around the world. ➤ Research to create a summary of each city including, population, areas of interest, religion and landscape. ➤ Create a report using pictures, research and knowledge to compare a part of the UK in three different time periods. ➤ Create a fact file on each nation comparing key physical and human characteristics. |

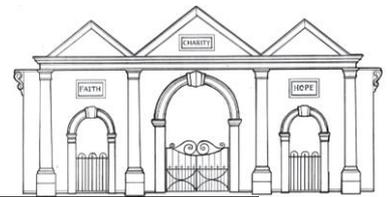


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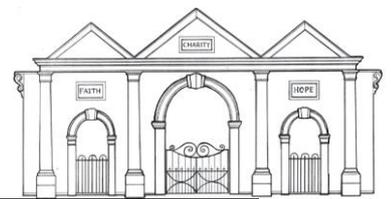
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| Title | Settlements in Modern Britain |
| Overview | <i>In this unit, the children will gain a great understanding of the main cities of the UK. They will use maps and atlases to locate the capital cities before learning about the human geography of each city. Through research, the children will explore the land use, economic activity and the types of settlement. They will think about what attracts people to these cities and what it might be like to live there.</i> |
| Vocabulary | Settlement, hamlet, village, town, city, capital City, United Kingdom, Great Britain, land use, commercial, industrial, agricultural, residential, educational, recreational, trade links, landmarks, transport links, population, urban and rural, economic activity. |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To name and locate counties and cities of the United Kingdom. ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps). ➤ To identify land use patterns ➤ To consider how landscape features on the development of a locality. ➤ To describe and understand key aspects of human geography – types of settlement and economic activity (including trade links) ➤ To make comparisons between different cities in the UK |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Use an atlas to locate the main cities of the UK, including the capital cities of each country. Label them on a map. ➤ Take one city at a time (London, Cardiff, Belfast and Edinburgh) and study the land use, types of settlement and economic activity. ➤ Children to use the internet, maps and charts to research the statement 'The Top UK City to Live In'. Give them criteria to research, such as, universities and colleges, jobs, transport links, types of settlement, land use. ➤ Children to present their research in a presentation. |



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| Title | America |
| Overview | <i>This unit will involve the children developing and understanding of the physical geographical features of America. They will learn about the different environments and the key physical features such as the rivers, mountains, earthquakes and volcanoes. Whilst studying North and South America, the children will use atlases to locate some other geographical features of the Earth such as the Equator and the Tropics of Cancer and Capricorn.</i> |
| Vocabulary | North America, South America, United States of America, continent, Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Cancer, Tropic of Capricorn, states, environmental region, climate, mouth of a river, source of a river, fault line, tectonic plate, crust |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To locate states in North America and countries in South America ➤ To locate environmental regions and major cities ➤ To identify the position and significance of the latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn and time zones (Prime /Greenwich Meridian). ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps) to build their knowledge America. ➤ To measure using the appropriate scale ➤ To describe and understand key aspects of physical geography – climate zones, rivers, mountains, volcanoes and earthquakes. ➤ To identify and describe the significance of Meridians and how these relate to time zones, night and day. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children should be able to locate given countries around the world. ➤ Use maps and atlases to locate the countries and states of North and South America ➤ Using maps and atlases, locate the features of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. ➤ Learn about the different environments of America – deserts, mountainous regions, coasts, rainforests and plains. ➤ Study the Mississippi and Amazon rivers and their significance. ➤ Study the Rocky Mountains and the Andes and explore what life is like there. ➤ Study the fault lines of America and the effect that they have on the countries |



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| Title | Natural Disasters |
| Overview | <i>In this unit, the children will learn about three different types of natural disaster: Earthquakes, Volcanoes and Tsunamis. They will learn what tectonic plates are and how their movement can cause these disasters to occur. They will learn about some specific case studies and make comparisons between them. The children will think about the effect that these disasters had on their surrounding areas and what can be done to minimise the effect that these disasters can have.</i> |
| Vocabulary | Earthquake, volcano, tsunami, tectonic plates, fault line, magma, lava, magma chamber, vent, crater, magnitude, displace, sea floor, fault lines |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To use maps, atlases and globes to locate countries and describe features. ➤ To describe and understand key features of physical geography – earthquakes, mountains, volcanoes and tsunamis. ➤ To explain how movements in the Earth cause earthquakes, volcanoes and tsunamis ➤ To understand the effect that natural disasters may have on the surrounding area. ➤ To know about changes in the world’s environments and how humans have affected the environment over time. ➤ To understand why people, seek to manage and sustain their environment. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Learn about the tectonic plates and the different natural disasters that occur due to the movement between them. ➤ Explain how these natural disasters occur through drawing diagrams. ➤ Study one volcano (Mount Vesuvius), one earthquake (Japan’s 2016 Fukushima quake) and one tsunami (2004 Indonesia tsunami). ➤ Learn about the effect that these disasters had on the surrounding areas. ➤ Make comparisons between these natural disasters. ➤ Children to produce a leaflet with information above – use digital technology to achieve this. |



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| Title | Travelling Through |
| Overview | <i>This unit will involve the children carrying out geographical fieldwork. They will be learning about their local town, Diss. The fieldwork will be focussed on the topic of transport and the children will carry out traffic surveys in the town. They will reflect on the transport issues that arise in the town and possible solutions to these. Finally, the children will explore the transport links that the town has with other areas of the UK.</i> |
| Vocabulary | Field work, compass, grid reference, settlements, transport links, population, survey, observe, land use, commercial, educational, industrial, residential, agricultural, recreational |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps) to build their knowledge of Diss and the wider world. ➤ To measure using the appropriate scale. ➤ To use fieldwork to observe, measure, record and present the human features in the local area. ➤ To complete traffic surveys ➤ To draw accurate maps which include complex keys. ➤ To ask geographical questions ➤ To recognise that people have differing views about an issue and to begin to understand the reasons why. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Study the local town of Diss and to record findings using a range of methods including sketch maps and plans. ➤ Complete fieldwork with a day trip to the town – undertake a traffic survey (tally counting, types of vehicles observed, comparing the traffic flow at different times of the day, parking problems) ➤ Record data and present it in graphs and tables and where possible, use digital technologies. ➤ Discuss geographical questions – how is traffic controlled? What are the main problems? ➤ Explore other modes of transport in Diss – trains and buses. Explore the question – where can you travel to from Diss? |