



### The BIG Picture

This unit builds upon the children's prior knowledge from their Year 1 The UK unit. This topic gives children the ability to consolidate their understanding of key Geographical vocabulary such as: beach, cliff, coast, forest hill, mountain, sea and river but to extend their learning by having a greater emphasis on the differences between human and physical geography and how the two interact. During this unit, children will learn about each of the constituent nations of the UK, their capital cities and the other large cities of the UK. They will also cover the physical features that make each nation of the UK unique from the Scottish Cairngorms to Northern Ireland's Giant's Causeway from the Welsh Valley to England's fens. Children will also be introduced to the industries in which people work and the roles that they carry out in these industries. They will become more aware of how energy is generated in the UK and begin to evaluate the effectiveness and impact of different types of energy.

### NC objectives – Key Stage 2

**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.** This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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 cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**
- identify 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)

#### Place knowledge

- 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, and a region within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
- use 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**
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**

### What do we already know? What can we already do?

Children will know vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
Children will know the countries and capital cities that make up the UK. (Y1, The UK)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y2 Hot and Cold Places and Y3, Climate Zones)  
Children will know the process of the water cycle and the key features of rivers. (Y4, Rivers)  
Children will have some understanding of the North American continent (Y3, North America) and the South American Continent (Y3, Rio and East Brazil and 4, South America)

## Specific unit objectives

- To compare and contrast the different countries of the UK.
- To identify where I live in the UK and locate the UK's major cities.
- To identify physical characteristics of the United Kingdom.
- To understand how people have affected the United Kingdom's landscape.
- To describe and explain the sorts of industries in which people in the United Kingdom work.
- To understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.
- To know the location and principal features of the UK when seen at a range of scales, from the global to the immediately local.
- To know the ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK.
- To interpret a range of maps of the UK and apply this information to their understanding of it (e.g. political, relief and Ordnance Survey maps and those showing data such as population density, crop production and the natural environment).
- To use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.

### Key Questions

How are the countries that make up the UK similar or different?  
Where do I live?  
What am I near to / far away from?  
What are the human and physical features of the UK?  
What impact have people had on the landscape of the UK?  
What industries exist in the UK?  
What jobs are available?  
How is energy generated in the UK?

### Key vocabulary & understanding:

Great Britain, Greater London, London Array, North Sea, UK – the main cities, counties and regions, coastline, development, economy, energy source, industry, landmark, sustainable development, offshore, onshore, scale bar

### Key Knowledge

Some of the UK's major cities: Aberdeen, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sheffield. The United Kingdom includes England, Scotland, Wales and Northern Ireland. Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). The UK has many physical features, including mountain ranges, rivers and coastlines. There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.

### Key Texts

Big Book of the UK – Imogen Russel Williams  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

This unit builds upon the children's prior knowledge from their Year 1 and Year 6 UK units. The children will learn about the location of London and its boroughs and their identifying human and physical characteristics, (including rivers linking back to Y4, Rivers unit) and understand how some of these aspects have changed over time. Children will also be introduced to the industries in which people work and the roles that they carry out in these industries. Children will learn about London's links with other places both nationally and internationally. Children will discover how the size and population of London has grown over time and identify difficulties that may arise from this. They will also build on their knowledge of migration from the Year 5 unit on Greece by finding out what makes people want to move to London.

### NC objectives – Key Stage 2

**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.** This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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 cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**
- identify 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)

#### Place knowledge

- 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, and a region within North or South America**

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### What do we already know? What can we already do?

Children will know vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)

Children will know the countries and capital cities that make up the UK. (Y1, The UK and Y6, The UK)

Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y2 Hot and Cold Places and Y3, Climate Zones)

Children will know the process of the water cycle and the key features of rivers. (Y4, Rivers)

Children will have some understanding of the North American continent (Y3, North America) and the South American Continent (Y3, Rio and East Brazil and 4, South America)

## Specific unit objectives

- To understand how London developed as a place.
- To identify, locate and describe key human physical features of London.
- To understand the role that tourism plays in London's economy and identify advantages and disadvantages that come with this.
- To know that some people choose to migrate to the UK and understand the reasons for this.
- To recognise some of the industries based in London and the roles that people carry out in these industries.
- To compare and contrast London with other capital cities in previously studied places.
- To use maps and supporting information to route-plan a tourist trip around the capital cities of UK.

### Key Questions

Where is London?

What are the human and physical features of London?

How is tourism important to London?

Why do some people want to migrate to the UK?

How has London changed since it was founded by the Romans.

How is the River Thames used?

What Historical events had an impact on London?

### Key vocabulary & understanding:

UK, Europe, England, country, region, county, urban, similarities, differences, atlas, globe, settlement, river/estuary, climate, maritime, Greenwich Meridian, settlement, parliament, tourism, commercial, industrial revolution, capital city, ethnicity, congestion, census, emissions

### Key Knowledge

London is the capital (and largest city) of both England and the United Kingdom. It has been a major settlement for two millennia, it was founded by the Romans and known as Londinium. London has a population of around 14 million people. It is considered to be one of the most important global cities being a major commercial, tourist, banking and education centre. London is one of the most ethnically diverse cities in the world. The River Thames flows through London and is the longest river that is entirely in England. Due to Britain's position as an advanced maritime nation in the past Greenwich was chosen as the location of 0degrees longitude.

### Key Texts

The Story of London – Richard Brassey  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

Children spend much of their time in their local area so it is important to offer them opportunities to discover new and challenging things about this place. This unit builds upon the children's prior knowledge of the Runcorn from their Year 1, Our Local Area unit. They will further explore the local area identifying key human and physical features and placing these on maps. The children will be reminded of how Runcorn was founded (Y2, Local History and Y5, Bridges and Liverpool topics) and how it grew into the town that they know today including researching the names given to roads in the local area. The children will then expand their learning and focus on the region that we are a part of again identifying key human and physical characteristics. They will then be able to compare this with a region in another country building upon their learning in previous year groups (Y3, Rio and South East Brazil, Y4, The Amazon and Y5, Greece)

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Pupils should be taught to:

#### Locational knowledge

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#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### What do we already know? What can we already do?

Children will know vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
Children will have some knowledge of the local area (Y1, Our Local Area)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y2 Hot and Cold Places and Y3, Climate Zones)  
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### Key vocabulary & understanding:

aerial view, international, key, land use, local, national, grid reference, 16-point compass terms (e.g. north-north-west, west-north-west, etc), rural, urban

### Key Knowledge

The location of our local area in relation to other places.

Local, regional, national and international links to our local area.

Identification and location of the key features of our local area.

How a region is meeting its population's needs.

How to read and label an Ordnance Survey map with local sites.

## Specific unit objectives

- To recognise the differences between rural and urban areas and know what type of settlement I live in.
- To explore and record the features of our school grounds.
- To explore and record the features of our local area.
- To recount the journey through my local area.
- To recognise the symbols used on an Ordnance Survey map.
- To create a map of my local area.
- To know the location and principal features of the local region when seen at a range of scales, from the global to the immediately local.
- To understand ways in which human processes (such as economic and political processes, land use, settlement and change) operate within the local region.
- To understand ways in which the landscape of the region is used by people and affected by human activity.
- To compare and contrast features of the local region with those of other places studied (especially regions in Europe and the Americas).
- To interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route-planning).
- To use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs.
- To use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

### Key Questions

Do we live in a rural or an urban area?  
What features are there in our school grounds?  
What features are in our local area?  
What features could we include on a map of our local area?  
What is our town like?  
What do people do here? (work / leisure)  
How did our town get to be like this?

### Key Texts

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