

Global Issues Spring 2 – 2019

Locational knowledge		Place knowledge		Human and Physical Geography	
<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. Name and locate counties and cities of the United Kingdom. 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). 		<ul style="list-style-type: none"> A region of the United Kingdom. A region in a European country. A region within North or South America. 		<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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. 	
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Follow routes on maps describing what can be seen. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Read and compare map scales. Draw measured plans. 	<ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs. 	<ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places. 	<ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. 	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication. 	

Year 56 A2 Geography - Global Issues Spring 2019 Template

Global Issues Spring 2 – 2019

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • Writing a balanced argument, writing a report about orang-utans, letter writing.
Mathematics links	<ul style="list-style-type: none"> • Position and direction
Computing links	<ul style="list-style-type: none"> • Research into rainforests, endangered animals and
Other links	<ul style="list-style-type: none"> • Science – Earth and Moon – The tropics -
Possible Experiences including visits/visitors/other:	
<p>Consider what could augment your planning to really enthuse the children in your class:</p> <ul style="list-style-type: none"> • Adoption of orang-utan through the WWF • Iceland palm oil advert 	
Display/Resources ideas:	
<p>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught</p> <p>Rainforest books, Endangered animal book</p>	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
---------	---	---	---	---

Year 56 A2 Geography - Global Issues Spring 2019 Template

Global Issues Spring 2 – 2019

<p>1</p>	<p><i>To discover the equator and tropics of Cancer & Capricorn and that tropical rainforests are situated between the tropics.</i></p>	<p>Introduce the new topic to the chn. What do they already know about Rainforests? Create a mindmap on the WB. Ask chn to write on small pieces of paper some of their questions about the rainforest – what do they want to find out?</p> <p>Show chn a globe. Ask a child to come & identify the equator. Show it on a world map on the IWB. Look at the countries that lie on or are crossed by the equator. Can chn name any? What is the weather like here? It is hot – tropical climate. Can the chn identify the lines above and below the equator – Tropic of Cancer & Tropic of Capricorn. Explain that these lines are like the equator – they are not there but help to identify areas and climatic zones. Area between the lines is known as the tropics. Explain that some of the countries in the tropics might have tropical rainforests – this space of rainforest has decreased over time.</p> <p>Use ppt wk1 Rainforests to support. http://www.bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests#p0039zg5</p> <p><u>Activity:</u> Give chn a world map with the areas of tropical rainforest. Chn edge round these in orange so they stand out. They should label the equator and the tropics of Cancer and Capricorn. ; Chn label 7 continents and oceans and colour the oceans in blue.</p> <p><i>What do the chn notice about the rainforests?_</i> Show that all the rainforests are between the tropic of Cancer & tropic of Capricorn. Identify the continents that have tropical rainforests. Have any chn been there? What are they like?</p> <p>Activity 2 Show chn a large world map on the IWB. Do they know any specific countries where rainforests are? Identify these on maps. Check – Brazil, Bolivia, Australia, Malaysia, Indonesia, New Guinea, Cameroon, Gabon, Congo, Madagascar etc. Look carefully at where these countries are. Establish that they are between the tropic of Capricorn & Cancer and some lie on the Equator. List some of the countries on the board. Chn to label these countries</p>	<p>Maps in books</p>	<p>Can children find out something about one of the countries looked at in the session?</p> <p>Choose one country and find out population, religion, famous for, food etc</p>
<p>2</p>	<p><i>identify different global climatic zones; describe the climate in the tropics.</i></p>	<p>Ask a child to use the globe to show ‘the tropics’. Remind the chn the lines are not really there, they only exist on maps and globes. Ask chn what they know about global climates – ask a chn to identify Arctic circle and Antarctic. Arctic is north, Antarctic is south. What is the weather like here? Very cold, it is dark for 6 months of the year, it snows, freezes etc.</p> <p>Use a big balloon as the sun and ask a child to hold it on the other side of the room. Demonstrate by tilting the globe how the poles are sometimes very far from the sun and sometimes slightly nearer (link to this terms science) .</p> <p>Identify areas between Arctic circle & Tropic of Cancer and Antarctic & Tropic of Capricorn. Explain to the chn these are known as temperate climate zones. Find Britain in this climatic zone. Discuss our</p>		<p>Children to keep a record of weekly weather in the UK and one of the countries looked at in the session. What do they notice?</p>

Year 56 A2 Geography - Global Issues Spring 2019 Template

Global Issues Spring 2 – 2019

		<p>weather – very changeable, cold in winter, warmer in summer. Identify other countries and discuss their weather, establish the closer to the Equator you go the warmer it gets.</p> <p><u>Activity:</u> Chn work in pairs to read tropical rainforest climatic info & make notes on key features of the weather in these areas. Explain that chn will be making a weather forecast for a country in this area so they should practise doing a forecast! They make props of clouds, suns, etc, to stick on the map with blue-tac®.</p> <p><u>Plenary:</u> Use the world map for a backdrop and ask chn to come and give a weather forecast for a tropical area of the world – e.g. the Amazon or Indonesia. Chn should use their acting skills. Point out that there is little annual variation.</p>		
3	<p><i>To investigate the animals that live in the Rainforest, and explain how they are suited to their environment.</i></p>	<p>Look at large photo of the rainforest ask the chn to identify and briefly explain the four layers. Discuss how the climate varies at each layer (emergent (top) cool & windy, canopy rainy & cool, understorey hot, dark & humid, forest floor, hottest). Why is this? How does this effect the animals at each layer? Do the same animals live in each layer? Do some animals move from different layers? Some animals always stay in the layer they are born – why? Explain to the chn they are going to find out about different animals & where in the rainforest they live. They need to explain why that particular animal lives where it does – how is that layer suited to its needs?</p> <p>http://www.bbc.co.uk/learningzone/clips/animals-and-birds-of-the-amazon-rainforest/8993.html http://www.bbc.co.uk/learningzone/clips/green-plants-and-animals-in-the-rainforest/12677.html</p> <p><u>Activity:</u> Chn to choose an animal they are interested in, e.g. monkeys, gorillas, jaguars, snakes, tarantulas etc. Using non-fiction texts & the internet chn to find out which layer the animal spends of its life in. Does it move layers for any reason? Why does it live there as opposed to another layer? Encourage chn to find out unusual animals, classify these, specifying what type of animal this is & to look at how they survive & protect themselves. Children to create a fact file for the animal that they have chosen</p> <p><u>Plenary:</u> Chn to share their discoveries – especially unusual creatures. Which layer do people live in? Why? The forest floor (apart from some scientists who are studying the canopy layer). The indigenous rainforest people like people live on the ground. They have learnt how to climb trees to hunt and gather but they build homes & live on the ground.</p>	Information sheet in class book	
4		<p><u>Intro:</u> Explain to the chn what deforestation is.</p>	Written work in books	

Year 56 A2 Geography - Global Issues Spring 2019 Template

Global Issues Spring 2 – 2019

		<p>http://www.bbc.co.uk/learningzone/clips/rainforest-destruction-kalimantan-indonesia-and-costa-rica/3096.html Discuss why the chn think it matters if we destroy the rainforest, e.g. plants will become extinct, animals will die, tribal people living in the rainforest will no longer have a home, decreased amount of forest & global warming. Discuss with the chn why deforestation occurs, e.g.</p> <p>In pairs children to look at some statements and decide whether these are for or against deforestation of the rainforests.</p> <p>Year 6/HA Y5 – children to write a balanced argument. (support to be given) MA/LA -</p>		
5	<p><i>To identify different endangered animals and propose how they could be helped.</i></p>	<p>Recap the effects deforestation has on rainforests.</p> <p>Why does deforestation effect the animals so much? What does this mean for their future? Is there a possibility that these animals could become extinct?</p> <p><u>Activity one</u></p> <p>Using the internet chn to research rainforest animals that are ‘endangered and close to becoming extinct. What can we do to help stop this from happening? Discuss.</p> <p>Children to work in groups proposing possible things that could be done to help endangered animals.</p> <p>Discuss ideas as a class.</p> <p>Independent</p> <p>Children to write to Theresa May or Prince Charles (president of the WWF) with their proposals of how to help the animals in danger</p>	Written work in books	

Year 56 A2 Geography - Global Issues Spring 2019 Template

Global Issues Spring 2 – 2019

6	To find out about monsoons	<p>Discuss with the chn the climate in the tropics. Can the chn remember? They have two seasons, wet and dry; it is hot all year round. Explain about tropical rainstorms, like those that go on every day in the rainforests, are very powerful. Introduce the term monsoon and explain what it is. Look at a world map and identify countries that experience monsoons, e.g. India, Thailand, Brazil, Bolivia, the Caribbean, Mexico etc. Identify the Sahara Desert in Northern Africa. Explain they get little rain but sometimes monsoons come. Explain that we are making monsoon tissue collages to show the felling and mood of a monsoon.</p> <p>http://www.bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests#p004856w Monsoon Video</p> <p><u>Activity:</u> Use instruction help sheet to make monsoon window collages. Each table needs a pile of different colour tissue papers (green, blue, white) and glue sticks.</p> <p><u>Plenary:</u> Chn stick their pictures onto classroom windows using blue-tac.</p>		
---	----------------------------	--	--	--