

Big Question: How do forests in England compare to those in Scandinavia?				Forests	Term 4
Year 5	Skills	Knowledge	Outcomes		
Location and place knowledge	<p>Use maps and globes to locate the main countries in Europe, naming most from memory.</p> <p>Use maps and globes to locate Russia in relation to Europe.</p> <p>Use maps and globes to name and locate South America; along with the countries, regions and cities.</p> <p>Begin locating other significant places in the world studied.</p> <p>Identify key topographical features of places studied and understand how these have changed over time.</p> <p>To develop the skill of identifying the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere.</p> <p>Understand and begin to identify where the Tropics of Cancer and Capricorn are; the arctic and Antarctic circle; time zones of the countries studied and the prime/Greenwich Meridian are.</p> <p>Begin identifying the position of countries studied in relation to the Tropics of Cancer ad Capricorn, The arctic and Antarctic circle, time zones and the prime/Greenwich Meridian.</p> <p>Study the significant physical and human features of countries/regions studied in South America.</p> <p>Study photographs, pictures, maps, weather patterns, temperatures and populations to gain an in depth knowledge about the area to begin supporting geographical comparisons.</p> <p>Understand and study how places studied have changed over time (identifying the main differences between human and physical characteristics) and how they continue to change due to human and physical impact.</p> <p>Identify how the geographical features of countries can affect outcomes.</p>	<ul style="list-style-type: none"> To be able to locate UK and its major cities on a world map and identify key topographical features of England looking closely at its forests. To describe human features in a region (the New Forest national Park in Hampshire, Sherwood forest in Nottinghamshire) of England. To be able to locate Scandinavia's countries and major cities on a world map. Name and locate key topographical features of Scandinavia looking closely at its forests. Explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes, waterfalls and forests. Use images and information to gather facts. Identify aspects of human geography and ask a variety of questions to find out about the human geography of Scandinavia. To be able to compare and contrast the New Forest, Sherwood Forest in the UK with the Frozen Forests in Scandinavia. Children to identify key questions they can ask in order to compare and contrast an area in the UK with an area in Scandinavia. To be able to plan a tourist visit to a Scandinavian destination. 	<p>UK: England The New Forest, Sherwood Forest</p> <p>Europe: Scandinavia Frozen forests</p> <p>To name and locate topographical features of UK including surrounding oceans.</p> <p>To create a non- chronological report about human features of UK.</p> <p>To identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. They will locate these countries on a world map as well as their capital cities. They will start to identify some of the main features of Scandinavia by exploring images and using online mapping.</p> <p>Express what they have learnt through descriptive writing or art.</p> <p>To create an information leaflet about the human geography of one of the three Scandinavian countries.</p> <p>Children will carry out their own research to compare two locations independently, or work as a group to compare two locations in more depth.</p> <p>Children to present their findings to class.</p> <p>Presentations should include inferences about how life is different in two different locations based on their physical and human features.</p> <p>Children will consolidate their learning about Scandinavia by planning a holiday for tourists visiting a particular Scandinavian location.</p> <p>Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography. They will Write persuasively to encourage tourism to their chosen area.</p>		
Human & Physical Geography	<p>Describe and understand key aspects of 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.</p> <p>Understand and accurately use the term physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle.</p> <p>Describe and understand the human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe how physical and human activity has impacted on areas of the world.</p> <p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Identify key environmental issues - deforestation, wildfires.</p> <p>Identify their views and debate environmental issues.</p> <p>Explain what a place might be like in the future taking account environmental and physical change.</p>	<p>Vocabulary</p> <p>Source reliable/unreliable site settlers settlements communities homeland route trade import export physical & human Scandinavia Norway Sweden Denmark community develop equipment existence explanation environment foreign</p>	<p>Websites</p> <p>Finland's Taiga Forests - 'The Green Planet' 50 Degrees North (fiftydegreesnorth.com)</p> <p>Visit The New Forest National Park Official Tourism Board</p> <p>Home Page - New Forest National Park Authority (newforestnpa.gov.uk)</p> <p>Sherwood Forest – Where legends grow (visitsherwood.co.uk)</p> <p>The Sherwood Forest Trust Charity - Home Page</p>		
Fieldwork	<p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p> <p>Begin using 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p> <p>Use medium scale land ranger OS maps.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a map - using a scale.</p> <p>Find/recognise places on maps of different scales.</p> <p>Identify significant places and environments.</p> <p>Use index and contents page within atlases.</p>				

