

Title of Rubric: KS4 Geography - All around the World

Subject curriculum intent:	Pupils should develop and awareness of the world around them. This includes both physical and human features and aspects of the world. Pupils will be able to identify key physical features that they can see around them and be able to identify how these may change due to climate change or life changing events. Pupils should be able to identify different countries from around the globe and be able to make comparisons with human and physical features within the UK.			
End of KS3 intent/outcome	End of KS4 intent/outcome		End of KS5 intent/outcome	
To have developed contextual knowledge of the location of globally significant places – both terrestrial and marine including defining physical and human characteristics.	To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, and aerial photographs. To be able to communicate geographical information in a variety of ways including through maps, numerical and quantitative skills.		N/A	
Intent for this topic:	Children will build on their Map Skills work from kS3 and take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.			
Core vocabulary needed for this subject/topic:	World, population, tourism, physical geography, human geography			
Vocabulary pupils will have accessed in other topics or subject areas:	Travel, location, map, land, sea, earth.			
Key vocabulary taught within this topic:	Location, globe, map, latitude, longitude, equator, hemisphere, topic of Cancer, tropic of Capricorn, direction, country, continent, time zone, north pole, south pole, Arctic, Antarctic, ocean, river, mountain.			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	Geography	Restless earth: Earthquakes and volcanoes	1 - Autumn 2	Locations of famous landmarks. How to read a map to find them.
3	Geography	Can the earth cope: ecosystems,	1 – Summer 2	Understanding of how features and resources are symbolised on a map.

		population & resources		
3	Geography	Tourism: <i>Good or bad?</i>	2 – Summer 2	Locations of popular places around the world.

Links to other subjects: History - Britain's changing landscape (iron age to present)

	P5-6	P7-8	Level 1	Level 2	Level 3
Key learning: North or South?					
<u>Subject specific knowledge</u>	<p>Understands that a globe is a representation of the world</p> <p>Understands that there are different places in the world</p> <p>Shows an awareness of place in the outside environment</p>	<p>Knows that we live in the UK</p> <p>Knows that they live in the UK</p> <p>Knows that there are different places in the world and that (e.g.) China is a long way away.</p> <p>Knows that different places are located on maps and globes.</p> <p>Knows that a map is a 2D representation of a globe.</p> <p>Can begin to tell my partner 3 things I know about China for e.g.</p>	<p>Can locate the equator on a globe</p> <p>Can use simple geographical language to communicate their ideas about various locations.</p> <p>Can understand where the UK is located in the world.</p> <p>Can compare daylight hours in the UK and polar regions</p> <p>Can ask geographical questions-where is it? What is this place like? How near/far is it?</p>	<p>Can name some of the countries on the equator</p> <p>Can use geographical language to communicate their ideas about various locations.</p> <p>Can compare daylight hours in the UK and polar regions</p> <p>Knows where the UK is located in relation to other places in the world</p> <p>L3 in relation to other continents, countries and oceans of the world.</p> <p>Can ask geographical questions to find out about places and begin to give meaning.</p>	
<u>Subject specific skills</u>	<p>Matches a picture to objects in the environment</p> <p>Gives meaning to some environmental text, signs or symbols</p> <p>Can explore where 2 countries are on a map/globe</p> <p>Can use the term 'a long way'</p> <p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects</p>	<p>Pupils use symbols / single words to convey understanding.</p> <p>Can identify the north and south pole on a globe or a map</p> <p>Can locate the UK and another country on a map with support</p> <p>Can label land and sea on a map</p> <p>Pupils can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>	<p>Can locate the equator on a map</p> <p>Can find the north and south pole on a globe or a map</p> <p>Can use a map to locate the UK and a contrasting country.</p> <p>Pupils can begin to explain what a capital city is.</p> <p>Can name the capital city of given country.</p> <p>Can draw a map of a chosen country with some physical and human features.</p>	<p>Can locate the equator on a map and globe</p> <p>Locate the northern and southern hemisphere on a map and globe</p> <p>Can use a map to find the UK and contrasting country and capital cities and main rivers.</p> <p>Pupils can identify lines of latitude on a map</p> <p>Pupils can identify lines of longitude on a map</p> <p>Pupils can identify the Arctic circle on a globe or map</p> <p>Pupils can identify the Antarctic circle on a globe or map</p> <p>Can draw a detailed map of a chosen country and locate a range of features such as cities, oceans, rivers and mountains accurately</p>	

	<p>Can match pictures of places to pictures/symbols</p> <p>Can draw attention to symbols and signs in the environment</p>	<p>Can identify pictures of places that are different to own area ie China</p> <p>Pupils can use simple geographical vocabulary in relation to topic.</p>	<p>Pupils can ask geographical questions to find out about places and begin to give reasoning.</p>	<p>Pupil can use an atlas to locate a range of places and landmarks in chosen country independently.</p> <p>Pupils can ask and answer a range of geographical questions to find out about places and give reasoning when answering key questions.</p>
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Key Learning- Compare UK to the Tropics

<p><u>Subject specific knowledge</u></p>	<p>Pupils can talk about familiar places, e.g. park</p> <p>Begin to use geographical terms to describe the weather; hot, dry,cold etc</p> <p>Can show some awareness of different clothing in different countries</p> <p>Can answer simple questions about weather [for example Is it sunny today?]</p> <p>Know that the weather in some countries id different to UK weather</p>	<p>Use basic subject specific vocabulary.</p> <p>Knows that different places are located on maps and globes.</p> <p>Can recognise simple symbols or representations on weather maps.</p> <p>Show some understanding of environmental awareness and how they feel about different types of weather.</p> <p>Locate hot and cold countries of the world.</p> <p>Can explain some dangers of the weather</p> <p>Describes what they see in a picture</p> <p>Identify pictures of places that are different to own area ie China Points out and simply describes the information contained in a photo or picture</p> <p>Is aware that people around the world:</p>	<p>With support, pupils can identify the locations of the tropics of Capricorn and Cancer</p> <p>Pupils can describe the weather in the UK</p> <p>Pupils can describe the weather in the Tropics</p> <p>Pupils can ask geographical questions in the context of the Tropics</p>	<p>Pupils can identify the locations of the tropics of Capricorn and Cancer</p> <p>Pupils can describe the climate in the UK and in the tropics</p> <p>Pupils can compare school life in e.g. China (Beijing) and the UK (own school).</p> <p>Pupils can ask and answer geographical questions in the context of China.</p>
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<u>Subject specific skills</u>	<p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects Can match pictures of places to pictures/symbols</p> <p>Pupils can sort photographs into UK and tropical country</p> <p>Can respond to geographical questions</p> <p>Can experience what some aspects of life in another country are like e.g</p>	<p>Looks at pictures for information</p> <p>Pupils use symbols / single words to convey understanding.</p> <p>Can identify daily changes in weather.</p> <p>Can make simple observations about the weather in the UK and weather in the tropics.</p> <p>Can ask simple geographical questions.</p> <p>Pupils can use simple geographical vocabulary in relation to topic.</p> <p>Pupils can sort pictures of different features of UK and Tropics</p> <p>Can answer simple geographical questions.</p>	<p>Pupils can begin to ask their own questions to find out more about places.</p> <p>Pupils can identify differences between the UK and the tropics</p> <p>Pupils can compare the weather and climate in the UK and the Tropics</p>	<p>Pupils can obtain information about a locality using ICT</p> <p>Pupils can compare and contrast what life is like in the UK and the Tropics</p> <p>Pupils can ask their own questions to find out more about places.</p> <p>Pupils can identify similarities and differences between the UK and the Tropics</p> <p>Pupils can begin to attribute differences in weather to differences in latitude.</p>
Key Learning- Time Zones				
<u>Subject specific knowledge</u>	<p>Pupils can explore the terms night and day</p> <p>Pupils can use symbols to show an understanding of time</p>	<p>Pupils know that when it is night in the UK it might be day in another country</p> <p>Pupils know that time can be measured using a watch/clock/calender</p>	<p>Pupils know that the Prime Meridian is an imaginary line around the world important for time zones</p> <p>Pupils know that different countries can have different time zones</p>	<p>Pupils can name some countries on the Prime Meridian</p> <p>Pupils know that the Prime Meridian is the line of 0 longitude, the starting point for measuring distance both east and west around the Earth.</p>

	Pupils know the terms night, day, clock, calendar,			
<u>Subject specific skills</u>	<p>Can respond to geographical questions</p> <p>Pupils can sort pictures into night and day</p> <p>Pupils can match activities to night and day.</p>	<p>Pupils can answer a range of geographical questions.</p> <p>Pupils can sort pictures into night and day</p> <p>Pupils can identify seasonal pictures from northern and southern hemisphere</p> <p>Can answer simple geographical questions.</p>	<p>Pupils can identify the location of the Prime Meridian on a map with support</p> <p>Pupils can ask and answer a range of geographical questions.</p> <p>Pupils can explain why day and night occur</p> <p>Pupils can identify on a globe where it will be daytime when it is night time in the UK and vice versa</p>	<p>Pupils can identify the location of the Prime Meridian on a map</p> <p>Pupils can explain why one Prime Meridian was needed</p> <p>Pupils can explain why the Prime Meridian's location was chosen</p> <p>Explain why we need to have time zones</p>
<u>Personal development</u>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p> <p>Respect</p> <p>Self-awareness</p> <p>IT skills</p>			
<p>Show children a globe, and locate the UK. How would you describe its position? Explain that we have technical words for the top and bottom parts of the Earth. Reveal the word 'hemisphere' on the board. Invite children to use their mathematics vocabulary to explain what the word means (half-sphere). Instead of top and bottom, we use Northern and Southern to describe the two parts. How could you describe the UK's position now? (In the Northern Hemisphere). Locate other countries on the globe and describe in a similar way.</p> <p>Show children a flat world map in the board and point out the line separating the Northern and Southern Hemispheres. Explain that this is called the Equator, and splits the world into two equal halves. Point out the similarity with words like equal and equality, and discuss why this is the case. What countries are located along the Equator?</p> <p>Use polystyrene craft balls or papier mache to make model globes, showing the Equator, the UK and the country children chose to research, and display these alongside the children's fact cards.</p>				

Ask the children to locate the Equator on a world map or globe. Can you identify the lines above and below the equator? Identify the Tropic of Cancer and the Tropic of Capricorn. Explain that these lines are like the Equator; they do not exist in the physical world but are drawn on maps to help identify areas and climatic zones. Explain that the area between the lines is known as 'the tropics'.

Read the book 'Where the Forest Meets The Sea' by Jeannie Baker to find out more about life in the rainforest

Create a tropical jungle picture - use a black pen to draw overlapping trunks and branches and jungle animals hiding amongst them. Add detailed patterns and vivid colours to the foreground to help camouflage the animals.

Online resources

Evidencing Work

Work sheets

Photographs

PowerPoints