

**Title of Rubric: KS4 Geography - All around the World**

<b>Subject curriculum intent:</b>	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.			
<b>End of KS3 intent/outcome</b>	<b>End of KS4 intent/outcome</b>		<b>End of KS5 intent/outcome</b>	
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	
<b>Intent for this topic:</b>	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.			
<b>Core vocabulary needed for this subject/topic:</b>	World, population, tourism, physical geography, human geography			
<b>Vocabulary pupils will have accessed in other topics or subject areas:</b>	Travel, location, map, land, sea, earth.			
<b>Key vocabulary taught within this topic:</b>	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.			
<b>Prior knowledge: what pupils may already have studied</b>				
<b>Key stage</b>	<b>Subject</b>	<b>Topic title</b>	<b>Term/year taught</b>	<b>Content/What might pupils already know?</b>
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: Good or bad?	2 – Summer 2	Locations of popular places around the world.

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

	<u>B2P P5-6</u>	<u>B2P7-8</u>	<u>B2Step 1</u>	<u>B2Step 2</u>
<b>Key learning: North or South?</b>				
<b><u>Subject specific knowledge</u></b>	<p>Knows that a globe is a representation of the world</p> <p>Knows that there are different places in the world</p> <p>Recalls a place in the outside environment</p>	<p>Knows that we 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>Knows where the north and south pole on a globe or a map</p> <p>Knows where the UK and another country is on a map with support</p>	<p>Recalls where the equator is on a globe</p> <p>Knows simple geographical language to communicate their ideas about various locations.</p> <p>Knows where the UK is located in the world.</p> <p>Knows the capital city of given country e.g China, UK.</p>	<p>Recalls some of the countries on the equator</p> <p>Knows geographical language to communicate their ideas about various locations.</p> <p>Knows and compares 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>Knows where the northern and southern hemisphere on a map and globe</p> <p>Knows where the lines of latitude is on a map</p> <p>Knows where the lines of longitude is on a map</p> <p>Knows where the Arctic circle is on a globe or map</p> <p>Knows where the Antarctic circle is on a globe or map</p>
<b><u>Subject specific skills</u></b>	<p>Is able to match a picture to objects in the environment</p> <p>Can give 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>Is able to use symbols / single words to convey understanding.</p> <p>Is able to label land and sea on a map</p> <p>Is able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>	<p>Is able to use a map to locate the UK and a contrasting country.</p> <p>Can understand and begin to explain what a capital city is.</p> <p>Is able draw a map of a chosen country with some physical and human features.</p> <p>Is able to ask geographical questions to find out about places and begin to give reasoning.</p>	<p>Is able to use a map to find the UK and contrasting country and capital cities and main rivers.</p> <p>Is able to draw a detailed map of a chosen country and locate a range of features such as cities, oceans, rivers and mountains accurately</p> <p>Is able to use an atlas to locate a range of places and landmarks in chosen country independently.</p> <p>Is able to ask and answer a range of geographical questions to find out about places and give reasoning when answering key questions.</p>

	<p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects</p> <p>Can match pictures of places to pictures/symbols</p> <p>Can draw attention to symbols and signs in the environment</p>	<p>Is able to identify pictures of places that are different to own area ie China</p> <p>Is able to use simple geographical vocabulary in relation to topic.</p>	<p>Is able to compare daylight hours in the UK and polar regions</p> <p>Is able to ask geographical questions- where is it? What is this place like? How near/far is it?</p>	<p>Is able to ask geographical questions to find out about places and begin to give meaning.</p>
--	--	--	--	--

**Key Learning- Compare UK to the Tropics**

<b><u>Subject specific knowledge</u></b>	<p>Knows features about familiar places, e.g. park</p> <p>Knows geographical terms to describe the weather e.g hot, dry, cold etc</p> <p>Recalls different clothing suitable for different countries with their climates</p> <p>Knows that the weather in some countries is different to UK weather</p>	<p>Knows basic subject specific vocabulary.</p> <p>Knows that different places are located on maps and globes.</p> <p>Knows simple symbols or representations on weather maps.</p> <p>Recalls hot and cold countries of the world.</p> <p>Recalls some dangers of the weather</p> <p>Knows what they see in a picture of a climate</p> <p>Knows that people around the world: dress differently have different homes</p>	<p>Knows the locations of the tropics of Capricorn and Cancer</p> <p>Knows the weather climate in the UK</p> <p>Knows the weather climate in the Tropics</p>	<p>Knows the locations of the tropics of Capricorn and Cancer</p> <p>Knows and can compare the climates of the UK and the tropics</p> <p>Knows how their school life is different to those from another country e.g China</p>
<b><u>Subject specific skills</u></b>	<p>Is able to communicate what they can see in the environment</p> <p>Is able to match pictures of places to objects</p>	<p>Is able to look at pictures for information</p> <p>Is able to use symbols / single words to convey understanding.</p>	<p>Is able to begin to ask their own questions to find out more about places.</p>	<p>Is able to obtain information about a locality using ICT</p> <p>Is able to compare and contrast what life is like in the UK and the Tropics</p>

	<p>Can match pictures of places to pictures/symbols</p> <p>Is able to sort photographs into UK and tropical country</p> <p>Is able to respond to geographical questions</p> <p>Is able to experience what some aspects of life in another country are like e.g</p> <p>Is able to answer simple questions about weather [for example Is it sunny today?]</p>	<p>Is able to identify daily changes in weather.</p> <p>Is able to make simple observations about the weather in the UK and weather in the tropics.</p> <p>Is able to ask simple geographical questions.</p> <p>Is able to use simple geographical vocabulary in relation to topic.</p> <p>Is able to sort pictures of different features of UK and Tropics</p> <p>Is able to answer simple geographical questions.</p> <p>Is able to show some understanding of environmental awareness and how they feel about different types of weather.</p> <p>Is able to 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 able to identify differences between the UK and the tropics</p> <p>Is able to compare the weather and climate in the UK and the Tropics</p> <p>Is able to ask geographical questions in the context of the Tropics</p>	<p>Is able to ask their own questions to find out more about places.</p> <p>Is able to identify similarities and differences between the UK and the Tropics</p> <p>Is able to attribute differences in weather to differences in latitude.</p>
--	---	--	--	--

**Key Learning- Time Zones**

<p><b><u>Subject specific knowledge</u></b></p>	<p>Knows the terms night and day</p> <p>Knows the terms clock, calendar,</p>	<p>Knows that when it is night in the UK it might be day in another country</p> <p>Knows that time can be measured using a watch/ clock/calender</p>	<p>Knows that the Prime Meridian is an imaginary line around the world important for time zone</p> <p>Knows where the Prime Meridian is located on a map</p>	<p>Recalls some countries on the Prime Meridian</p> <p>Knows that the Prime Meridian is is the line of 0 longitude, the starting point for measuring distance both east and west around the Earth.</p>
---	--	--	--	--

			Knows that different countries can have different time zones	
<b>Subject specific skills</b>	<p>Is able to respond to geographical questions</p> <p>Is able to sort pictures into night and day</p> <p>Is able to match activities to night and day.</p> <p>Is able to use symbols to show an understanding of time</p>	<p>Is able to answer a range of geographical questions.</p> <p>Is able to sort pictures into night and day</p> <p>Is able to identify seasonal pictures from northern and southern hemisphere</p> <p>Is able to answer simple geographical questions.</p>	<p>Is able to ask and answer a range of geographical questions.</p> <p>Is able to explain why day and night occur</p> <p>Is able to identify on a globe where it will be daytime when it is night time in the UK and vice versa</p>	<p>Is able to identify the location of the Prime Meridian on a map</p> <p>Is able to explain why one Prime Meridian was needed</p> <p>Is able to explain why the Prime Meridian's location was chosen</p> <p>Is able to explain why we need to have time zones</p>
<b>Personal development</b>	<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> <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'.</p> <p>Read the book 'Where the Forest Meets The Sea' by Jeannie Baker to find out more about life in the rainforest</p>				

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