Brough Primary School – Curriculum Intention Plan 2023 - 2024

Subject: Year Group: 3/4		Area of learning: Location Study- Focus on area of Norway to compare to East Yorkshire - **Compare physical features and land use.** - **introduce climate zones- biomes (Tundra) and vegetation belts- forest**
Links to previous work/Remember when		Know the countries of the UK and its cities and climate. Familiar with different types of maps, large and small scale. Know the main physical features of a landscape and the key vocabulary related to these. Y3/4 focus on East Yorkshire to compare with - East Yorkshire has flat-bottomed valleys, The Wolds, as well as coastal features such as cliffs, headlands, caves, bays and arches. Understand that climate varies around the world, from Y1/2 weather project.
Term		**Key Skills to be taught**
Summer 2024 What the children should know at the end of this series of lessons		**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 - 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.

Vocabulary
All key vocabulary from East Yorkshire unit plus-
Scandinavia- Sweden- Stockholm, Norway- Oslo, Denmark- Copenhagen, Nordic countries,.
Northern lights- Aurora Borealis, Arctic Circle, Northern Hemisphere, tundra, biome, mountains, fjords, lakes, glaciers, waterfalls, islands, port, harbour, town, village, land use, settlement, agriculture, tourism, skiing and hiking.

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Locational Knowledge - to run alongside this topic and taught in short sessions using maps and ipads.
Regular locational knowledge sessions- focus on countries of European countries and capitals

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	**Learning Objectives:** ● To know the location, and name of, the Scandinavian countries, on maps and globes. ● To be able to compare Scandinavia's location to the UK. ● To use physical maps and images to note main physical features of Scandinavia. **Key Knowledge:** Where Scandinavia is and what countries are in Scandinavia. That the main physical features are the mountains, glaciers, lakes, fjords and waterfalls. That the main mountain range runs through Norway (Scandinavian Mountains). The seas around Scandinavia. **Enquiry Type:** Mapping skills, using a range of maps.	**What countries make up Scandinavia and what are its main physical features?** **Recap** – What are the key physical features of East Yorkshire? For this lesson children will need to use atlases, globes and a digital source (such as Google Earth). Also images of physical features such as *Children record* The location of Scandinavia and UK for comparison. Label maps with the names of the Scandinavian countries and UK countries as well as the main seas and the Arctic Circle. List the main physical features of Scandinavia. See MTP folder for political and physical maps of Scandinavia and images. https://earth.google.com/web/ https://www.kids-world-travel-guide.com/norway-facts.html

2	**Learning Objectives:** ● To know the main physical features of an area of Scandinavia- Hordaland, Norway and compare with features of East Yorkshire. ● Begin to understand why the features are different. **Key Knowledge:** That Hordaland in Norway has glaciers, mountains, fjords and waterfalls. That glaciers are formed over time in colder regions of the world. That Norway is further north than most of mainland UK so closer to the Arctic and (some of Norway) within the Arctic Circle. **Enquiry Type:** Research and mapping skills.	**What are the main physical features of Hordaland, Western Norway?** **Recap** – What are the main physical features of Scandinavia? Children will need political and physical maps of Norway and the Hordaland region as well as access to an atlas. Images of waterfalls, mountains, glaciers and fjords. *Children record* List the physical features in this region of Norway in a table that they then can compare with East Yorkshire features- from recap in lesson 1. Write about the main features in more detail- research how they are formed either as a class or Y4 project. Discuss why these features are found in Norway and not in East Yorkshire. (see Youtube clip below- look at where Norway is compared to UK and note the Arctic Circle.) https://www.youtube.com/watch?v=PbYXiJsF5mw a video about how glaciers are formed may help them understand how the fjords were formed. https://www.nationsonline.org/oneworld/map/Norway-map.htm https://www.fjords.com/fjordguide/
3	**Learning Objectives:** ● Begin to understand what a biome is compared to a habitat and an ecosystem. ● Understand how climate and biome locations are related. **Key Knowledge:** That a habitat is the home of an animal/plant.	**Are the biomes of Norway the same as the UK?** **Recap** – What are the main physical features of Hordaland? How were they formed? Children will need access to a world biomes map- see resources. Images of tundra, taiga forest and temperate forest. *Children record* Discuss what the difference between a habitat, ecosystem and a biome is (no recording needed). Using a biome map, make a table of the Norwegian and UK biomes. Using images, write a bit about each biome- may need ipads for more research or do as a class.

	Ecosystem is the neighbourhood around where it lives. Biome is the larger area- with similar plants, animals and climate. That Norway has 3 main biomes and UK one. That the climate of a region is linked to the biome. **Enquiry Type:** Map skills and research skills.	Using a world climate map, write about how the climate is linked to the biome (temperate forest in temperate areas, tundra and taiga forest in polar regions). Introduce the term biome- see https://www.youtube.com/watch?v=EIsRYtrx2tA from around 1:55 secs in explains the difference between a habitat, ecosystem and biome. Look at the biome maps and ppt in the folder- is a display near CM classroom too. Norway is tundra, taiga forest and temperate forest. UK is temperate forest.
4	**Learning Objectives:** ● Compare the land use in Hordaland and East Yorkshire. ● Explain how the landscape and climate determines the land use. **Key Knowledge:** That agriculture is farming including livestock and arable. That the tourism industry is people spending money in the area such as sightseeing, eating and activities like skiing and seaside activities. East Yorkshire has 90% agricultural land and Hordalnad has less than 10% due to lack of flat areas to farm and being in a polar climate. That both areas have a strong tourist industry. **Enquiry Type:** Mapping skills, researching and IT skills.	**Why is there more farmland in East Yorkshire than Hordaland?** **Recap** – What are the biomes of Norway and UK? What climate zones are they in? Class will need physical maps of Hordaland and East yorkshire. *Children record* Discuss what land use is and write a definition in their book. Read the information about land use in the 2 areas, see resources. Answer key questions 1. Why do you think that farming is not a main industry in Norway? (Not much flat land and too cold.) 2. Why is forestry not a main industry in East Yorkshire? (Not a large amount of woodland or forests compared to Norway.) 3. What industry could they both have in common and why? (Tourism- seaside in East Yorkshire and skiing/sight seeing and hiking in Hordaland.) What is tourism? website https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-tourism/zf4vbqt#:~:text=Tourism%20is%20when%20people%20travel,or%20a%20few%20days%20holiday. What is agriculture? https://www.bbc.co.uk/bitesize/articles/zp9q7yc#z3x2xbk Real time cameras on the ski sloped of Hordaland.

5	**Learning Objective:** To compare the land use and industries in East Yorkshire, UK, and Hordaland, Norway. **Key Knowledge:** That East Yorkshire has beaches, The Wolds and coastal features that draw tourists to them. That Hordaland has opportunities for skiing and climbing due to its climate and landscape. Both have sightseeing and walking/hiking as a main activity due to their landscapes. **Enquiry Type:** Research and answering key questions.	**What sort of activities would you do in East Yorkshire compared to Hordaland? Why?** **Recap** – What are the main land uses in East Yorkshire and Hordaland? Need images of seaside and Wolds for East Yorkshire and skiing and climbing/hiking for Hordaland. *Children record* Sort images into East Yorkshire and Hordland. Create a table of comparison. Then- - Add an explanation of why they have different activities. - Note any similar activities- e.g. sightseeing, walking/hiking. This will give them a starting point for their assessment piece.
6	**Learning Objective:** To demonstrate their ability to understand how a landscape is linked to the climate and how industries reflect the landscape and the climate.	ASSESSMENT LESSON Create a poster or leaflet that promotes the physical features of Hordaland and the activities people can enjoy.

Learning Outcome/product
Ability to link physical features and climate to land use and industries. A poster or leaflet that promotes the physical features of Hordaland and the activities people can enjoy. Share end product and have time to improve/add to.

Assessment records	**List only those children who have not achieved the expected outcomes.**

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