

NC/PoS:

### **Locational knowledge**

- 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 night and day)
- 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.

### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, 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.

### **Geographical skills and fieldwork**

- use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Prior Learning (what pupils already know and can do)**

Children can name and locate the seven continents and five oceans. They know the four capital cities of the UK, can name some of their characteristics, and locate them on a map. They can recognise and describe human and physical features, and know some of these features of the UK.

End Points (what pupils MUST know and remember)

Know the names of the countries and capital cities through which the Alps spread.

Know some similarities and differences between the UK and a European mountain region.

Understand some of the impacts and causes of climate change.

Key Vocabulary: atlas, climate, climate change, fold mountain, glacier, hemisphere, latitude, longitude, leisure, population.

Lesson 1: "Where are the Alps?"

Can you remember the names of any mountain ranges?

What types of mountains are found in the Alps?

How are fold mountains formed?

Are the Alps found in the Northern or Southern Hemisphere?

In which continent are the Alps located?

In which part of Europe are the Alps located?

What is the longitude and latitude of the Alps?

Are the Alps located in the same hemisphere as the UK?

Through which countries do the Alps spread?

Vocabulary: atlas, mountain range, fold mountain, longitude, latitude, hemisphere

Lesson 2: "What is it like in the Alps?"

What do you think the climate is like in the Alps?

Do the Alps have the same seasons as the UK?

What biome are the Alps located in?

What do the different colours represent on a topographical map?

What examples of human and physical features can you see in the Alps?

Vocabulary: climate, sea level, human feature, physical feature, glacier, temperate forest

Lesson 3: "Why do people visit the Alps?"

Why do you think people visit the Alps?

How far are the Alps from the UK?

In which country is Innsbruck located?

Why do tourists visit Innsbruck?

Would you like to visit there?

What is the highest mountain in the Alps?

In which climate zone are the Alps located?

What type of vegetation can be found in the Alps?

Can you name the eight countries that the Alps runs through?

Vocabulary: climate, vegetation, population, leisure, tourism, tourist, temperate deciduous forest, temperate climate, mountain climate

Lesson 4: "What do the capital cities of Alpine countries tell us about life in this region?"

What are the capital cities of the eight Alpine countries?

Can you mark these capital cities on a map?

Why might capital cities not be in the middle of mountains?

Which capital cities are close to rivers?

Why might this matter?

Vocabulary: capital city, border, mountain range, glacier, tourism.

Lesson 5: "How are the Alps different to our local area?"

What is there to do in the local area?

What do people think could improve the leisure facilities in the local area?

Do we live in a village, town or city?

How is our local area similar/different to the Alps?

Did you find any features of the local area that were the same as Innsbruck?

Which location had more tourist facilities?

Where would you prefer to live and why?

Vocabulary: tourist, tourism, population, leisure, climate

Lesson 6: "What is life like in the Alps?"

What is a tourist brochure?

Who would want to read a tourist brochure?

What information is included in a tourist brochure?

What would you most like to do if you visited the Alps?

What time of year do you think would be best to visit the Alps?

What are the advantages and disadvantages of high numbers of tourists visiting the Alps?

Vocabulary: tourism, tourist, leisure, climate, climate change

Future learning this content supports: