

Crofton Junior School – Geography Knowledge Organiser – The UK and Europe: Population and Mountains (Year 3)

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| **Unit of Work** | Geography – The UK and Europe: Population and Mountains |
| **Text Driver the Unit of Work Links to** | Window by Jeannie Baker |
| **Geographical Location** |  |
| **Overview of the Unit of Work** | Pupils will use globes, atlases and maps (including OS maps) to learn about Europe, with a particular focus on a region in the UK (Peak District in particular Kinder Scout) and a region in a European country (Alps in particular Mont Blanc). They will also understand where they live (Crofton) and where it is in England, the UK and Europe. This can then be further expanded to help pupils to understand the similarities and differences of the world around them. Using the picture book ‘Window’ pupils will also learn about population and mountains in different European countries and understand how the land use has changed over time. We will use the theme of “windows” to see into different countries and explore their human and physical features (with a particular focus on mountains). Pupils will learn about the key topographical features (**hills** and **mountain**s). Pupils will identify a **mountain range** is a series of mountains joined together and the **peak/summit** is the top of a mountain. They will also understand how fold mountains are formed. Pupils will use the case study of the highest peak in the Peak District, Kinder Scout. Pupils will use a range of maps including IOS maps, topographical, four and six-figure grid references symbols and a key to identify human and physical characteristics of a mountainous landscape. In addition, they will investigate how the Peak District has changed over time by looking at the 1932 mass trespass which lead to the formation of Britain’s National Parks. Pupils will then develop their fieldwork skills by preparing for an enquiry-based trip to the Peak District, Padley Gorge, Grindleford. In preparation, they will create a question to investigate the land use of a local mountainous region. During the visit, children will apply their knowledge of OS maps to follow a footpath up the mountain and the four points of a compass to ensure they are navigating correctly. They will use a range of data collection techniques: land use survey, pedestrian tally charts and sketch maps. Following the visit, the pupils will reflect upon their data collection to draw conclusions to answer their initial question and present their findings in written and mathematical representation. Following their visit, they will extend their locational knowledge to compare the Peak District to a region in a European country. Building on their map reading skills pupils will study the highest peak in the European Alps, Mont Blanc. Mont Blanc is the highest mountain in the Alps and in Europe. Further, they will study how the land use and economic activity has changed over time and look at historical events such as the first Winter Olympic Games. |
| **Prior Learning** | By the end of KS1, pupils should be able to name and locate the world’s seven continents and five oceans. They should also be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.  It will be important to ascertain pupil’s current knowledge of the above. It may be necessary to revisit and this can be done through the use of the “windows” hook. As a starting point to the unit of work, pupils will be able to identify where they live and show their understanding of the country and city in which they live. This will help ensure pupils understand the “big picture”. |
| **Sticky Knowledge** | The children will learn:   1. Learn how to use a globe, an atlas and maps to name and locate the world’s seven **continent**s and five **ocean**s. 2. Pupils will extend their knowledge of the four countries and **capital cities** of the United Kingdom to name and locate **counties** and cities. They will also know they live in Crofton, Wakefield which is in West Yorkshire which they will locate on different maps. They will begin initially by identifying where Crofton Junior School is and expand their locational knowledge from this. 3. Pupils will learn about the key topographical features (**hills** and **mountain**s). Pupils will understand that a mountain is a large landform that rises above the surrounding land, usually in the form of a peak. A mountain is generally steeper than a hill. Pupils will identify a **mountain range** is a series of mountains joined together and the **peak/summit** is the top of a mountain. They will also be able to explain the difference between how high and how tall a mountain is (measure from sea level to summit to find out how high a mountain is and measure base to summit to find out how tall it is). A mountain in the UK is a hill with a summit higher than 2000ft. 4. Pupils will understand the formation of **fold (when two plates collide and hey push upwards, folding the rock into mountain peaks) and block mountains (when plates move past each other and rocks on one plate are higher than the other).** 5. Pupils will use the case study of the highest peak in the Peak District, Kinder Scout. Pupils will use a range of maps including IOS maps, topographical, four and six-figure grid references symbols and a key to identify human and physical characteristics of a mountainous landscape. Kinder is 2088ft at its highest point, marked by a small pile of stones on the plateau. 6. Pupils will study how the land use in the Peak District has changed over time by looking at the 1932 mass trespass which lead to the formation of Britain’s National Parks. They will look at how the land was used historically compared to present day. 7. Develop their fieldwork skills by preparing for an enquiry-based trip to the Peak District, Padley Gorge, Grindleford. In preparation, they will create a question to investigate the land use of a local mountainous region. During the visit, children will apply their knowledge of OS maps to follow a footpath up the mountain and the four points of a compass to ensure they are navigating correctly. They will use a range of data collection techniques: land use survey, pedestrian tally charts and sketch maps. Following the visit, the pupils will reflect upon their data collection to draw conclusions to answer their initial question and present their findings in written and mathematical representation. 8. Pupils will extend their locational knowledge and learn that the UK is in the continent Europe, which is a continent and identify which northern hemisphere. Pupils will also learn there are over 50 countries in Europe and use an atlas to identify their locations. They will be able to recognise which countries border others and which are **landlocked**. 9. Building on their map reading skills pupils will study the highest peak in the European Alps, Mont Blanc. Mont Blanc is the highest mountain in the Alps and in Europe, its summit reaches 15,777 feet. The name has been derived from French and it means ‘White Mountain’. It has got this name due to the fact that the mountain is covered by snowfield and glaciers. 10. They will study how the land use and economic activity has changed over time and look at historical events such as the first Winter Olympic Games. The first Winter Olympic Games, the 1924 Winter Olympics, were held in Chamonix, France. |
| **End of Unit Outcome** | Following the visit, the pupils will reflect upon their data collection to draw conclusions to answer their initial question and present their findings in written and mathematical representation.  Applying their new knowledge of the human and physical characteristics of Kinder Scout and Mont Blanc children will compare and contrast the similarities and differences, land use and changes over time to debate which mountainous region has evolved the most.  Children will predict what Kinder Scout will look like in 20 years time by drawing a picture of the new mountain and annotate the land use of their mountainous region. |
| **Key Vocabulary** | **Tier 2**  compare: discover similarities  contrast: discover differences  similarity: having resemblance or likeness  difference: being different from or not like  **Tier 3**  continent: expanse of land separated by water or other natural features.  ocean: expanse of salt water that covers the Earths surface  capital city: a city or town where the central government of a country is  county: a division of a country  landmass: a large continuous area of land, as opposed to seas or islands  population: all the people that live in a country or area  inhabitants: people who live in a place  landlocked: no access to the sea  remote: far away from towns and cities  mountain ranges: a series of mountains joined together  peak: the pointed top of a mountain  boundary: a line that separates two countries  extends: reaches, stretches  summit: the top of a mountain  fold mountain: when two plates collide and hey push upwards, folding the rock into  mountain peaks  block mountain: when plates move past each other and rocks on one plate are higher than the other |
| **Post Learning** | Pupils will use their knowledge of mountains to help them when understanding different plate boundaries and the formation of volcanoes, earthquakes and tsunamis. They will also extend their locational knowledge of a European region when studying Mount Vesuvius in Pompeii. They will also use their knowledge of land use to inform their studies on national and international tourism. Pupils will draw on advantages and disadvantages of national tourism (Year 4) to reason whether or not national or international tourism is the most popular for people who live in the United Kingdom/damaging to the environment. |