

Topic: Geography Locational Knowledge/ Key question	Year group	Term
Using maps: exploring physical and human features Why do so many people live in Megacities? (city centre visit - Durham to contrast to Newcastle in Year 2?)	Year 3	Spring 5 questions

Background knowledge

The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in north western Europe.

Purpose of the enquiry

This investigation supports pupils to develop their understanding of the important geographical concepts of *settlement* and *urbanisation* through the study of the world's *megacities* (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities - in the United Kingdom this figure has reached 80 per cent.

During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically.

Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities. Through their enquiries pupils are able to apply, in relevant contexts, a wide range of geographical skills; and as is appropriate to Lower Key Stage 2, the emphasis is on supporting them to explain things through the synthesis of information from different sources.

What should I already know?

Year 1

Geographical enquiry

- To ask and respond to simple closed questions.
- Use information books/pictures as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. within school or local area.

Map Knowledge

Learn names of some places within/around the UK. E.g. Beech Hill, cities, countries e.g. Wales, France.

Using Maps

Use a simple picture map to move around the local area. Recognise that it is about a place.

Direction/Location

Follow simple directions

Year 2

Geographical enquiry

- Children encouraged to ask simple geographical questions.
- Use books, stories, maps, pictures/photos and internet as sources of information.
- Investigate their surroundings
- Make simple comparisons between features of different places.

Map Knowledge

Locate and name on UK map major features e.g. Newcastle, River Tyne, West Denton, North Sea.

Drawing maps

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Direction/Location

Follow directions (as Year 1 and including NSEW)

Representation

To understand the need for a key.

Use class agreed symbols to make a simple key.

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.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- 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

1: To know what megacities are and where are they located.

2: To know why Baghdad became the first city in the world with one million people.

3: To know why Milton Keynes is the United Kingdom's fastest-growing city.

4: To know why Brasília is the fastest-growing city in Brazil.

5: To compare the advantages of living in cities with the disadvantages.

of natural resources including energy, food, minerals and water.

Geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Big question and key skills

Why do so many people live in Megacities?

(city centre visit - Durham to contrast to Newcastle in Year 2?)

Geographical enquiry

- Children encouraged to ask simple geographical questions.
- Use books, stories, maps, pictures/photos and internet as sources of information.
- Investigate their surroundings
- Make simple comparisons between features of different places.

Map Knowledge

Locate and name on UK map major features e.g. Newcastle, River Tyne, West Denton, North Sea.

Drawing maps

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Direction/Location

Follow directions (as Year 1 and including NSEW)

Representation

To understand the need for a key.

Use class agreed symbols to make a simple key.

Outcomes

An overview of what children will know / can do

Working towards: Children know what megacities are and where are they located with support. To discuss why Baghdad became the first city in the world with one million people. Children can locate Milton Keynes on a map of the United Kingdom's and know it's the fastest-growing city. Children know where Brasília is located and that it is the fastest-growing city in Brazil. Children can say how do the advantages of living in cities compare with the disadvantages with support.

Expected: Children know what megacities are and where are they located. To discuss and explain why Baghdad became the first city in the world with one million people with support. Children can explain why Milton Keynes is the United Kingdom's fastest-growing city. Children know why Brasília is the fastest-growing city in Brazil and compare to Milton Keynes.

Exceeding: Children know what megacities are and where are they located and explain the difference to a city. To discuss and explain why Baghdad became the first city in the world with one million people. Children can explain why Milton Keynes is the United Kingdom's fastest-growing city and its geographical position compared to Newcastle. Children can say how do the advantages of living in cities compare with the disadvantages.

Key Vocabulary	Timeline / Diagrams
Key vocabulary / spellings. • Map • City • Megacity • Village • Town • Settlement • Urban • Rural • Distribution • Capital • Population • Human geography • Physical geography • High-rise • Continent • Key • Scale	 
Text linked to topic	
Spotlight on Brazil Charlotte Coleman-Smith	 Dubai from the Sky Rob Alcraft 

Key people / places

Newcastle
Baghdad
Milton Keynes
Brasilia
England
Brazil

Assessment questions / outcomes

What are megacities and where are they located?
Why did Baghdad become the first city in the world with one million people?
Why is Milton Keynes the United Kingdom's fastest-growing city?
Why is Brasília the fastest-growing city in Brazil?
How do the advantages of living in cities compare with the disadvantages?