

UKS2 Programme of Study for Geography

How is our country changing?	
NC Statutory Learning Objectives	<ul style="list-style-type: none"> • 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world • 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
Key vocabulary	City, continent, country, GDP, Great Britain, human feature, industry, mountain, North, South, East, West, physical feature, region, river, settlement, The British isles, The United Kingdom of Great Britain and Northern Ireland, town, village
Where is the united Kingdom?	Resources: Class set of atlases • Voyagers resource sheet: UK, GB or British Isles? • Copies, one per child, of Voyagers UK map • Copies, one per child, of Voyagers UK regions map • Copies, one per child, of maps of the local region or county • Geographical and political terms used for the UK --Definitions and maps --Venn diagram • Digital mapping service such as Google Maps • Internet-enabled computers or tablets
Activities	<ul style="list-style-type: none"> ➢ Locate UK on the map and name continent ocean and seas which surround it. Colour land mass sheet and write a caption ➢ Children to use atlas or internet to find Capital city, longest river and highest point. Identify the region they live in and mark location of school/ home ➢ children to label key features, using local area maps or a digital mapping service: the school, key towns and cities, rivers, canals and other defining human and physical features on an outline map of our area ➢ EXTEND: children to create a board or card game based on facts they have learned during the 'Highest, Longest, Largest' activity in this lesson. Put aside time to come together in groups to play the best games, or even arrange a tournament or quiz!
How did the 2012 Olympics change London?	Resources: Voyagers video: Olympic and Paralympic highlights • Queen Elizabeth Olympic Park photos • Voyagers video: Residents' views • Internet-enabled computers or tablets to consult, or printed sections from, the following: --Olympic legacy Timeline --Sustainable future development plan for the area • Historical and current maps of Stratford, East London.
Activities	<ul style="list-style-type: none"> ➢ Watch video clip 'Olympic and Paralympic highlights and identify events and where they took place. Colour and label Greater London on maps and describe the region in comparison to own region. ➢ Look at photographs from before the construction of the site and what it looks like now and give opinion on the change ➢ Watch video clip 'residents views' and list advantages and disadvantages of the changes that happened as a consequence of the games. ➢ Share legacy timeline ➢ Read Olympic Park's website on sustainability and prepare a short presentation imagining they work at Queen Elizabeth Olympic park and will address local residents on how the development plans to be sustainable.
How did world war two change the west midlands?	Resources: Copies, one per child, of Voyagers UK regions map • Internet-enabled tablets or computers • Copies, one per child, f Voyagers Coventry city centre map • Aerial photos of Coventry and other locations • Voyagers Medieval Coventry, and other useful pages offering Now and Then snapshots and maps • Explain Everything app • NB: Also worth noting is Spon Street, a medieval street which managed to avoid significant damage during the Blitz. Following the war, many other medieval timber framed buildings were relocated to Spon Street in order to preserve them. See online resources for details.

<p>Activities</p>	<ul style="list-style-type: none"> ➤ Locate west midlands and colour on their map. Discuss WW2 and the industry in the west midlands ➤ Search for aerial photos of Coventry centre before and after November 1940. Using Google earth view current views ➤ Create a paper or digital representation with photos, maps and text, explaining the changes in Coventry over time, as well reasons for those changes. Share their work.
<p>Is our local area changing?</p>	<p>Resources: • Local area maps • Sketchbooks and pencils • Digital cameras or tablets (optional) • General resources and guidance for fieldwork • Voyagers resource sheet: What are listed buildings? • Search for listed buildings in your area • Voyagers resource: Unusual listed buildings</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Undertake field work to investigate change or a particular local issue ie a large regeneration project ➤ Share observations and draw conclusions
<p>How will our local area change in the future?</p>	<p>Resources: • Sketches, photos, annotated maps, notes, etc., from fieldwork • Historical maps of the local area (if possible) • Free historical aerial photos • Evidence of future plans for the area: local newspaper articles, brochures from housing developers, etc • Voyagers link: The Young People’s Trust for the Environment.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Revisit with the children what they observed and discovered during their fieldwork task ➤ Write a fully researched report for a local area magazine children can research sustainability, some of the key issues are covered on the website of The Young People’s Trust for the Environment. planning and structuring their article, ensuring they include appropriate geographical vocabulary and detail. They should also include a selection of images with captions, and a map to illustrate their writing.
<p>The big finish: Our area- past present and future</p>	<p>Resources: Art materials as appropriate • Past and present maps and photos of the local area from previous lessons • Tracing paper • Voyagers link: Friedensreich Hundertwasser images • Voyagers link: David Hockney images.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ create three images/artwork of their local area, based on their research from last lesson – one of the past, one of the present and one of what they hope the future will be like. <p>-- a skyline image -- an aerial image (see the work of Friedensreich Hundertwasser) -- an oblique image.</p> <p>use a range of media to complete their pieces: -- collage (see the work of David Hockney) -- painting -- pastels -- digital</p> <ul style="list-style-type: none"> ➤ with three pieces of tracing paper that are the same size as their pieces of work. Fix tracing paper over each picture, so it becomes a flap. Ask the children to write on the tracing paper, explaining what they have included in their picture, the changes that occur at each stage and how they feel about the changes.

Where should we go on holiday? Y6

NC Statutory Learning Objectives	<ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features.
Key vocabulary	Agriculture, arable farming, avalanche, glacier, human feature, Industry, lake, longitude, latitude, Tropic of Cancer, mountain range, North, South, East, West, physical feature, river, settlement, tectonic plate, tourism
What is it like where we live?	Resources: Voyagers: Photos of the Alps • Voyagers resource: How fold mountains form • Inflatable globe • Voyagers blank map of Europe • NB: Lichtenstein and Monaco won't show up on outline maps and often don't feature in junior school atlases, but may wish to use a digital mapping tool with a zoom feature to locate these countries.
Activities	<ul style="list-style-type: none"> ➤ In pairs, challenge the children to describe the location of Europe in relation to other continents, to the Equator and Tropic of Cancer, its size, the surrounding oceans and seas ➤ Record impressions of different seasons in France Switzerland and Italy ➤ children to look at physical and political maps of Europe in the atlas: Can children use deductions from the photographs to work out where we might be learning about in this unit? ➤ Using a blank map of Europe children label the Alpine countries and their capitals, as well as the United Kingdom. shade in the Alpine region ➤ Challenge the children to create a 3-D version of a physical map of the Alps.
How were the alps formed?	Resources: • Class set of atlases • Voyagers video: Aerial footage of the Alps • Voyagers video: Formation of fold mountains • Voyagers world map, showing earthquake zones and volcanos • Playdough in three different colours • Sand • Digital camera or tablet with camera • Tablets, enough for working groups • Book Creator app (there are others available).
Activities	<ul style="list-style-type: none"> ➤ Find out how the Alps were formed use atlases look at a physical map of Europe; revise the location of the Alps. ➤ Watch short video clip of aerial footage of the Alps ➤ Each child has three different colours of playdough and ask them to roll them out until they are very thin, then layer them on top of each other (the layers represent the crust, lithosphere and asthenosphere of the Earth). In pairs, the children should then place their plates on a layer of sand (or other loose material) and push the two plates together, observing how the layers crumple and fold, creating 'mountains'. Take photos of each step and create a storyboard explaining each stage in the mountain-formation process on paper, or insert the photos into an app such as Book Creator, and add a voice commentary. ➤ Watch short animation on how fold mountains are formed, to reinforce what the class have learned through their investigation
How are homes adapted to suit the Alpine climate?	Resources: • Voyagers: Photos of traditional Alpine homes • Internet-enabled computers or tablets • Voyagers resource: Alpine Climate, data • Voyagers resource: Traditional Alpine architectural styles • Tracing paper.
Activities	<ul style="list-style-type: none"> ➤ Imagine they are going to build a house close to the school: What would you need to consider when coming up with your design? What materials would you use and why? Children to work in groups to produce a labelled sketch showing their design ideas. Using a sheet of tracing paper over their original design, ask the children to annotate any adaptations to suit the house to Alpine conditions. ➤ Look at photographs of an Alpine home in summer and winter, discuss with a partner what makes this home suited to its Alpine location.

	<ul style="list-style-type: none"> ➤ Design an alpine home using local materials
What are the main industries in the Alps?	Resources: •Voyagers industry cards and teacher’s notes • Voyagers resource: The Alps: A unique natural heritage by WWF
Activities	<ul style="list-style-type: none"> ➤ Use industry cards to report why a particular industry is successful in the Alps ➤ Find out why the tourist industry has had an impact on the natural environment ➤ List positive and negative effects of tourism ➤ Write a discussion text surrounding tourism in the Alps ➤ Design an eco resort
How have glaciers and avalanches changed the landscape ?	Resources: Voyagers video: Alpine glaciers • Voyagers video: Glacial landscapes • Voyagers video: Avalanches • Internet- enabled computers or tablets
Activities	<ul style="list-style-type: none"> ➤ .Watch a video about glaciers and a video about glacial landscapes. Find out about glacial processes ➤ Complete a piece of descriptive writing about the Alpine landscape ➤ Watch a video about avalanches and design an informative poster for tourists ➤ Build a ski slope and test model by triggering an avalanche
The big finish: What should tourists know about the Alps?	Resources: • Internet-enabled computers or tablets • App creator, supported by tutorial videos • Voyagers resource: WWF summary – the Alps.
Activities	<ul style="list-style-type: none"> ➤ Create a mobile app for tourists to the Alps ➤ Write a tourist guide for the local area

What is it like in the Amazon?

<p>NC Statutory Learning Objectives</p>	<ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • describe and understand key aspects of physical and human geography • use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.
<p>Key vocabulary</p>	<p>Continent, country, region, human features, location vocabulary, physical features, primary source, secondary source, rainforest, river</p>
<p>Where is the Amazon?</p>	<p>Resources: Voyagers world map outline without country borders • A class set of atlases • Voyagers outline map of South America with country borders • Modelling clay in a range of colours • Cocktail sticks • Voyagers video: Introduction to the Amazon River.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Share what children already know about the Amazon ➤ Revise names and locations of continents and oceans describe the location of South America ➤ Use an atlas to find the Amazon ➤ Use either an atlas or simple map to outline the borders of South America also marking the Amazon basin and Amazon river ➤ Watch video clip introducing the river ➤ Challenge to describe the location of the Amazon using as much geographical vocabulary as possible ➤ Have a contest to see who can speak for the longest without repetition
<p>What would it be like to walk through the Amazon forest?</p>	<p>Resources: • Voyagers resource: Climate charts for your local area • Voyagers resource: Climate charts for Manaus • Voyagers link: Amazonian mammals • Access to internet enabled computers or tablets.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Describe a walk through a UK forest and form a class list poem ➤ Discuss weather in UK and what the weather might be like in the Amazon rainforest ➤ Using climate graph for Manaus and local area write a description of the climate in both localities noting key differences ➤ Identify plants found in a British forest and what might they find in the rainforest ➤ Using BBC website Amazonian mammals children to research animal of their choice and create a poster. Imagine walking through the Amazon rainforest. Describe the walk to their partner, referring to all of their senses. Record responses in the form of a class list poem. ➤ Extension: children create 2 cards each including photo 5 categories for a class game of Amazon Animal Top Trumps
<p>What is Manaus like?</p>	<p>Resources: • Voyagers resource: Living in Manaus with Carlos • Voyagers video: Life in Manaus • Voyagers video: The Meeting of the Waters • Voyagers video: Liquids that don't mix • Voyagers photos of Manaus, including The Meeting of The Waters • Non-fiction books about cities from around the world • Access to internet enabled tablets or computers • Modelling clay • A set of atlases.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Children to locate Amazonas and Manaus using a digital mapping tool (e.g. Google Maps), and add it to their modelling clay map from the previous lessons. ➤ Create a class mind map of primary and secondary resources to develop a better understanding of what life is like in the Amazon ➤ Write a non-chronological report about the city of Manaus ➤ Identify information on a range of physical and human geography such as: location, population, climate, landscape, rivers,

	<p>settlement and land use, industry and trade, transport, energy, food, water, environment, leisure and tourism. Ask the children what textual features have been used to explain the geographical ideas, e.g. explanatory text, diagrams, maps, Photographs, fact boxes etc.</p> <ul style="list-style-type: none"> ➤ Watch first 3 mins of video 'Life in Manaus' and the clip 'Meeting of the water' for specific geographical features ➤ Supplement their writing with maps and illustrations
Do people live in the rainforest?	<p>Resources: • Voyagers video: Life in the Amazon • Voyagers photos of different Amazonian communities • Voyagers resource: Advantages and disadvantages ideas organiser • Voyagers Storyboard outline.</p>
Activities	<ul style="list-style-type: none"> ➤ Watch first 12 minutes of the video 'Life in the Amazon' (NB Please note after 12 minutes the video goes on to explain a quite unpleasant coming of age ritual so please ensure you stop the video at 12 minutes.) Discuss sustainable lifestyles ➤ Watch animation 'shifting cultivation' ➤ Draw a series of labelled diagrams in a storyboard format to explain 'shifting cultivation'. This could be presented on paper or digitally using programs such as Comic Life or Explain Everything. ➤ Write a list of advantages and disadvantages for the Amazonian communities for living a nomadic or a settled lifestyle. ➤ Compare life in a small rainforest community with life in Manaus. What are the similarities and differences? Children to write a diary entry for a child in each location, describing their day.
How can people protect the Amazon?	<p>Resources: Voyagers resource: Protecting the Rainforest ideas organiser • Voyagers resource: The Rainforest: A Status Report • Voyagers video: Deforestation in the Amazon • Voyagers video: Why the Amazon is important • Voyagers resource: Charts relating to levels of deforestation.</p>
Activities	<ul style="list-style-type: none"> ➤ Review what the children have learnt so far about the Amazon. In pairs, children to talk to their partner about why they think so many people believe the Amazon is important. Note down their ideas. Then using The Rainforest: a Status Report. The children to read the report and add any further ideas to their notes. ➤ Watch two short videos: Why the Amazon is important and Deforestation in the Amazon. Write what they have deduced about deforestation from the data displayed ➤ Investigate one of the causes of deforestation from various perspectives ➤ Children to research ways in which the rainforest can be protected by looking at the work of various charities, such as: Rainforest Concern, Rainforest Trust, Greenpeace, Rainforest Alliance or The Amazon Charitable Trust. Complete Protecting the Rainforest ideas organiser ➤ Research which everyday products have ingredients that originate in the rainforest. Look at home
The big finish: Which sort of seaside would you choose?	<p>Resources: Voyagers photos of children making animations (for teacher reference). • Voyagers video: Making an animation • Digital cameras • Computers with an animation or moviemaking package installed, e.g. I Can Animate.</p>
Activities	<ul style="list-style-type: none"> ➤ Show making an animation video ➤ Show an example of stop motion from voyagers resource bank ➤ Children to make their own short animation on what they have learnt about the Amazon focussed on geographical learning ➤ In groups plan, making a small story board and a script for the voice over upload add music text and voiceover.

Where does all of our stuff come from?

NC Statutory Learning Objectives	<ul style="list-style-type: none"> • describe and understand key aspects of 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Key vocabulary	Compass points, consumer, continents, country of origin, equator, export, fair-trade, import, industry, latitude, longitude, Northern hemisphere, producer, raw material, recycled, retailer, Southern hemisphere, sustainable, trade, Tropic of Cancer, Tropic of Capricorn
Where does my school uniform and school lunch come from?	Resources: Voyagers resource: World in maps • School uniform items • Voyagers resource sheet: School Uniform sheet (one per child) • School lunch menus or sample packed lunch box (including packaging) • Voyagers world map (two per child) • Class set of atlases.
Activities	<ul style="list-style-type: none"> ➤ Using blank world maps and atlases, ask the children to locate each country of origin and mark it on their world map, creating a suitable key. Which items of uniform travelled the furthest distance to get to school? Which travelled the shortest distance? ➤ Once the map is complete, ask the children to consider what their uniform is made of. Using School Uniform sheet, children to draw their uniform onto the diagram, annotating each item with the materials it is made from. ➤ Invite a member of kitchen staff into class to discuss food and show packaging to show where it originates ➤ Using an example of a school meal on a blank map repeat mapping as previous. Discuss locations of food ➤
Where does my fruit salad come from?	Resources: A fruit salad – containing a range of seasonal and unseasonal, local and exotic fruits (this should preferably be a real salad, but pictures will also work if this is not possible) • Class set of atlases • Voyagers world biomes map • Internet-enabled computers or tablets (if available) • Voyagers blank world map, one per child • Blank A3 paper, one sheet per child • Voyagers resource sheet: Countries of origin for fruit • Voyagers photos of fruit used in the salad • Colouring pencils and paper • Seasonal calendar for fruit.
Activities	<ul style="list-style-type: none"> ➤ Discuss that fruit comes from a variety of countries ➤ Introduce, or revise, with the children the different biomes in the world, using either an appropriate page in an atlas or using the links on the Voyagers website. ➤ Locate the countries where each fruit was grown using a biomes world map, and establish which biome each was grown in. Create a 'Fruit World Map' poster by sticking an A4 world map in the middle of a blank sheet of A3. Then for each fruit, colour and label the country of origin and drawing a picture (or sticking a photo) of the fruit around the edge, and finally joining the two. ➤ Design a fruit salad using fruits which are currently in season
How do my clothes get to my wardrobe?	Resources: Voyagers photos, PowerPoints, and video of cotton production process • Printed set of photos showing cotton production process, one per pair of children • A new cotton T-shirt (preferably with labels still attached) • Voyagers resource sheet: Where does my T-shirt come from? worksheet, one per child • An old or worn cotton T-shirt • Internet-enabled computers or tablets (if available) • Interactive videos from the Dutch KICI Foundation on recycling clothing • Voyagers resource: The history of the cotton industry in New Lanark, Scotland.
Activities	<ul style="list-style-type: none"> ➤ Sequence images of the cotton production process ➤ Find out about Fair trade ➤ Watch Dutch KICI video on recycled clothing, create a mind map showing different outcomes for the t shirt
How has the import of products affected local industries?	Resources: • Clipboards • Paper and pens • Cameras or other tools to record audio/video (optional) • Map of the area to be covered by the fieldwork • Materials prepared by the children for their enquiry: --questionnaires --tables --tally charts.

Activities	<ul style="list-style-type: none"> ➤ Develop enquiry questions ➤ Visit a local supermarket ➤ Trip to local business or invited guest in from a local producer ➤ Evaluate field study
Local produce or imported produce?	<p>Resources: Voyagers video: Local or imported food • Voyagers resource sheet: Advantages and Disadvantages • Video camera or tablet capable of filming video footage • Food miles calculator</p>
Activities	<ul style="list-style-type: none"> ➤ Review field trip watch video clip discussing issues around local and imported food. Complete advantages and disadvantages sheet ➤ In groups plan a short documentary discussing the issues involved in buying locally produced versus imported products
The big finish: The journey of our stuff	<p>Resources: • Paper and pens or pencils • Computers and tablets (if available) • Voyagers blank world maps.</p>
Activities	<ul style="list-style-type: none"> ➤ Write an exciting adventure story, based on what they have learned about the journey of their 'stuff' during this unit of work. They are to choose one product as the subject of their adventure. ➤ Children may wish to tell the tale from the perspective of the product itself by turning it into a character, or through a human or animal narrator travelling with the product – such as a spider on a banana, perhaps. Ensure it is geographically accurate

Are we damaging our world?

NC Statutory Learning Objectives	<ul style="list-style-type: none"> • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world • 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.
Key vocabulary	Biomass, fossil fuel, geothermal energy, human feature, hydroelectricity, mineral, Non-renewable energy, physical feature, recycled, renewable energy, solar energy, sustainability, tidal energy, wave energy, wind power
Are we damaging our world?	Resources: •Voyagers resource: Video clip from David Attenborough’s State of the Planet (BBC) • Voyagers link: annual WWF Living Planet Report, with summary report • Class set of atlases • Voyagers world map • Voyagers video: Sample weather forecast • Video camera (optional) • Voyagers resource sheet: Sustainable Schools, Sustainable Futures: A resource for teachers • Voyagers resource: People’s Trust for Endangered Species • Voyagers resource: UK Endangered Species.
Activities	<ul style="list-style-type: none"> ➤ Watch the opening sequence from David Attenborough’s State of the Planet. Look at headlines from latest WWF living planet report. Using an A4 blank world map, in the middle of an A3 sheet, children to record the key findings from the report in the form of a pictorial map, with short captions. ➤ In groups write and report on the state of the planet in the form of a weather report ➤ Perform reports to class ➤ Find out what animals are endangered in the UK
What are minerals and do we have an endless supply?	Resources: • Class set of atlases • Set of objects to illustrate ‘animal, vegetable and mineral’ • Examples of ‘mineral’ objects in everyday use • Voyagers resource: ‘Animal, Vegetable or Mineral?’ game guidance • Voyagers video: STEEL: from start to finish • Voyagers video: How coal is mined at Orgreave Mine • Comicliffe software to create comics • Information of active and former quarries with public access (for extension).
Activities	<ul style="list-style-type: none"> ➤ Sort a tray of items into animal, mineral, vegetable and examine some common minerals ➤ Explore map showing mineral distribution ➤ Watch video on how steel is produced and video clip on how coal is extracted ➤ Children create a photo story on how we use minerals in daily life add an extra page to show how we can use minerals sustainably ➤
Where does our energy come from?	Resources: • Voyagers video: The carbon cycle • Energy packs • Local area maps
Activities	<ul style="list-style-type: none"> ➤ Discuss use of energy ➤ Watch video clip the carbon cycle draw a diagram explaining the carbon cycle ➤ In groups children to give a presentation on an assigned energy source and produce a fact sheet ➤ Write a letter to local councillor giving choice of energy source and why it is best for this area.
Why should we protect our oceans?	Resources: Voyagers video: Marine life • Voyagers photos of scenes above and below the water’s surface • Directory of marine species and their conservation status (WWF) • Voyagers resource: Explanation why the seas and oceans are significant to humans • Voyagers resource: Coral reef extinction • Voyagers resource: The importance of conserving sharks • Information on marine protected

	<p>areas (MPAs) • Voyagers video: EU fishing regulations • Infographics on MPAs (WWF) • Voyagers resource: Causes and solutions for the 'Great Pacific Garbage Patch' • Ideas for reducing plastic rubbish in the ocean • Internet-enabled computers or tablets • Images for art activity.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Watch short clip Marine life, demonstrating the wonder of the oceans, such as Hunting Nautilus, Deep Secrets and High Speed Dolphins. Alternatively, show the gallery of astonishing photographs revealing what lies hidden beneath the water's surface ➤ Choose an endangered mammal and research some key facts about it, its natural habitat and why it is at risk ➤ Watch the short videos on coral reef extinction and/or of an aquarium director discussing the threat to sharks. Choose one threat to oceans to investigate and explain its effects to the rest of the class ➤ Watch the clip on EU fishing regulations and MPAs in the UK and examine the useful information on MPAs Children to investigate further and write a report explaining the current threats to our oceans and the advantages and disadvantages of MPAs. <ul style="list-style-type: none"> ➤ Challenge: find out about the <i>Great Pacific Garbage Patch</i>
<p>How can we protect our planet in school?</p>	<p>Resources: • Voyagers resource: Further explanation of sustainability in schools • A4 paper and writing materials to gather evidence for sustainable practices in the school, and to write letters to the head teacher • Camera (optional) • A3 paper and drawing materials.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Think about sustainability and find out what school already does to be sustainable ➤ Plan in small groups and design an enquiry into one aspect of the schools work on sustainability. Write a letter to the head teacher explaining their findings and share their ideas ➤ Create a poster showing an area school is successful in sustainability
<p>The big finish:?</p>	<p>Resources: • Access to school library • Internet-enabled computers or tablets (if available) • Paper, writing materials and drawing materials • Voyagers resource: Examples of sustainable success stories</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ In groups generate an idea, research and plan a campaign to protect the planet

How will our world look in the future?

<p>NC Statutory Learning Objectives</p>	<ul style="list-style-type: none"> • 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, and the distribution of natural resources including energy, food, minerals and water • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom; • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>Key vocabulary</p>	<p>Brownfield, Greenfield, industry, primary sector, quaternary sector, recycled, secondary sector, sustainable, tertiary (service) sector</p>
<p>What do we want to preserve about our region?</p>	<p>Resources: Local area maps • Voyagers resource: Max- Neef Model of Human- Scale Development • Resources for fieldwork: --clipboards --digital cameras (if you have them)--questionnaires/surveys • Voyagers resource: Four future scenarios • Voyagers resource sheet: Unusual listed buildings.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Look at local map and identify school. What do they like, what would they change? Record on a mind map ➤ Undertake field work in the local community ➤ Using the four future scenarios: More of the Same, Edge of Disaster, Technological Fix and Sustainable Development. For homework, ask the children for their response to each scenario: What would they like to see happen and why? What would they like to avoid and why? Challenge the children to draw up their own alternative future, taking the good ideas from each scenario, and possibly adding some of their own.
<p>Past present and future: housing</p>	<p>Resources: • Photos of local housing • Voyagers resource: Characteristics of different types of housing • Historical photos of local housing (if available) – your local museum or historical society may be helpful • Digital cameras (if available) • Voyagers resource: Developments in sustainable housing design, including some futuristic models • Voyagers resource: Copies of Housing Plan Assessment sheet • Voyagers resource: Six future housing plan scenarios.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Take a field walk in the local area taking photos of different housing types ➤ Think about housing in the future ➤ Design an housing plan for the future of the local area ➤ Consider pros and cons for 6 future housing plan scenarios
<p>Past present future: work and jobs?</p>	<p>Resources: Photos of local industries (past and present) • Voyagers resource: Line graph showing changing employment in the four business sectors over time • Voyagers resource: Paintings by L.S. Lowry • Internet-enabled computers or tablets (if available) • Local newspapers • Voyagers resource</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Think about jobs and work in the local area ➤ Look at LS Lowry's pictures showing industry. Paint a picture bringing together industry from local area ➤ In newspapers/ news websites look for stories covering stories on redundancy, factory closures/ expansions and redevelopments of industrial sites ➤ Paint a picture showing how they see the industrial landscape in the future of the area ➤ Challenge: write a job advert for a future industry
<p>Past, present, future: Public</p>	<p>Resources: • Copies of local area maps (two per child) • Historical map of the local area • Paper and pencils • Online mapping tool • Internet-enabled computers or tablets (if available) • Local newspapers • Voyagers resource: Innovative approaches to increasing</p>

services and amenities	public green space in world cities.
Activities	<ul style="list-style-type: none"> ➤ Children list what they know about public service and amenities. annotate map with local services ➤ Investigate public space. Check local news websites for information on changes to public services and spaces ➤ Design a plan for the future of public services and amenities in the region ➤ Share with the children some of the innovative approaches cities around the world have developed to increase the amount of public green space (see Resources). Can the children come up with their own ideas: How can we increase the amount of green space in cities where there is no space
Past, present and future: community spirit?	Resources: Voyagers resource: Survey about the loss of community spirit in the UK • Liverpool Community Spirit website: strategies to promote community • Voyagers resource: Strategies to promote community spirit • Video-recording equipment (ble) • Voyagers resource: Lilypad city.
Activities	<ul style="list-style-type: none"> ➤ Discuss the survey about loss of community spirit ➤ Look at local map to identify facilities for the community to come together ➤ Prepare a persuasive speech setting out their vision for developing the local community spirit ➤ Look at the images of the floating Lilypad city write a diary entry, imagining they live in a Lilypad city.
The big finish: Our future	Resources: •Voyagers resource: Sustainable development criteria information • Voyagers resource: The Egan wheel: eight aspects of sustainability • Resources dependent of the children's plans: --video cameras --modelling materials --local area maps --large sheets of paper with writing and drawing materials --tablets/computers --online mapping tool
Activities	<ul style="list-style-type: none"> ➤ Create a plan of their vision for the future using sustainable development criteria ➤ Make 3d map, or film, write a report or create an app or website ➤ Create a focus group