

Year 3/4– Geography- Vikings National Curriculum links: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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)		School Threads Settlements
Prior Knowledge EYFS - Community and Me – school, making maps KS1 - Human/Physical features (Westcliff, Colorado, Humber) - Counties (Humber bridge)	Key Vocabulary - county - physical - human - northern hemisphere - equator - Tropic of Cancer/Capricorn - compass points - coastal - climate - time zone - line of longitude and latitude - natural resources - settlements	Assessment Children will: - Know the location of Lindisfarne within the county of Northumberland, and within the UK. - Know the following physical features: - Lindisfarne is located in the northern hemisphere therefore it is north of the equator and the tropics. - Lindisfarne is distant from the equator. - The North Sea is between Lindisfarne and Scandinavia. - Lindisfarne is an island on the East Coast of England. - Scandinavia is located in a polar and temperate climate zone. The UK is in a temperate climate zone. - Lindisfarne is in the GMT time zone, whereas Scandinavia is in the CET time zone (usually an hour apart) - Lindisfarne is/would have been surrounded by farmland. - The sea around Lindisfarne would have provided fish. - Know some human features of Lindisfarne: - Lindisfarne was home to a monastery.

Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Know the location of Lindisfarne within the county of Northumberland, and within the UK.	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - name and locate counties and cities of the United Kingdom	Within History lesson Locate Lindisfarne on a map of UK. Define counties, show map which highlight the counties chosen to learn: East Riding of Yorkshire, North Lincolnshire, Northumberland, Greater London and Cumbria. Highlight Northumberland as the location of Lindisfarne.
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<i>By the end of the lesson / session children should be able to:</i> - Know the following physical features: - Lindisfarne is located in the northern hemisphere therefore it is north of the equator and the tropics. - Lindisfarne is distant from the equator. - The North Sea is between Lindisfarne and Scandinavia. - Lindisfarne is an island on the East Coast of England. - Scandinavia is located in a polar and temperate climate zone. The UK is in a temperate climate zone. - Lindisfarne is in the GMT time zone, whereas Scandinavia is in the CET time zone (usually an hour apart) - Lindisfarne is/would have been surrounded by farmland. - The sea around Lindisfarne would have provided fish. - the latitude and longitude of Lindisfarne - Know some human features of Lindisfarne: - Lindisfarne was home to a monastery.	- name and locate counties and cities of the United Kingdom 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, the Prime/Greenwich Meridian and time zones (including day and night)	Geography focus lesson Fact finding task – children to build their understanding of Lindisfarne through its physical (and some human features) to answer the question: ‘Why did the Vikings choose to land at Lindisfarne?’ They will use geographical enquiry skills by collecting the information, making deductions. Afterwards children can refer to sources of the event to decide whether they were correct. Task – children could have opposing statements using the information to decide what could have been reasons i.e. the weather is warmer in Britain because it’s closer to the equator. Teacher note: a key answer to this was the fact they had a reputation for expensive monasteries, Lindisfarne was prime on the coast for an attack to steal precious items. Trade – explain why precious items- value – make explicit meaning of trade/value for other goods
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