

Collins

**PRIMARY
GEOGRAPHY**

World around us

Pupil Book 1 and 2



Stephen Scoffham | Colin Bridge

Primary Geography

Pupil Book 1 and 2 World around us

Stephen Scoffham | Colin Bridge

Earth in space

Earth, sun and moon	4-5
The planets	6-7
Day and night	8-9
Land and sea	10-11

Planet Earth

A living planet	12-13
The shape of the land	14-15
Volcanoes	16-17
World wonders	18-19

Weather and seasons

Experiencing the weather	20-21
Different types of weather	22-23
Extreme weather	24-25
The seasons	26-27
Going round the sun	28-29

Local areas

Shelter	30-31
Houses around the world	32-33
Living in a village	34-35
Exploring local streets	36-37
Under your feet	38-39

Maps and plans

Maps and stories	40-41
Treasure island	42-43
Different plans	44-45
The view from above	46-47

The UK

UK countries	48-49
UK mountains and rivers	50-51

Different environments

Living in the arctic	52-53
Living in the rainforest	54-55
Living in the desert	56-57
Animals around the world	58-59

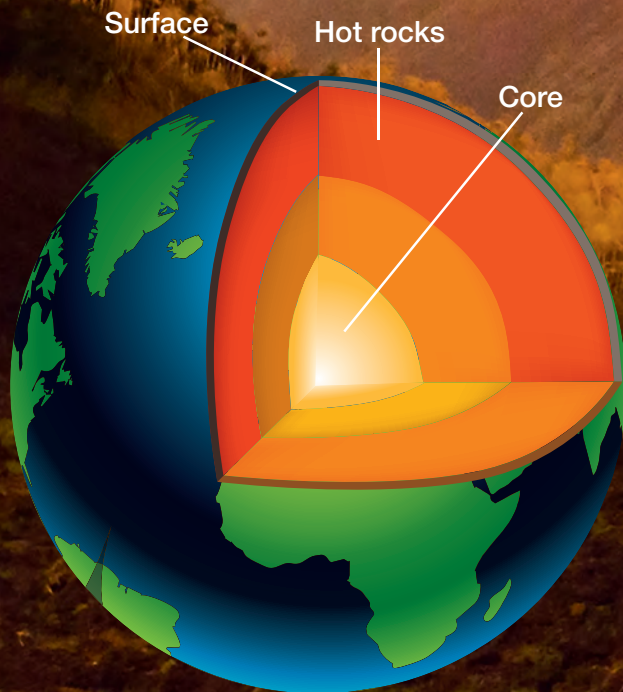
World maps

World continents	60-61
World countries	62-63

Volcanoes



There are hot rocks under the ground. They come to the surface in special mountains called volcanoes.





Strange noises

Billy Bear came running down from his bedroom. 'Mummy, mummy, I am frightened. I can hear a sound like a volcano,' he cried.

'Don't worry,' said mummy. 'It's only daddy snoring.'

Soon Billy came running down again. 'Mummy, mummy, I am frightened. I can hear a sound like a volcano,' he sobbed.

'Don't worry,' said mummy. 'It's only daddy's tummy rumbling.'

Later Billy came running in again. 'Mummy, mummy! Daddy is making a noise like a volcano again.'

'No I'm not,' said daddy waking up. 'It must be a real volcano. Quick everyone into the car. We must go to grandma's until it is safe to come home again.'

Why wasn't it safe for Billy Bear to stay at home?

Talking

- What happens when a volcano erupts?

Experiencing the weather



The weather never stays the same for long. There is sun, rain and wind. Sometimes it feels hot, sometimes it feels cold.

A nasty surprise

Freddie Fox was out for a walk. It was a bright, sunny day. The birds were singing and the bees were buzzing.

Suddenly he felt a spot of rain. 'Oh! Never mind,' he said. 'It will only be a shower.' He put up his umbrella.

Soon the wind got up. The gentle breeze turned into a howling gale.

It blew into Freddie's umbrella. 'Help,' he cried. 'I'm flying in the air.'

The wind dropped and so did Freddie. Into the village pond.

'An umbrella was meant to keep me dry,' he moaned. 'The weather just isn't fair.'

How was Freddie Fox caught out by the weather?



▲ When it is rainy and sunny we get rainbows.



▼ When it is windy you can fly a kite.



▲ When it snows you can make a snowman.

Talking

- What types of weather do you like most?

Houses around the world



People build houses in different ways. They can be made of brick, wood, stone or concrete. All houses give us shelter.

Town and country mouse

Bill Mouse lived in the country. His cousin Rita Mouse came from the city for a holiday.

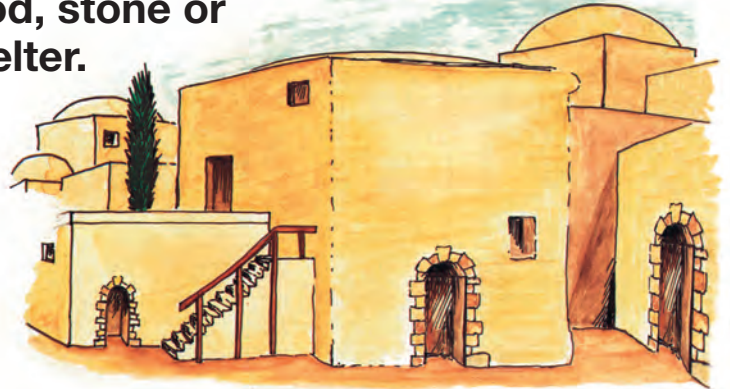
'You will like it here,' said Bill. 'It's peaceful and quiet.'

They walked through the village. They passed thatched cottages and old wooden houses. At the end was a little caravan park with holiday homes. That was all.

After a week Rita said, 'It's very quiet. Come to the city with me.'

Off they went. Rita took Bill along her street. There were single houses, houses joined together and great blocks of flats. People and cars rushed everywhere. They were chased by a cat.

'I'm going back to the country,' said Bill. 'The city is too exciting for me!'

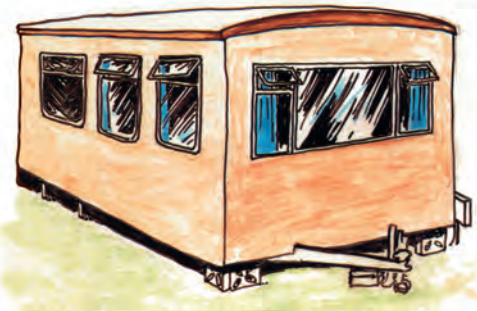


What types of houses did Bill and Rita Mouse see?



Talking

- Are the houses in the drawings all built of the same materials?



Living in the arctic



The arctic is very cold and snowy. There are long, dark winters. Animals struggle to survive.

Finding the right place

The polar bear, reindeer and walrus were having a meeting.

The polar bear complained, 'I roam the snow all day. No one to talk to.'

The reindeer said, 'I wander about eating moss.'

'You're lucky,' said the walrus, 'Just fish, fish, fish for me.'

So they swapped places.

The polar bear dived into the water, the walrus flopped onto the moss and the reindeer swam out to sea.

The polar bear grew bored with swimming, the walrus didn't like moss and the reindeer tired of fish.

'I think we should stay where we belong,' said the polar bear and they all agreed. 'Still a change is as good as a rest,' said the reindeer.

Why was each animal complaining?



Talking

- Do you think you would like to visit the arctic?

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**PRIMARY
GEOGRAPHY**

Investigation

Pupil Book 3



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Primary Geography

Pupil Book 3 Investigation

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Planet Earth

Landscapes

The Earth's surface	2-3
The shape of the land	4-5
Investigating landscapes	6-7

Water

Water around us

A wet planet	8-9
The effects of water	10-11
Recording water	12-13

Weather

Weather worldwide

Different types of weather	14-15
Living in hot and cold places	16-17
Sunshine matters	18-19

Settlements

Villages

A village community	20-21
Different types of village	22-23
Investigating villages	24-25

Work and Travel

Travel

Ways of travelling	26-27
Finding your way	28-29
Routes and journeys	30-31

Environment

Caring for the countryside

Wildlife around us	32-33
Protecting wildlife	34-35
Improving our surroundings	36-37

Places

Scotland

38-43

France

44-49

South America

50-55

Asia

56-61

Glossary

62

Index

63

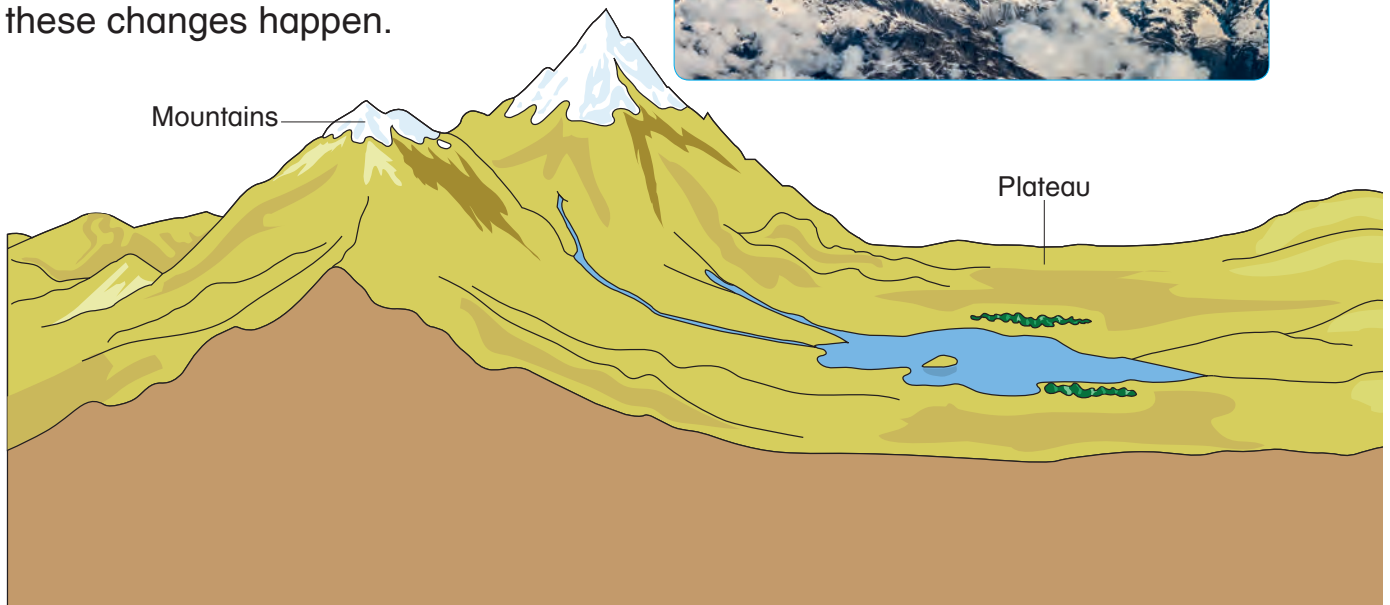
Lesson 2: The shape of the land

Are all landscapes the same?

The shape of the land is called the landscape. Landscapes form very slowly over millions of years. Mountains are worn away by snow, ice, wind and rain. In other places, the land is rising. Geographers study how these changes happen.

Mountains are steep and rugged places. There is only a little soil for plants and the weather is often bad.

▼ The Himalayas in Asia.



Discussion

- Which landscape would be best for (a) rock climbing (b) walking?
- Why don't trees grow in every landscape?
- Which landscape is most similar to the place where you live?

Mapwork

- ▲ Make a map or a model of an imaginary island with a number of different landscapes.



▲ A plateau in Chile, South America.

A plateau is a flat area found high up in the mountains. The weather here is often windy.

Hills are not as high as mountains but can have steep slopes made by rivers. There is enough soil for grass and trees to grow.

▼ Hills and valleys in France.



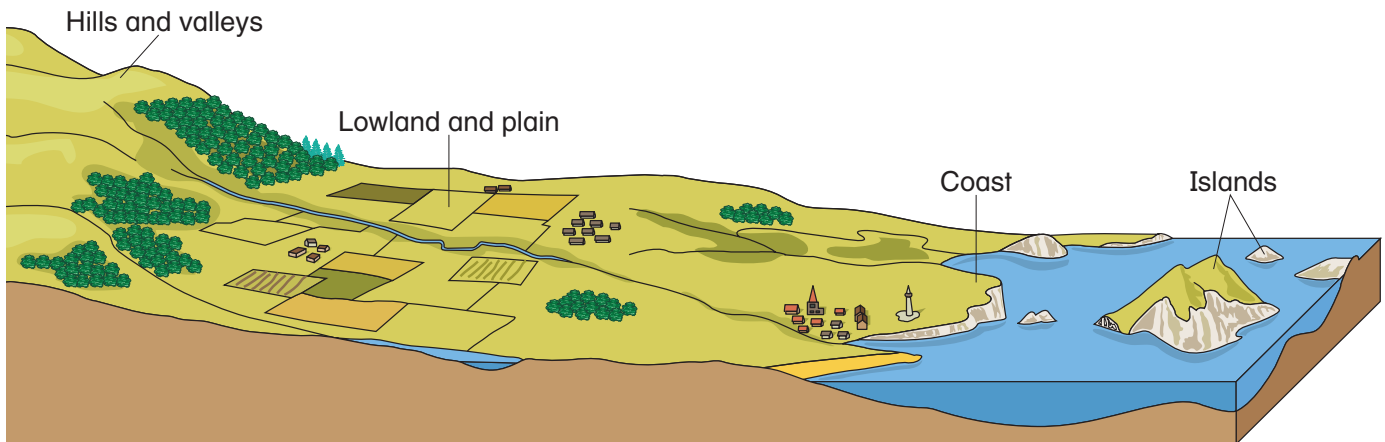
Islands are areas of land which are surrounded by water. They are often found in groups.

▼ A Canadian island in the Pacific Ocean.



Key words

- coast
- hill
- island
- landscape
- lowland
- mountain
- plain
- plateau
- valley



▲ Fields in Oxfordshire, southern England.

Lowlands and plains are flat landscapes. Many people live in lowland areas because they have the best farmland.



▲ The rocky coast of South Wales.

The coast is where the land meets the sea. Some coasts are rocky; others have sandy beaches, marshes or swamps.

Investigation

Start to make a geography notebook. Write down four landscape words and draw pictures to go with them.

Unit 6 Caring for the countryside

Lesson 1: Wildlife around us

What is a habitat?

The place where a community of plants and animals live is called a habitat. Ponds, woods, hedges, fields, waste ground and old walls are examples of different habitats. They provide food, water and shelter for the many plants and animals which live there.

Discussion

- Where might all the creatures that are looking for a home find a place to live in the old wall?
- What makes the old wall a good nature habitat?
- Can you think of any parts of your school grounds which are a bit wild?

Looking for a home



butterfly



worm



woodlouse



spider



blackbird



hedgehog



snail

Data Bank

- The number of otters, red kites and some rare types of butterfly is increasing in the UK.
- There are ten national parks in England, three in Wales and two in Scotland.

Nettles

Juicy nettle leaves provide food for caterpillars and insects.

Old Bricks

Old bricks provide shelter for small animals.

Key words

block graph
 colour code
 community
 habitat
 national park
 survey

Branches

Trees have strong branches for nests.

Mapwork

Colour code a map of your school grounds. Use green for areas that are good for wildlife and yellow for areas where it is more difficult for wildlife to survive.

Buddleia

Butterflies feed on the nectar in flowers on buddleia bushes.

Tree trunk

Cracks in the bark make good homes for small animals.

Top of the wall

At the top of the wall there are dry cracks which can get very hot in the sunshine.

Earth bank

Some animals live in the soil. Most plants need earth to grow.

Bottom of the wall

The bottom of the wall is damp and shady.

Investigation

Make a survey of the front gardens in a street near your school. Decide if each garden is mostly grass, mostly plants and flowers or mostly covered in bricks, stone and concrete. Make a block graph of your results.

Puddle

Puddles provide water for animals to drink.

Lesson 2: Protecting wildlife

What are people doing to care for plants and animals?

All over the world people are trying to protect the environment. They want to look after the land and keep the air and sea clean.

In some places, people are protesting about pollution. New laws also help to protect the environment. However, it costs a lot of money to look after plants and animals and save their habitats.

Colombia

Scientists have special areas where they can study wild plants. If nothing is done to save plants, they will be lost for ever.



Antarctica

Antarctica could very easily be spoilt by pollution. All countries have now agreed Antarctica should stay as a wilderness.



Data Bank

- National parks cover 6% of the Earth's surface.
- Wildlife groups want 40% of the world's oceans to be made into reserves.



Yellowstone National Park, USA

Some beautiful landscapes have been turned into national parks for people to enjoy.



Discussion

- Why is it important to protect the environment around the world?
- Which conservation project do you think is most important?
- What could you do to protect wildlife?

Kenya

Game reserves have been set up to protect lions, elephants and other animals.



Key words

conservation	national park
environment	pollution
habitats	reserve

Mapwork

Make a map of your nearest national park or conservation area.

Investigation

Devise a poster to make people want to care for wildlife.



Northwest China

Thousands of trees have been planted to stop the desert from spreading over farmland.



Southern Ocean

People are trying to save whales from hunting which could make them extinct.

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**PRIMARY
GEOGRAPHY**

Movement

Pupil Book 4



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Primary Geography

Pupil Book 4 Movement

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Planet Earth

Coasts

The seashore	2-3
Shaping the coast	4-5
Exploring the coast	6-7

Water

Rivers

Describing rivers	8-9
Rivers matter	10-11
Managing rivers	12-13

Weather

Weather patterns

Extreme weather	14-15
Weather forecasts	16-17
Recording the weather	18-19

Settlements

Towns

Understanding towns	20-21
The origin of towns	22-23
Town life	24-25

Work and Travel

Food and shops

Farms and food	26-27
From farm to supermarket	28-29
Local shops	30-31

Environment

Caring for towns

Old and new buildings	32-33
Making improvements	34-35
Comparing places	36-37

Places

Northern Ireland

Germany	38-43
North America	44-49
Asia	50-55

Glossary

56-61

62

Index

63

Unit 6 Caring for towns

Lesson 1: Old and new buildings

What happens to old buildings?

Most of us think that the house where we live and streets where we grow up are special in some way. However buildings wear out. Most old buildings are knocked down and replaced by new ones. A few are saved because they are interesting or important for their history.

Key words

block of flats
listed buildings
railway station
windmill

Discussion

- Why do you think the block of flats is being pulled down?
- Which are the oldest buildings in your area?
- Why do you think the buildings in the photographs on page 33 were saved?

Data Bank

- Buildings which are very old or special in some way are protected by law. They are called listed buildings.
- There are around 370,000 listed buildings in England.



► Manchester Central Convention Complex was once a railway station.



◀ These buildings in Chester have been used as shops for hundreds of years.



▲ Some windmills, like this one in Norfolk, have been turned into houses.

Mapwork

Draw plans to show how you could turn a windmill with three floors into a house.

Investigation

Find out about the buildings in your area which have been listed. Arrange to visit them so you can see why they are so special.

Unit 9 North America

Key words

cactus
coniferous forest
rainforest
resources

Lesson 1: Introducing North America

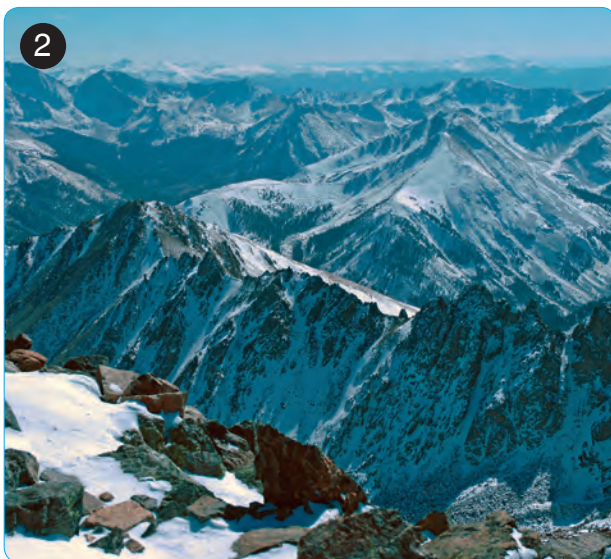
What is North America like?

The landscape of North America is very varied. There are rainforests in Mexico and the countries around the Caribbean Sea. The United States of America (USA) has grasslands, deserts and mountains. In Canada there are many lakes and great expanses of coniferous forest.

The USA dominates North America. It has many industries and resources and is one of the richest countries in the world. Many of the people who live in the USA have family links with Europe and other continents. There are also small numbers of American Indians who have lived in North America for thousands of years.

Discussion

- What landscape types can you find in North America?
- Using the map to help you, discuss where each of the photographs on pages 50-51 was taken.
- Which landscape would you most like to visit?



▲ The Rocky Mountains stretch down North America from Canada to Mexico.



▲ Huge cactus plants grow in the Arizona Desert in the USA.



▲ The Maya Indians built this pyramid in the Mexican rainforest 3000 years ago.

Mapwork

Using an atlas, find out the names of ten different states in the USA.



▲ New York has many skyscrapers.



▲ In Greenland people can only live around the coast.

Investigation

Collect your own photographs of the USA for a class display.



Lesson 2: Introducing the United Arab Emirates

What is the United Arab Emirates like?

The United Arab Emirates or UAE is a single country made from a group of seven states (emirates) on the southern shore of The Gulf. Since oil was first discovered in the 1950s the UAE has been almost completely transformed.

► The Burj Khalifa skyscraper is the tallest building in the world (828 metres).

Discussion

- How many states are there in the UAE?
- What traditions are maintained?
- How do you think the discovery of oil transformed the UAE?

Key words

Bedouin
emirate
mosque
state
theme park
villa

► Camel racing is popular in the UAE. It is linked to the traditions of the Bedouin who live in the desert.



◀ Many works of art have been inspired by religion. These beautiful tiles are in a mosque in Abu Dhabi.



▲ The colours in the UAE flag symbolise Arab unity.



▲ The Palm Islands at Dubai include hotels, villas, theme parks, shopping malls and health and sports centres.

Mapwork

Working from an atlas, find three or more mountains in the UK which are similar in height to the Burj Khalifa skyscraper.

Investigation

Which other countries have flags which just use red, black, green and white? Make drawings of two of them.

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**PRIMARY
GEOGRAPHY**

Change

Pupil Book 5



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Primary Geography

Pupil Book 5 Change

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Planet Earth

Seas and oceans

Beneath the surface	2-3
The ocean environment	4-5
Learning about seas	6-7

Water

Wearing away the land

Rivers in action	8-9
Preventing flood damage	10-11
Finding out about rivers	12-13

Weather

The seasons

Changing seasons	14-15
Seasons worldwide	16-17
Seasonal influences	18-19

Settlements

Cities

Describing cities	20-21
World cities	22-23
The story of London	24-25

Work and Travel

Jobs

Making things	26-27
Different jobs	28-29
Types of work	30-31

Environment

Pollution

Damaging the environment	32-33
'Green living'	34-35
Exploring clean energy	36-37

Places

Wales

38-43

Greece

44-49

North America

50-55

Africa

56-61

Glossary

62

Index

63

Unit 1 Seas and oceans

Lesson 1: Beneath the surface

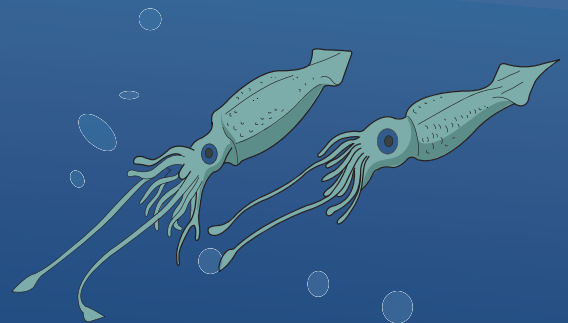
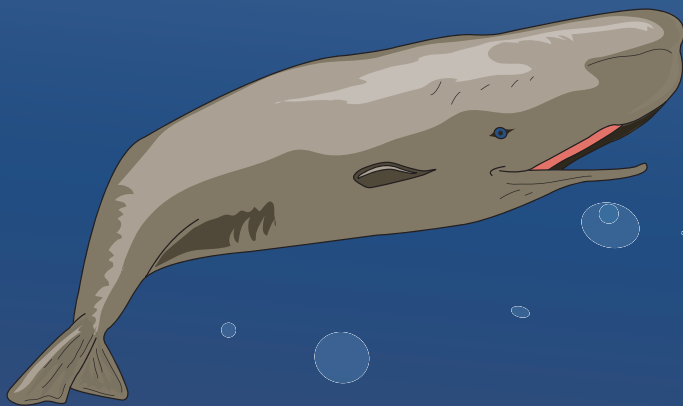
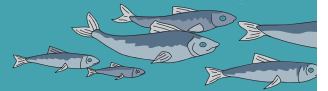
What is it like under the oceans?

We know less about the oceans than any other part of the world. People want to find out more about the animals that live in the water, how the oceans affect the weather and what happens on the ocean floor.

Exploring the oceans is difficult. There is plenty of light at the surface but below 200 metres it is almost completely dark. The weight of water is so heavy that people can only survive if they are in a submarine. It is also very cold.

Recently, scientists have discovered underwater vents. These pump fountains of boiling water and minerals into the ocean. Large numbers of animals live around the vents. Some of the animals have shells and look like crabs and shrimps. There are also huge worms that have no mouths or stomachs.

In many places the ocean floor is several kilometres below the surface.



Key words

minerals trench
ocean floor vent

Discussion

- Why do people want to explore the oceans?
- What makes exploring the oceans difficult?
- What is the difference between deep-sea creatures and those that live near the surface?

Data Bank

- There are more volcanoes under the ocean than on dry land.
- The Marianas Trench in the Pacific Ocean is so deep (nearly 11,000 metres) that Mount Everest would fit into it.



▲ Most plants and animals live within 100 metres of the ocean surface.



▲ Below 500 metres there are unusual fish, like the Northern wolffish.



▲ Minerals from an underwater vent provide food for these deep-sea animals.

Mapwork

▲ Make three drawings of what you might see as you go down to the ocean floor in a submarine.

Investigation

● Make a class scrapbook about the oceans using the internet, newspapers and magazines.

Unit **2** Wearing away the land

Lesson 1: Rivers in action

How do rivers shape the land?

Key words

channel
deposition
erosion
reservoir
river bank
transportation
water cycle



▲ This canoeist is being carried along by the force of the water. All he has to do is steer clear of the rocks!

8

Data Bank

- The way that water moves round the world is called the water cycle.
- The amount of water in the world always stays the same – no new water will ever be formed.



▲ **Erosion:** Rivers cut into the land creating valleys with steep sides.

As streams and rivers flow downhill, they remove tiny pieces of rock on the river bed. They also eat into the earth banks on either side of the channel. The tiny particles of rock and earth bounce and scrape along the river bed wearing it away even more. This shapes and moulds the land over thousands and thousands of years.

A lot of the material which is carried along by the water is dropped somewhere else. Some of it slowly builds up into banks of sand, mud and gravel in the middle of the river. In other places, the material is dropped in lakes and reservoirs. Over long periods of time, these fill up and turn into dry land.



▲ **Transportation:** Flood waters are so powerful they can carry rocks, boulders and whole trees downstream.

Discussion

- What is the water cycle?
- How do rivers wear away the land?
- How do rivers build up the land?



▲ **Deposition:** Rivers drop gravel and mud which build up in banks.

Investigation

- Make a drawing and write a sentence about three special words on this page in your geography notebook.

Unit 3 The seasons

Key words

cycle
pattern
season
temperature

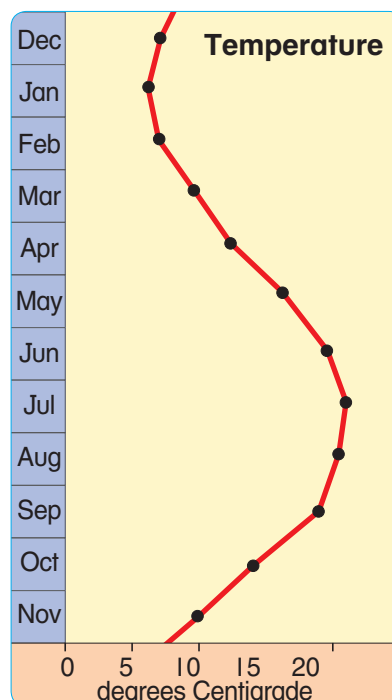
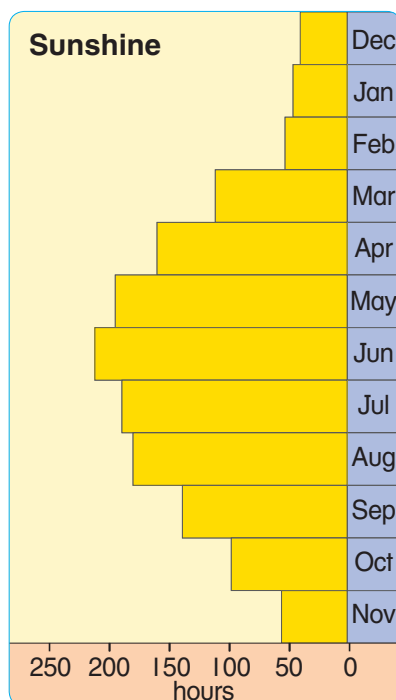
Lesson 1: Changing seasons

What are the seasons?

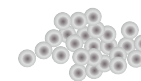
Over the year there is a pattern to the weather depending on the season. In winter, the weather is often cold and the days are dark and short. In summer, the weather is much warmer and the days are long and bright. Spring is the time when plants begin to grow and birds build their nests. Fruit and other crops are harvested in the autumn.

The changing seasons give a pattern to our lives. They affect the clothes we wear, the things we do and the places we visit.

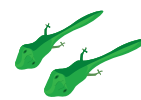
▼ Changes in sunshine and temperature affect the life cycle of animals and plants.



Frogs hibernate



Frogs lay spawn



Tadpoles turn into young frogs



Frogs slowly grow bigger



Frogs life cycle

Discussion

- Which season is shown in each of the photographs on page 15?
- Which is the coldest and warmest month according to the temperature chart?
- How do the seasons affect people and plants?

Investigation

- Cut out a circle of card to make a seasons dial. Add drawings and notes for each of the four seasons.



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**PRIMARY
GEOGRAPHY**

Issues

Pupil Book 6



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Pupil Book 6 Issues

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Planet Earth

Restless Earth

Earthquakes and volcanoes	2-3
Creating landscapes	4-5
Rocks and soils in the UK	6-7

Water

Drinking water

Water, water everywhere	8-9
Water supplies	10-11
Conserving water	12-13

Weather

Local weather

The right conditions	14-15
Micro-climates	16-17
Influencing the weather	18-19

Settlements

Planning issues

Reasons for development	20-21
Old sites, new uses	22-23
Planning game	24-25

Work and Travel

Transport

Travelling further, travelling faster	26-27
Transport problems	28-29
Hidden costs	30-31

Environment

Conservation

Threatened wildlife	32-33
Antarctica	34-35
Conservation projects	36-37

Places

England	38-43
Europe	44-49
South America	50-55
Asia	56-61

Glossary	62
----------	----

Index	63
-------	----

Unit 1 Restless Earth

Lesson 1: Earthquakes and volcanoes

What do we know about the Earth's crust?

The ground beneath our feet seems firm and solid, yet every so often earthquakes and volcanoes make it shake and crack. Earthquakes and volcanoes happen suddenly, other Earth movements happen very

gradually. Sometimes fossil sea shells are found in the rocks in high mountains. This proves to scientists that these rocks were once on the seabed.

▼ Earthquakes are measured by a seismograph. The graph shows how much the Earth moved during an earthquake on a Pacific island.



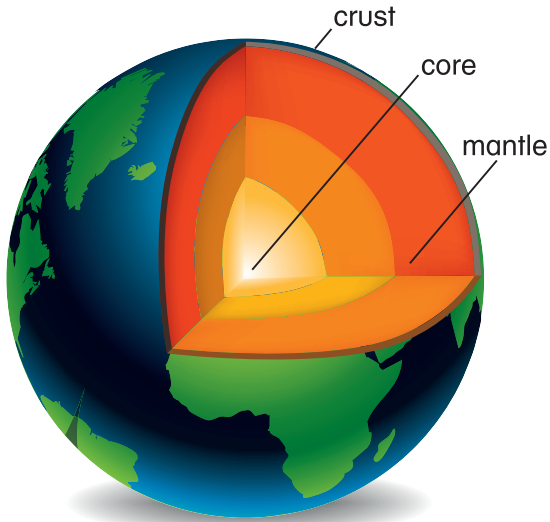
Discussion

- What clues show that some mountains are made of rocks that were once under the sea?
- What are the three sections that make up the Earth?
- Why might volcanoes be found in lines or groups?

▼ The layers of rock on these cliffs were twisted and bent when the land was pushed up out of the sea by Earth movements.

Key words

crust	mantle
earthquake	seismograph
fossil	volcano



Data Bank

- Between 50 and 70 volcanoes erupt each year – about one a week.
- Three-quarters of the world's volcanoes are in the 'ring of fire' around the Pacific Ocean.
- More than half the energy used in Iceland comes from hot rocks under the ground.



▲ Earthquakes happen when two parts of the crust move apart or grind together. This photograph shows the San Andreas fault in California, USA, which stretches for hundreds of kilometres.

The Earth is made up of three different sections. The surface, or crust, is between six and 40 kilometres thick. It consists of solid rock. Beneath the crust is a section called the mantle. Parts of the mantle are so hot that the rocks have melted and flow like a sticky liquid. The core of the Earth is an even hotter ball of iron and nickel.



▲ When a volcano erupts, hot rocks and gases are forced to the surface. If the lava continues to flow for hundreds of years, high mountains, like Mount Ngauruhoe in New Zealand, can be built up.

Mapwork

Working from an atlas or the internet, name six famous volcanoes. Add information about the date when they erupted and the country where they are found.

Investigation

Make up a diagram to show hot rocks coming to the surface in a volcano.

Key words

county council
leisure facilities
planning inspector
public enquiry
redevelopment

Lesson 2: Old sites, new uses

How can old sites be redeveloped?

At one time 25,000 people used to work at the Rover car factory at Cowley in Oxford. However, the demand for Rover cars began to fall in the 1980s and the company was sold to BMW. This raised the question of what to do next.

Local people, the car company, the

city council and the county council were all involved in the discussions. There were regular reports in the local newspapers. Three main plans were considered. Eventually there was a public enquiry where everybody who was interested could give their opinion.



▲ Workers on their way home from the Rover factory in the 1950s.

Have your say on the future of Cowley

Planning inspector hears different points of view

Rover factory to close

Public enquiry into new plans

Houses or shops for old car factory site?

Job losses at Cowley

Plan	Advantage	Disadvantage
Keep the existing factory open	Preserves jobs and keeps the factory in use	Old factory difficult to modernise and expensive to run
Close the factory and redevelop the land for housing	Helps to provide homes for the people of Oxford	Factory workers would lose their jobs
Use the land for a mixed development of offices, shops, new factories and a hotel	Creates over 4000 new jobs and provides shops for local people	Fails to create any new houses or leisure facilities

Discussion

- Why did the Rover factory close?
- What were the new plans?
- Do you think anything was missing from these plans?



▲ Land for sale and let at the Cowley site.



▲ New offices.



▲ New car factory.

In the end, it was agreed that the mixed development was the best option. This suited the company as they could make money from selling the site, it provided a hotel for tourists and improved the environment. Above all, it benefited local people by creating work and improving shopping facilities.

Data Bank

- Town planning dates back to Roman times.
- Land which has been built on before is known as a brownfield site.
- Land very rarely goes back to being countryside once it has been developed.

Investigation

Write sentences explaining (a) why the site needed to be redeveloped, (b) the different plans suggested, and (c) why the mixed development seemed best.

Mapwork

Imagine your school has moved to a new site and is to be redeveloped. Devise a plan of your ideas for the site.

Unit 6 Conservation

Key words

endangered
extinct
mahogany
pesticides
teak

Lesson 1: Threatened wildlife

Why are many plants and animals endangered?



All over the world wildlife is being threatened by people. Some animals are killed by accident because of pollution. Others are hunted for food or for their skins. The most serious threat comes from changes in the landscape. As cities grow larger and more land is cleared for farming, there is less space left for animals and plants.

Discussion

- What is the most serious threat to wildlife?
- How many plants and animals might be left 50 years from now?
- Does it matter if a plant or animal becomes extinct?

◀ In some countries, tigers are worth more dead than alive because their bones are used to make medicines.

There are probably about 30 million different plants and animals in the world today. Scientists fear that half the world's wildlife could disappear in the next 50 years. Tigers, elephants, bears, whales, crocodiles and turtles are all endangered. So too are many types of tree, flower, fish and insect.

Different plants and animals are an essential part of the world in which we live. Many medicines are obtained from plants. We eat fruit and vegetables which once grew wild. However, large numbers of plants and animals could become extinct before we can learn anything about them.

▼ The World Wide Fund for Nature (WWF) and other groups are trying to save animals and plants from extinction.

Data Bank

- Life first evolved on Earth around 3000 million years ago.
- The first fish evolved around 440 million years ago.
- Humans have lived on the Earth for the past 4 million years.

Investigation

Find out more about one threatened plant or creature. Write a short report and add pictures.

Mapwork

Draw small pictures of endangered animals such as tigers and turtles. Pin them on a large world map as a class display.



Whales
Hunted for meat and oil.



Eagles
Poisoned by pesticides.

Butterflies
Numbers declining as their habitat is destroyed.



Orchids
Dug up for house plants.

Rhinos
Killed for their horns.



Mahogany and teak
Trees cut down to make furniture.

Collins

**PRIMARY
GEOGRAPHY**

Investigation

Teachers' Book 3



Stephen Scoffham | Colin Bridge

Primary Geography

Teacher's Book 3 Investigation

Stephen Scoffham | Colin Bridge

Geography in the primary school	2
Collins Primary Geography	3
Places, themes and skills	4-5
Layout of the units	6-7
Using the books	8
Lesson summary	9
Studying the local area	10
Studying places in the UK and wider world	11
Differentiation and progression	12
Assessment	13
High quality geography	14
Information on the units	16-25
Copymaster matrix	26-29
Copymasters	30-59
Geography in the English National Curriculum	60-61

Geography in the primary school

The study of geography

Geography is the study of the Earth's surface. It helps children understand the human and physical forces which shape the environment. Children are naturally interested in their immediate surroundings. They also want to know about places beyond their direct experience. Geography is uniquely placed to satisfy this curiosity.

Geography is an enquiry led subject that seeks to answer fundamental questions such as:

- Where is this place?
- What is this place like (and why)?

Geographical perspectives

Geographical perspectives offer a uniquely powerful way of seeing the world. Since the time of the Ancient Greeks geographers have been attempting to chronicle and interpret their surroundings. One way of seeing patterns and connections is to think in terms of key ideas. Three concepts which geographers have found particularly useful in a range of settings are place, space and scale.

- Place focuses attention on the environment,
- Space focuses attention on location
- Scale introduces a change in perspective that enables us to link the local and the global.

A layer of secondary concepts such as inter-connections, change and movement lie beneath these fundamental organising ideas and provide a way of further enhancing our understanding.

- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

These questions involve not only finding out about the natural processes which have shaped our environment, they also involve finding out how people have responded to them. Studying this interaction at a range of scales from the local to the global and asking questions about what is happening in the world around us lie at the heart of both academic and school geography.

As they conduct their enquiries and investigations geographers make use of a number of specific skills. Foremost among these are mapwork and the ability to represent spatial information. The use of maps, charts, diagrams, tables, sketches and other cartographic techniques come under the more general heading of 'graphicacy' and are a distinguishing feature of geographical thinking. As more and more information has come to be represented electronically, the use of computers and other electronic applications has been championed by geography educators.

Geography in primary schools offers children from the earliest ages a fascinating window onto the contemporary world. The challenge for educators is to find ways of providing experiences and selecting content that will help children develop an increasingly deep understanding.

Collins Primary Geography

Collins Primary Geography is a complete programme for pupils in the primary school and can be used as a structure for teaching geography from ages 5-11. It consists of five pupil books and supporting teacher's guides with notes and copymasters. There is one pupil book at Key Stage 1 and four pupil books at Key Stage 2. There is also a supporting DVD for each Key Stage.

The overall aim of the programme is to inspire children with an enthusiasm for geography and to empower them as learners. The principles which underpin the programme include a commitment to promoting international understanding in a more equitable world and a concern for the welfare of the planet. Three different dimensions - connecting to the environment, connecting to each other and connecting to ourselves – are explored throughout the programme in different contexts and at a range of scales. We believe that learning to think geographically in the broadest meaning of the term will help children take wise decisions in the future as they grow into adulthood.

Structure

Collins Primary Geography provides full coverage of the English National Curriculum requirements. Each pupil book covers a balanced range of themes and topics but also takes the opportunity to develop case studies with a more precise focus:

- Books 1 and 2 *World Around Us* introduce pupils to the world at both a local and planetary scale.
- Book 3 *Investigation* illustrates how pupils can conduct their own research and enquiries.
- Book 4 *Movement* focuses especially on how movement affects the physical and human environment.
- Book 5 *Change* includes case studies on how places alter and develop.
- Book 6 *Issues* introduces more complex ideas to do with the environment and the way people interact with their surroundings.

Although the books are not limited to a specific year band, Book 3 will be particularly suitable for year 3 children. Similarly Book 4 is focused on year 4 children. Remember that it is possible to trace themes from one book to another if you want a wider range of material on a specific topic.

Investigations

Enquiries and investigations are an important part of pupils' work in primary geography. Asking questions and searching for answers can help children develop the key knowledge, understanding and skills. Fieldwork is time consuming when it involves travelling to distant locations, but local area work can be equally effective. Many of the exercises in *Collins Primary Geography* focus on the classroom, school building and local environment. We believe that such activities can have a seminal role in promoting long term positive attitudes towards sustainability and the environment.

Places, themes and skills

Each book is divided into ten units giving a balance between places, themes and skills.

Places

There are locality studies throughout each book and studies of specific places from the UK, Europe and other continents. These studies illustrate how people interact with their physical surroundings in a constantly changing world. The places have been selected so that by the end of the scheme, children will be familiar with a balanced range of reference points from around the world. They should also have developed an increasingly sophisticated locational framework which will enable them to place their new knowledge in context.

Themes

Physical geography is covered in the initial three units of each book which focus on planet Earth, water and weather. Human geography is considered in units on settlements, work and travel. There is also a unit specifically devoted to the urban and rural environment and human impact on the natural world. This is a very important aspect of modern geography and a key topic for schools generally.

Skills

Maps and plans are introduced in context to convey information about the places which are being studied. The books contain maps at scales which range from the local to global and use a range of techniques which children can emulate. Charts,

diagrams and other graphical devices are included throughout. Fieldwork is strongly emphasised and all the books include projects and investigations which can be conducted in the local environment.

Information technology

Geography has always been closely associated with information technology. The way in which computers can be used for recording and processing information is illustrated in each of the books. Satellite images are included together with information from data handling packages. Oblique and vertical aerial photographs are included as sources of evidence.

Cross-curricular links

The different units in *Collins Primary Geography* can be easily linked with other subjects. The physical geography units have natural synergies with themes from sciences, as do the units on the environment. Local area studies overlap with work in history. Furthermore, the opportunities for promoting the core subjects are particularly strong. Each lesson is supported by discussion questions and many of the investigations involve written work in different modes and registers.

Places, themes and skills

Places and Themes	Book 3 Units	Book 4 Units	Book 5 Units	Book 6 Units
Planet Earth	Landscapes	Coasts	Seas and oceans	Restless Earth
Water	Water around us	Learning about rivers	Rivers in action	Drinking water
Weather	Weather worldwide	Weather patterns	The seasons	Local weather
Settlements	Villages	Towns	Cities	Planning issues
Work and travel	Travel	Food and shops	Jobs	Transport problems
Environment	Caring for the countryside	Caring for towns	Pollution	Conservation
United Kingdom	Scotland	Northern Ireland	Wales	England
Europe	France	Germany	Greece	European Union
North and South America	South America <i>Chile</i>	North America <i>The Rocky Mountains</i>	North America <i>Jamaica</i>	South America <i>The Amazon</i>
Asia and Africa	Asia <i>India</i>	Asia <i>UAE</i>	Africa <i>Kenya</i>	Asia <i>Singapore</i>

Layout of the units

Each book is divided into ten units composed of three lessons. In the opening units pupils are introduced to key themes such as water, weather, settlement and the environment in at increasing levels of complexity. The following units focus on places from around the UK, Europe and other continents. The overall aim is to provide a balanced coverage of geography.

Unit Title

Identifies the focus of the unit and suggests links and connections to other subjects.

Satellite image

Graphical devices ranging from maps to satellite images amplify the topic.

Lesson Title

Identifies the theme of the lesson. The supporting copymaster also uses this title which makes it easy to identify.

Data Bank

Provides extra information to engage children and encourage them to find out more for themselves.

Enquiry question

Suggests opportunities for open-ended investigations and practical activities.

Mapwork exercise

Indicates how the lesson can be developed through atlas and mapwork.

Key word panel

Highlights key geographical words and terms which will be used during the lesson.

Investigation panel

Suggests a practical activity which will help pupils consolidate their understanding.

Introductory text

Introduces the topic in a graded text of around 100 words.

Summary panel

Indicates the knowledge and understanding covered in the unit.

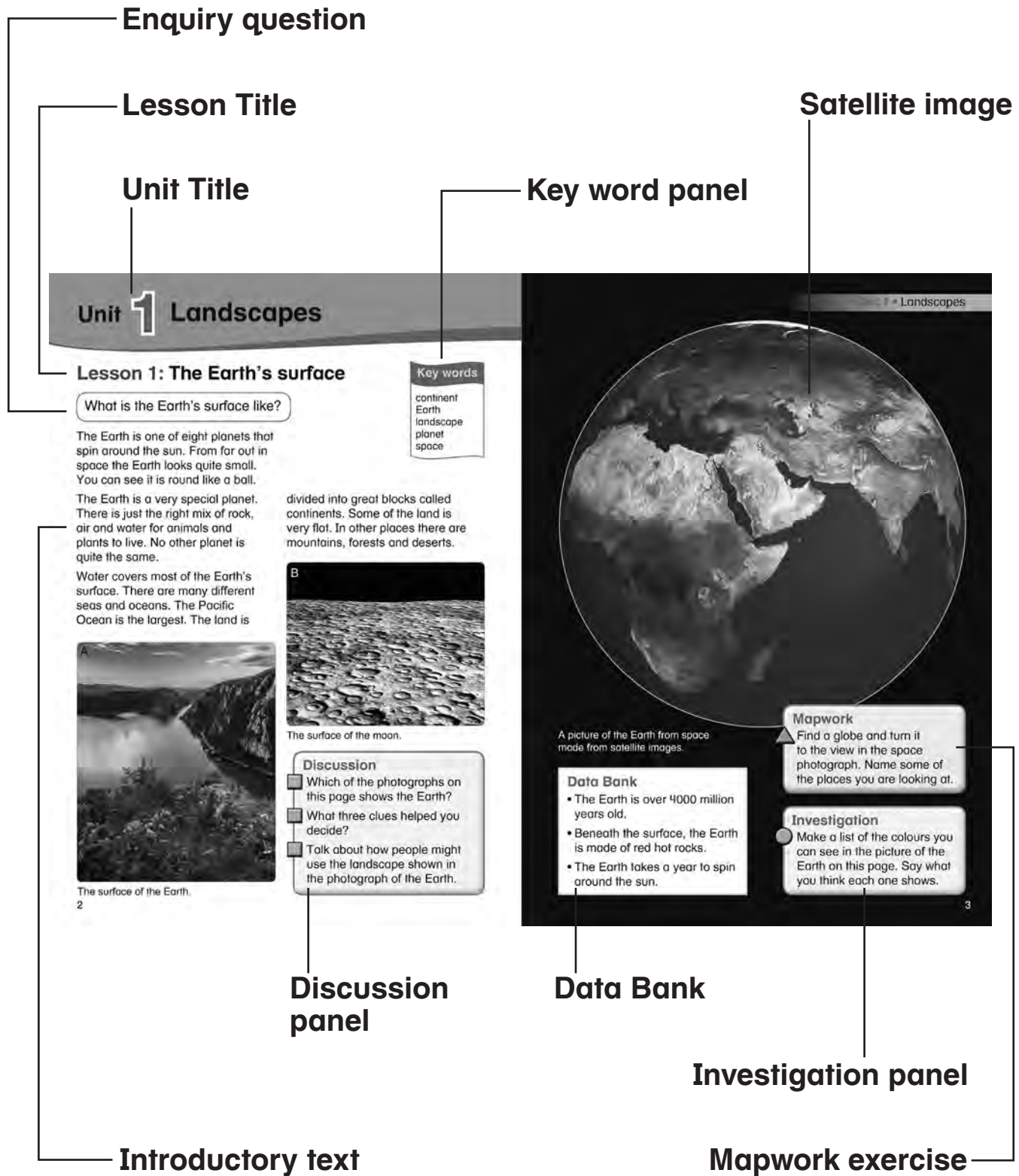
Discussion panel

Consists of three questions designed to draw pupils into the topic and to stimulate discussion. The first question often involves simple comprehension, the second question involves reasoning and the third question introduces a human element which helps to relate the topic to the child's own experience.

Copymasters

Each lesson has a supporting copymaster which can be found in pages 30-59 of this book.

Layout of the units



Using the books

Collins Primary Geography has been designed to support both whole school and individual lesson planning. As you devise your schemes and work and lessons plans you may find it helpful to ask the following questions. For example, have you:

- Given children a range of entry points which will engage their enthusiasm and capture their imagination?
- Used a range of teaching strategies which cater for pupils who learn in different ways?
- Thought about using games as a teaching device?
- Explored the ways that stories or personal accounts might be integrated with the topic?
- Considered the opportunities for practical activities and fieldwork enquiries?
- Encouraged pupils to use globes and maps where appropriate?
- Considered whether to include a global dimension?
- Checked to see whether you are challenging rather than re-inforcing stereotypes?
- Checked on links to suitable websites, particularly with respect to research?
- Made use of ICT to record findings or analyse information?
- Made links to other subjects where there is a natural overlap?
- Promoted geography alongside literacy skills especially in talking and writing?
- Taken advantage of the opportunities for presentations and class displays?
- Ensured that the pupils are developing geographical skills and meaningful subject knowledge?
- Clarified the knowledge, skills and concepts that will underpin the unit?
- Identified appropriate learning outcomes or given pupils the opportunity to identify their own ones?

These questions are offered as prompts which may help you to generate stimulating and lively lessons. There is clear evidence that when geography is fun and pupils enjoy what they are doing it can lead to lasting learning. Striking a balance between light hearted delivery and serious intent is part of the craft of being a teacher.

Misconceptions

There is a growing body of research which helps practitioners to understand more about how children learn primary geography and the barriers and challenges that they commonly encounter. The way that young children assume that the physical environment was created by people was first highlighted by Jean Piaget. The importance and significance of early childhood misconceptions was further illuminated by Howard Gardner. More recent research has considered how children develop their understanding of maps and places. Children's ideas about other countries and their attitudes to other nationalities form another very important line of enquiry. Some key readings are listed in the references on page 15.

Lesson summary

The table below provides an overview of the lessons in *Collins Primary Geography* pupil book 3. Individual schools may want to adapt the lessons and associated activities according to their particular needs and circumstances. It is also possible to pursue a specific theme such as water or weather in greater depth using lessons from other books in the series.

Theme	Unit	Lesson 1	Lesson 2	Lesson 3
Planet Earth	Landscapes	The Earth's surface	The shape of the land	Investigating landscapes
Water	Water around us	A wet planet	The effects of water	Recording water
Weather	Weather worldwide	Different types of weather	Living in hot and cold places	Sunshine matters
Settlements	Villages	A village community	Different types of village	Investigating villages
Work and travel	Travel	Ways of travelling	Finding your way	Routes and journeys
Environment	Caring for the countryside	Wildlife around us	Protecting wildlife	Improving our surroundings
United Kingdom	Scotland	Introducing Scotland	Edinburgh: The capital city of Scotland	Mull: A Scottish Island
Europe	France	Introducing France	Growing Food	Making cars
North and South America	South America	Introducing South America	Spotlight on Chile	The Galapagos Islands
Asia and Africa	Asia	South America Introducing Asia	India: A country in Asia	Pallipadu: A village in India

Studying the local area

The local area is the immediate vicinity around the school and the home. It consists of three different components: the school building, the school grounds, and local streets and buildings. By studying their local area, children will learn about the different features which make their environment distinctive and how it attains a specific character. When they are familiar with their own area, they will then be able to make meaningful comparisons with more distant places.

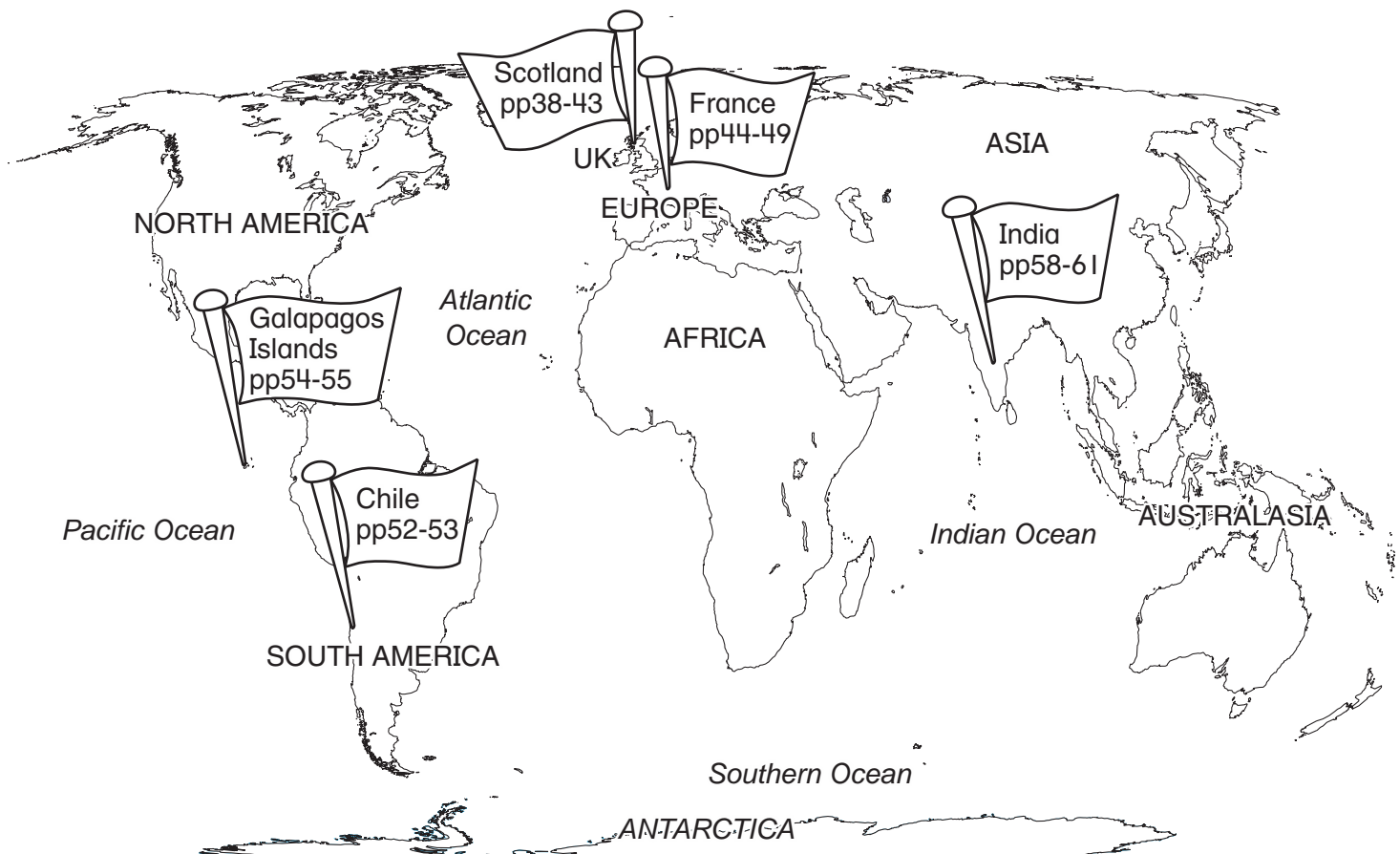
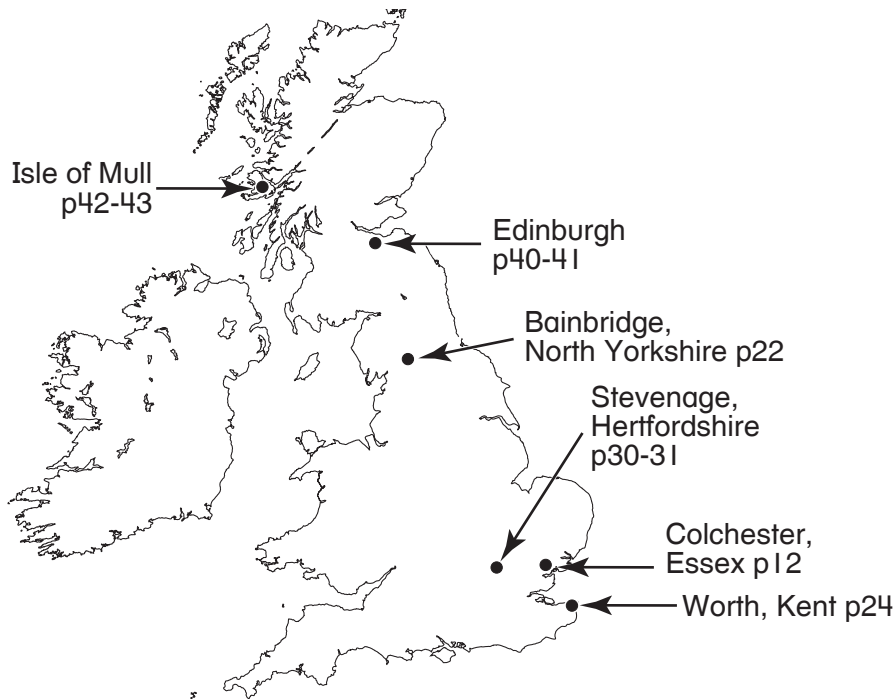
There are many opportunities to support the lessons outlined in *Collins Primary Geography* with practical local area work. First-hand experience is fundamental to good practice in geography teaching, is a clear requirement in the programme of study and has been highlighted in guidance to Ofsted inspectors. The local area can be used not only to develop ideas from human geography but also to illustrate physical and environmental themes. The checklist below illustrates some of the features which could be identified and studied.

Landscape features	Hill, valley, cliff, mountain, rock, slope, soil, wood
Water features	River, stream, pond, lake, estuary, coast
Surface features	Slopes, rock, soil, plants and other small scale features
Climate features	Local weather and site conditions
Settlement	Origins of a settlement (market town, port, resort), land use and economic activity
Buildings	House, cottage, terrace, flat, housing estate
Transport	Bus station, railway station, airport, harbour, roads (safe place& for traffic surveys)
Industry	Farm, workshop, warehouse, factory, office
Shops	Single shop, shopping parade, shopping mall, supermarket,
Services	Fire, police, ambulance, hospital, dentist, recycling point
Leisure facilities	Library, museum, park, swimming pool, golf course, leisure centre
Local issues	Pedestrianisation, improvement scheme, new shops, play areas, road widening, reservoir, rubbish tip

All work in the local area involves collecting and analysing information. An important way in which this can be achieved is through the use of maps and plans. Other techniques include annotated drawings, bar charts, tables and reports. There will also be opportunities for the children to make presentations in class and perhaps to the rest of the class in assemblies.

Studying places in the UK and wider world

Collins Primary Geography Book 3 contains studies of the following places in the UK and wider world. Place studies focus on small scale environments and everyday life. By considering people and describing their surroundings, the information is presented at a scale and in a manner which relates particularly well to children. Research shows that pupils tend to reach a peak of friendliness towards other countries and nations at about the age of ten. It is important to capitalise on this educationally and to challenge prejudices and stereotypes.



Differentiation and Progression

Collins Primary Geography sets out to provide access to the curriculum for children of all abilities. It is structured so that children can respond to and use the material in a variety of ways. Within each unit there is a range of exercises and discussion questions. This means activities can be selected which are appropriate to individual circumstances.

Differentiation by outcome

Each lesson starts with an introductory text and linked discussion questions which are designed to capture the children's imagination and draw them into the topic. There are opportunities for slower learners to relate the material to their own experience. More able children will be able to consider the underlying geographical concepts. The pace and range of the discussion can be controlled to suit the needs of the class or group.

Differentiation by task

The mapwork and investigation exercises can be modified according to the pupils' ability levels. Teachers may decide to complete some of the tasks as class exercises or help slower learners by working through the first part of an exercise with them. Classroom assistants could also use the lessons with individual children or small groups. More able children could be given extension tasks. Ideas and suggestions for extending each lesson are provided in the information on individual units (pages 00-00).

Differentiation by process

Children of all abilities benefit from exploring their environment and conducting their own investigations. The investigation activities include many suggestions for direct experience and first-hand learning. Work in the local area can overcome the problems of written communication by focusing on concrete events. There are also opportunities for taking photographs and conducting surveys as well as for such as lists, diagrams and written descriptions.

Progression

The themes, language and complexity of the material have been graded to provide progression between each title. However, the gradient between different books is deliberately shallow. This makes it possible for the books to be used interchangeably by different year groups or within mixed ability classes. The way that this might work can be illustrated by considering a sample unit. For instance, in Book 3 the unit on weather introduces children to hot and cold places around the world. Book 4 looks at ways of recording the weather, Book 5 focuses on the seasons and Book 6 considers local weather conditions. This approach provides opportunities for reinforcement and revisiting which will be particularly helpful for the less able child.

Assessment

Assessment is often seen as having two very different dimensions. Formative assessment is an on-going process which provides both pupils and teachers with information about the progress they are making in a piece of work. Summative assessment occurs at defined points in a child's learning and seeks to establish what they have learnt and how they are performing in relation both to their peers and to nationally agreed standards. *Collins Primary Geography* provides opportunities for both formative and summative assessment.

Formative assessment

- The discussion questions invite pupils to discuss a topic, relate it to their previous experience and consider any issues which may arise, thereby yielding information about their current knowledge and understanding.
- The mapwork exercises focus especially on developing spatial awareness and skills and indicate will indicate the pupils' current level of ability
- The investigation activities give pupils the chance to extend their knowledge in ways that match their current abilities.

Summative assessment

- The panels at the end of each unit highlight key learning outcomes. These can be tested directly through individually designed exercises.
- The copymasters (see pages 00-00) can be used to provide additional evidence of pupil achievement. Whether used formatively or summatively they are intended to broaden and consolidate understanding.

Reporting to parents

Collins Primary Geography is structured around geographical skills, themes and place studies which become more complex from one book to another. As children work through the units they can build up a folder of work. This will include mapwork and investigations in the local area and will provide evidence of breadth, progression and achievement in geography. It will also be a useful resource when teachers report to parents about whether an individual child is above average, satisfactory, or in need of help in geography.

National curriculum reporting

There is a single attainment target for geography and other National Curriculum subjects. This simply states that

'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.'

This means that assessment need not be an onerous burden and that evidence of pupils' achievement can be built up over an entire Key Stage. The assessment process can also inform lesson planning. Establishing what pupils have demonstrably understood helps to highlight more clearly what they still need to learn.

High quality geography

The regular reviews of geography teaching in the UK undertaken by Ofsted provide a clear set of recommendations. Schools have been advised to:

- focus on developing pupils' core knowledge and sense of place.
- ensure that geography elements are clearly identified within topic based work.
- maximize opportunities for fieldwork in order to improve pupil motivation.
- make the most of new technology to enthuse pupils and provide immediacy and relevance.
- provide more opportunities for writing at length and focused reading.
- enable pupils to recognise their responsibilities as citizens.
- develop networks to share good practice.
- provide subject specific support and professional development opportunities for teachers.

These recommendations can be set alongside the Primary Geography Quality Mark which has been set up by the UK Geographical Association. This provides a self-assessment framework designed to help subject leaders. There are three categories of award. The 'bronze' level recognises that lively and enjoyable geography is happening in your school, the 'silver' level recognises excellence across the school and the 'gold' level recognises that excellence that is shared and embedded in the community beyond the school. The framework is divided into four separate cells (a) pupil progress and achievement (b) quality of teaching (c) behavior and relationships (d) leadership and management. For further details see (see www.geography.org.uk).

Achieving accreditation for geography in school is a useful way of badging achievements and identifying targets for future improvement. The Geographical Association provides a wide range of support teachers to help with this process. In addition to an ambassador scheme and CPD sessions it produces a journal for primary schools, *Primary Geography*, three times a year. Other key sources are the Geographical Association website, the *Primary Geography Handbook* and books and guides for classroom use.

Finding time for geography

The pressures on the school timetable and the demands of the core subjects make it hard to secure adequate time for primary geography. However, finding ways of integrating geography with mathematics and literacy can be a creative way of increasing opportunities. Geography also has a natural place in a wide range of social studies and current affairs whether local or global. It can be developed through class assemblies and extra-curricular studies. Those who are committed to thinking geographically find a surprising number of ways of developing the subject whatever the accountability regime in which they operate.

Ofsted Inspections

Ofsted inspections are designed to monitor standards of teaching in schools in England and Wales. Curriculum development is an on-going process and inspectors do not always expect to see totally completed programmes. What they are looking for is evidence of carefully planned strategies which are having a positive impact on the quality of teaching. However, inspectors must also note weaknesses and highlight aspects which need attention. If curriculum development is already in hand in your school, it should receive positive support. The following checklist provides prompts which may help prepare for inspections.

- 1 Identify a teacher who is responsible for developing the geography curriculum
- 2 Provide a regular opportunity for discussing geography teaching in staff meetings.
- 3 See that all members of staff are familiar with the geography curriculum.
- 4 Decide how geography will fit into your whole school plan.
- 5 Make an audit of current geography teaching resources to identify gaps and weaknesses
- 6 Discuss and develop a geography policy which includes statements on overall aims, topic planning, teaching methods, resources, assessment and recording.
- 7 Discuss the policy with the governors.
- 8 Devise an action plan for geography which includes an annual review procedure.

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The Geographical Association

The Geographical Association (GA) provides extensive support and advice for teachers including a range of excellent publications such as the Everyday Geography and Geography Plus series. As well as holding an annual conference, the GA also produces a journal for primary practitioners, *Primary Geography*, which is published three times a year. To find out more and learn about the latest developments in geography education visit the website at www.geography.org.uk.

Information on the units

Unit 1 Landscapes

The word 'geography' literally means 'Earth writing'. The way that wind, water, ice and snow have worn away the land is part of the Earth story. The way people have responded to their physical surroundings is the other major strand.

The Earth has a fixed orbit around the sun and has a relatively stable climate. The surface is covered with a mixture of rock, air and water. These unique conditions have enabled life to evolve. The first organisms probably date back 3,000 million years. On this timescale human beings are very recent additions as they have only emerged in the last 500,000 years.

Lesson 1 The Earth's surface

What's the Earth's surface like?

Photograph A shows the Earth's surface in the Danube gorge between Serbia and Romania. The most striking features are the water, clouds, blue sky and the flowers and plants in the foreground. Photograph B shows the surface of the moon. It is dry and dusty and there are craters where meteors have crashed to the ground.

Mapwork *Africa, the Middle East and India show up prominently in the foreground. Europe is towards the top of the picture.*

Investigation *Deserts are shown in orange/yellow, grasslands in light green and forests in deep green and blue for water. You might discuss the difference between images and photographs as an extension.*

Lesson 2 The shape of the land

Are all landscapes the same?

The Earth's crust has been shaped over geological time by a complex variety of forces - violent movements, ageing of the rocks, the action of water and erosion. At this stage it is enough for children to be able to identify different types of landscape and to interpret the photographs.

Mapwork *Pupils could create a coloured plastacine model island with labels on a*

hardboard base, Papier maché models in cardboard boxes are more effective but slower to make.

Investigation *there will be opportunities for children to continue adding to their notebooks as they complete other lessons.*

Lesson 3 Investigating landscapes

What is the landscape like in the British Isles?

This double page spread relates general landscape terms to specific features (a) in the British Isles (b) in the local area. Research indicates that many young children think the landscape has been created by people. You may encounter this misconception as you talk with them about the features of your area.

Mapwork *Children are sometimes confused to discover that the Lake District is a mountain area.*

Investigation *You could develop the investigation by focusing on remarkable landscapes around the world and arrange the pictures around a world map as a class display.*

Developing geographical language

Copymasters *See 1, 2 and 3 for linked extension exercises*

Information on the units

Unit 2 Water around us

Water has a profound influence on our environment. Seas and oceans cover large parts of the Earth's surface. At the poles there are massive sheets of ice which never melt. Most of the water in the world is either salty or frozen. This only leaves a very small portion of fresh water.

People depend on fresh water for their survival. It is essential for drinking, cooking and washing. Modern industry and agriculture also require large quantities of water in order to operate. In some places, water is used to generate hydro-electric power. Elsewhere it is used for irrigation. Where rivers are deep enough they are used by ships and boats. Of all the varied resources on the Earth's surface, water is arguably one of the most important.

Lesson 1 A wet planet

Where do we find water?

This double page spread introduces children to one aspect of the water cycle – the processes involved as water droplets fall back to Earth and end up in the sea. You will need to discuss the relationship between ice, water and steam if they are to really understand what happens. It can be particularly hard for young children to appreciate that water vapour is an invisible gas. The idea that glaciers are constantly moving is also problematic.

Mapwork *As they complete this exercise, pupils might look for lakes that are grouped together or for those that form inland drainage areas and which have no link to the sea.*

Investigation *This activity makes links to pupils' home environment and would be best completed as a homework exercise.*

Lesson 2 The effects of water

Why is water important?

All forms of life depend on water for survival. The children could consider what other plants and creatures might be included in the picture. Water pollution could be introduced to provide a link to wider environmental issues.

Mapwork *This mapping exercise might be completed by groups using large sheets of paper and marker pens.*

Investigation *You might be able to support the investigation with a fieldwork visit to a pond in or near your school to see at first-hand how it creates a special habitat.*

Lesson 3 Recording water

How is water shown on maps?

Maps show permanent water features but children will have powerful and immediate experiences of the more temporary effects of water in and around their school grounds. There are opportunities to take photographs of what happens when it rains in your area, using the picture on page 13 as the framework for a wall display.

Mapwork *You might could extend the work on simple co-ordinates using maps of your own locality or wider region.*

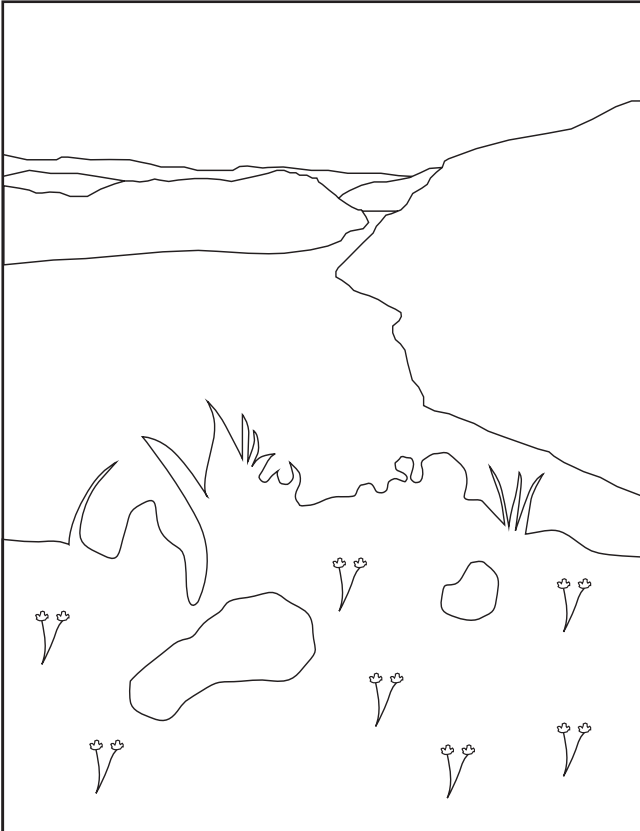
Investigation *From an early age children will have noticed water running down window panes and across roads and slopes. The investigation builds on this experience and leads children to recognise part of the water cycle sequence.*

Copymasters *See 4, 5 and 6 for linked extension exercises.*

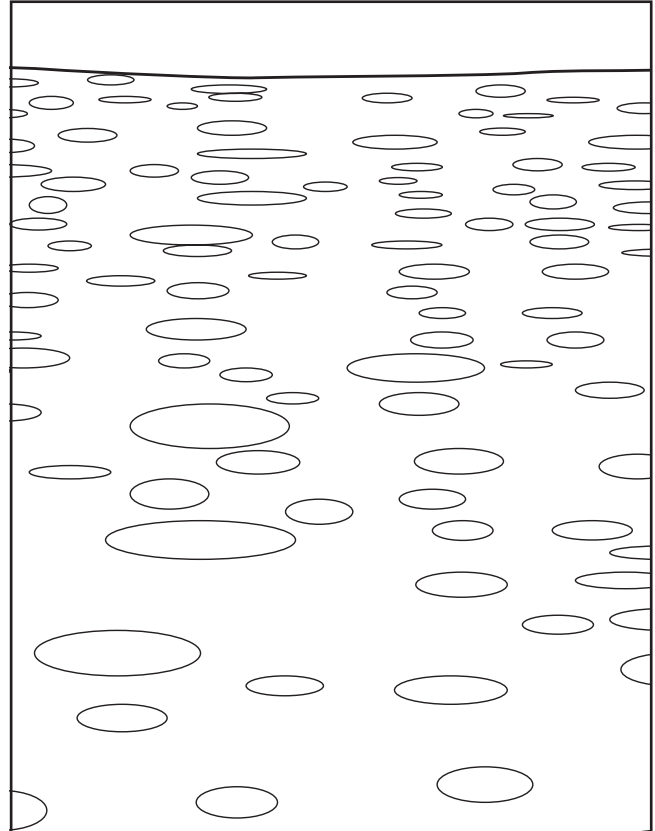
I The Earth's surface

Name

1. Colour the pictures of the Earth and the moon.



The Earth



The moon

2. Tick the features which are found on the Earth and the moon.

Earth

Air	<input type="checkbox"/>
Water	<input type="checkbox"/>
Soil	<input type="checkbox"/>
Plants	<input type="checkbox"/>
Food	<input type="checkbox"/>

Moon

Air	<input type="checkbox"/>
Water	<input type="checkbox"/>
Soil	<input type="checkbox"/>
Plants	<input type="checkbox"/>
Food	<input type="checkbox"/>

3. Complete this sentence.

The two most important things for life on Earth are _____ and _____.

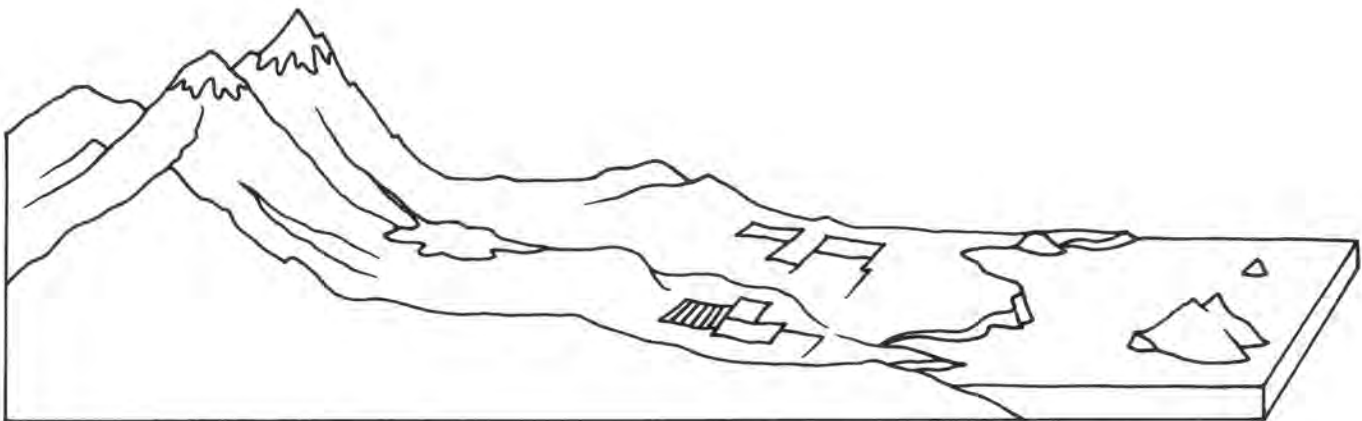
2 The shape of the land

Name

1. Draw a line from each box to the right place on the diagram.
2. Draw a landscape picture in each box.
3. Colour in the pictures you have drawn.

mountains

coast



hills and valleys

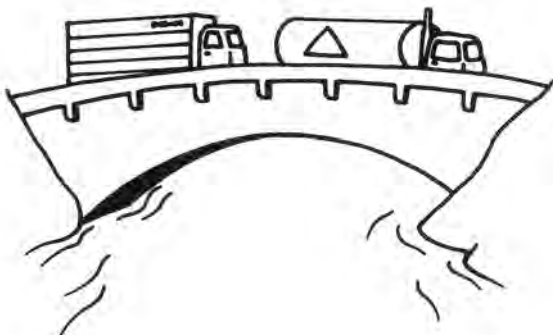
island

3 Investigating landscapes

Name

1. Draw a landscape around each of these pictures.
2. Write the words where they belong.

mountain hills and valley lowland coast



4 A wet planet

Name

1. Draw a picture to match the word at the top of each box.
2. Is the water in each picture a solid, a liquid or a gas?
Tick the right box.

Iceberg
liquid <input type="checkbox"/> solid <input type="checkbox"/> gas <input type="checkbox"/>

Snow
liquid <input type="checkbox"/> solid <input type="checkbox"/> gas <input type="checkbox"/>

Sea
liquid <input type="checkbox"/> solid <input type="checkbox"/> gas <input type="checkbox"/>

Rain
liquid <input type="checkbox"/> solid <input type="checkbox"/> gas <input type="checkbox"/>

Lake
liquid <input type="checkbox"/> solid <input type="checkbox"/> gas <input type="checkbox"/>

5 The effects of water

Name

1. Draw the missing plants and animals in the circles.
2. Complete the sentences.

Birds visit ponds to drink and _____

Apples and other fruit are _____

Most plants need lots of water to _____

Fish live in water.
If _____

Tree roots take water from _____

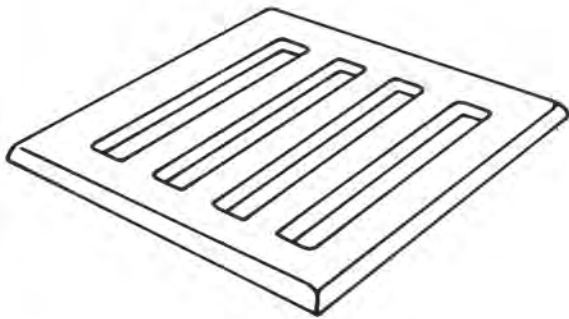
Worms and insects need water to _____

Ants can live longer without _____

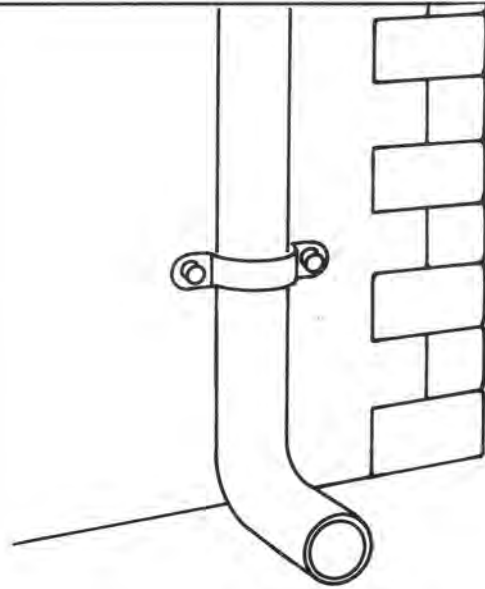
6 Recording water

Name

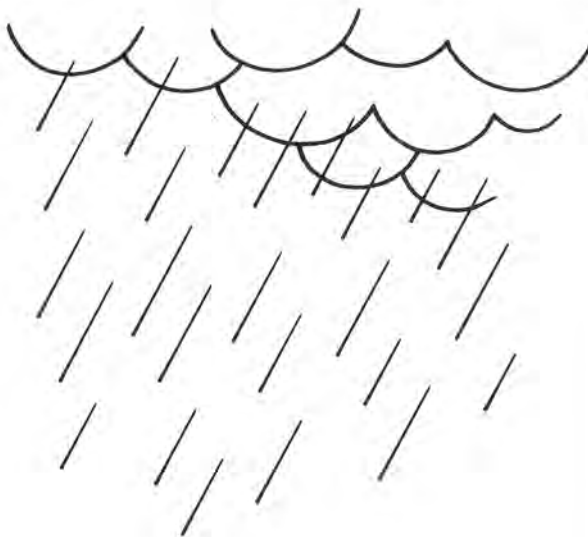
1. Read the sentences and colour the pictures.
2. Cut them out.
3. Glue the pictures in the right order on a strip of paper.
4. Draw arrows to join the pictures together.



The water goes into the drain.



It flows down the drainpipe.



Rain falls from the cloud.



It runs off the roof into the gutter.

Name

Coasts

1. Which coastal features would you see if you flew over the UK?
2. How long is the coastline of the UK?
3. What helps to shape the coast?
4. Describe some rock formations you would find at the coast.
5. What effect do rough seas have on the coast?
6. Name some plants and animals that live on the beach.
7. What can be done to protect the coast?
8. Why do people visit the coast?
9. Where are the highest cliffs in the UK?
10. Name the feature found between two headlands.

Name

Coasts

Tick one box for each statement

Yes

Not sure

11. I can describe the UK's coastline.

12. I know the length of the UK's coastline.

13. I know why coastlines can change over time.

14. I can identify 3 coastal rock formations.

15. I know how the coastline is affected by rough seas.

16. I can name 2 living things found on a beach.

17. I know 2 ways to stop a beach from being washed away.

18. I know why the coast is a special place for visitors.

19. I know where the highest cliffs in the UK are found.

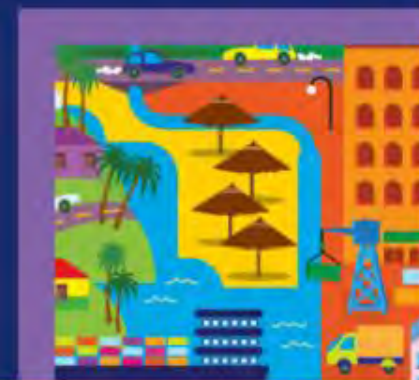
20. I know what the sheltered feature found between
two headlands is called.

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Settlements

Work and Travel

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Teacher's guide



Interactive resources

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Environment

Unit **1** Caring for the countryside

Unit **2** Caring for towns

Unit **3** Pollution

Unit **4** Conservation



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GEOGRAPHYUnit **1** Caring for the countryside

Lesson 1: Wildlife around us

Map: Protected areas in the United Kingdom

Worksheet: National parks

Gallery: UK countryside

Lesson 2: Protecting wildlife

Worksheet: Conservation projects

Worksheet: New quarry scheme

Map: Conservation in Kenya

Gallery: Kenya

Video: Animals in their natural habitat

Lesson 3: Improving our surroundings

Worksheet: Working in the countryside

Gallery: Helping nature

Review: Caring for the countryside

Review: Caring for the countryside

Assessment: Caring for the countryside

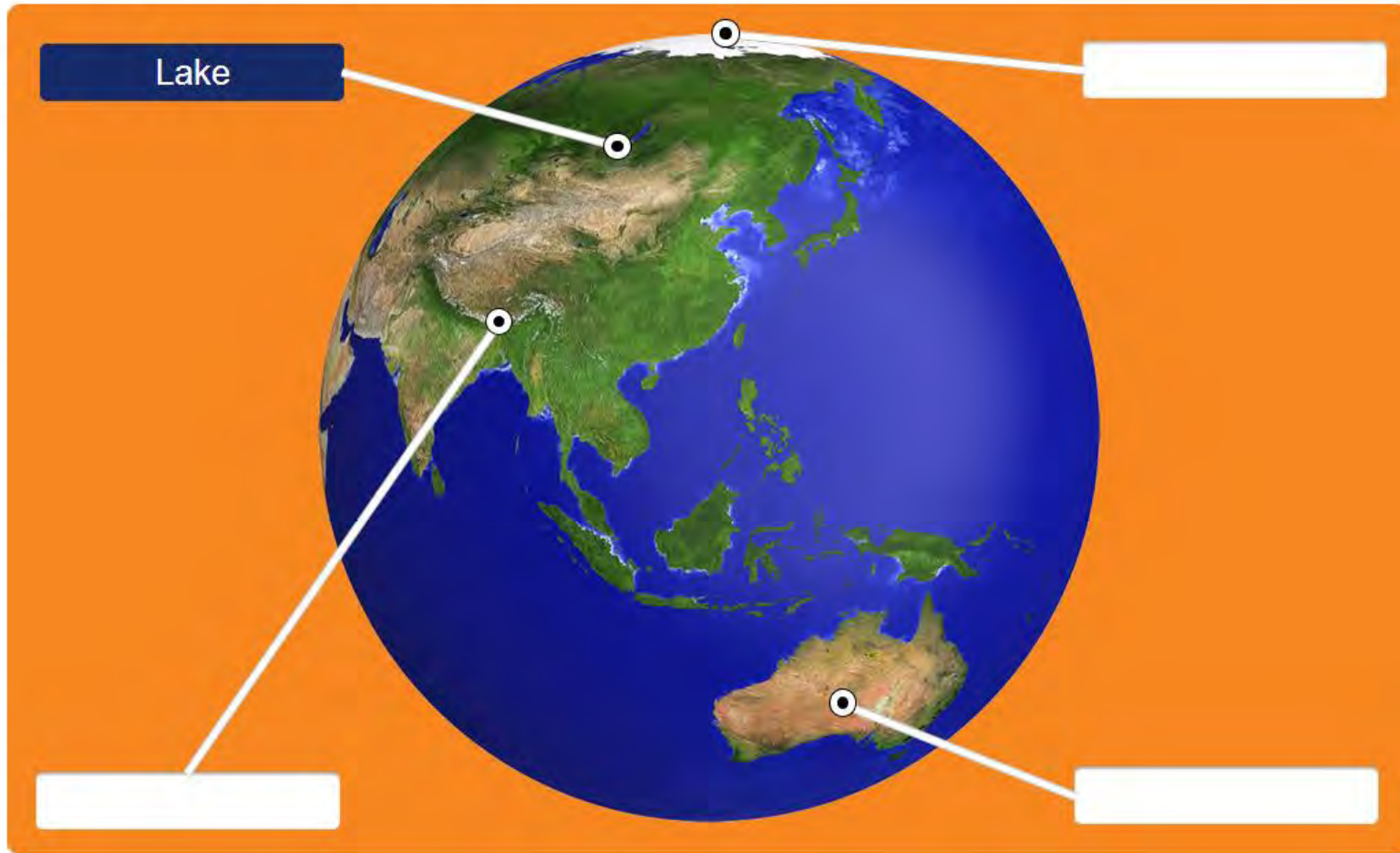
Drag each label and drop it into the correct box.

Mountain range

Ice cap

Desert

Lake



The Amazon

Aerial view of the Amazon River in Brazil



Tropical Amazon River



Primary rainforest in Ecuador



A settlement in the Peruvian Amazon



Destroyed rainforest



Animals in
their
natural habitat