



## National Parks – Year 5

### Who are our National Parks for?

#### Prior Learning

- Locate countries in GB and UK
- Identify counties and regions of England
- Use 8 compass points
- Climate zones, vegetation belts and biomes in Rainforest unit (Y5) desert biomes (Y3)
- 4 figure grid references (Y4)
- Contours lines (mountains unit – Y4)

| <u>Key question and NC objective</u> |   | <u>knowledge to be taught</u>   |
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| <b>L1</b>                            | <p><b>What is a national park and where are they located in the UK?</b></p> <p><u>LO: locate the UK's National Parks and define the term.</u></p> <p><b>NC</b></p> <p><b>Locational knowledge:</b><br/>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)</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <ul style="list-style-type: none"> <li>• Retrieval: Which countries make up the UK? Our nearest city? Cardinal and intercardinal compass points.</li> <li>• To use map skills to identify where each National Park is</li> <li>• To use maps skills to identify which city some National Parks are closest to (<b>local link</b>)</li> <li>• To use the 8 compass points to identify where each park is located in relation to Melbourne (e.g. the Peak District is north-west of Melbourne) (<b>local link</b>)</li> </ul> |
| <b>L2</b>                            | <p><b>Why is there a need for national parks?</b></p> <p><b>Who and what are they for?</b></p> <p><u>LO: demonstrate an understanding of why National Parks are needed.</u></p> <p><b>NC</b></p> <p><b>Human Geography:</b></p> <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade</li> </ul>   | <ul style="list-style-type: none"> <li>• Retrieval: What is a National Park? How many are in England, Scotland, Wales?</li> <li>• To use sources to understand why there is a need for National Parks and how they came about. Growth of industrialisation and pollution.</li> <li>• Cover the mass trespass at Kinder Scout in 1932. (<b>local link</b>)</li> </ul>  |

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|    | <p>links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>   |  |
| L3 | <p><b>Why are our national parks special?</b></p> <p><b><u>LO: Identify the features that make National Parks special.</u></b></p> <p><b>NC</b></p> <p><b>Human Geography:</b></p> <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Retrieval: What is a National Park? Why were they created? Where is our nearest? Recall reasons why they were created.</li> <li>• To understand what qualities a place needs to be considered a national park.</li> <li>• To identify features of particular national parks</li> <li>• To understand the land use of national parks</li> <li>• To consider the human and physical geography of national parks</li> </ul>  |
| L4 | <p><b>What are the key physical and human features of the PDNP and how is land used in the PDNP?</b></p> <p><b><u>LO: Use map skills, focusing on 6 figure grid references to identify key features and land uses of the Peak District National Park</u></b></p> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use maps, atlases, globes and digital/computer mapping to locate</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval: How do 4 figure grid references work? What are contour lines?</li> <li>• To study one National Park in more depth - Peak District (local links)</li> <li>• To locate the Peak District on a map</li> <li>• Identify land uses</li> <li>• To use the 8 points of a compass to identify where places are in relation to each other</li> <li>• Use OS maps and 6 figure grid refs to identify places and human and physical features of the PDNP</li> </ul> |

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|    | <p>countries and describe features studied</p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>  |   |
| L5 | <p><b>How do we protect our national parks?</b></p> <p><u>LO: Explain how and why National Parks need protecting.</u></p> <p><b>Human Geography:</b></p> <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Land use patterns and understand how come of these have changed over time</li> </ul> | <ul style="list-style-type: none"> <li>• Explore the problems faced by National Parks and the impact of tourism, issues and conflicts. (parking, wildfires, litter, dangers to livestock, erosion). Include the Countryside Code/ conservation, etc.</li> <li>• Cover what the National Parks authority does to combat problems and what the public can do to minimise the problems caused by visitors/tourists.</li> </ul>   |
| L6 | <p><b>How do UK National Parks compare to Canadian National Parks?</b></p> <p><u>LO: Draw comparisons between National Parks in other countries</u></p> <p><b>Human Geography:</b></p> <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>   | <ul style="list-style-type: none"> <li>• Retrieval: How many National Parks are in England, Scotland, Wales? What are physical features? What is a glacier? What are biomes, vegetation belts and climate zones?</li> <li>• Identify the climate zones and biomes for the UK and Canada in preparation for the comparison.</li> <li>• Compare Peak District National Park, UK to Banff National Park, Canada – both the first NP in their country.</li> <li>• Compare climate, biome, tourism, topography, wild animals, human and physical features – reference text created to include all facts to be retrieved.</li> <li>• Requires prior knowledge of Peak District from previous lessons in the unit for comparison.</li> </ul> |

Assessment: End of unit quiz and assessment grid

|        | Vocabulary               |  |
|--------|--------------------------|--|
| Tier 1 | Settlement               | tourism conflict landscape wildlife access   |
| Tier 2 | compass grid reference   | conservation<br>impact peat human physical carbon relief contour   |
| Tier 3 | Designated National Park | trespass erosion Peak District heritage<br>moorland gritstone edge escarpment Countryside Code tor dales |