

Autumn 1: Rhine and Mediterranean Disciplinary Skill: diversity Disciplinary Outcome: By the end of the unit pupils will be able to explain how rivers, people and the land affect each other.					
Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested activities (with resource links)	Core Vocabulary
Pupils will learn about: - Rhine and Mediterranean - Cologne and cities on the Rhine - Rotterdam and the mouth of the Rhine - How the course of the river has been changed by human activity including canals - Mediterranean Sea - Suez Canal - This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). - Geographical skills: Extending use of maps and photographs	1. Where does the River Rhine begin and end, and what is its journey?	- Rhine is 764 miles long. - Longer than the Thames (215 miles) and Severn (220 miles) combined. - Flows through 6 countries: Switzerland, Liechtenstein, Austria, Germany, France, Netherlands. - Known as Rhein (Germany), Rhin (France), Rijn (Netherlands). - Source: Alps, Switzerland. - Mouth: North Sea, Netherlands. - Upper Rhine = near source (mountains). - Lower Rhine = near mouth (sea). - Tributaries: Main, Moselle, Neckar. - Confluence = where tributary joins main river. - Longest stretch of Rhine is in Germany.	- Reading maps (locating Rhine across countries). - Labelling (source, mouth, Alps, tributaries, North Sea). - Using geographical vocabulary (source, mouth, tributary, Upper Rhine, Lower Rhine). - Reading to extract key facts. - Writing explanatory paragraphs with technical terms. - Drawing illustrations of river journey.	- Label the Rhine on a map; identify source, mouth, Alps, and tributaries; - read narrative pages 3–9; - write a paragraph explaining the journey of the Rhine using key terms.	Rhine, Alps, North Sea, Upper Rhine, Lower Rhine, confluence
	2. How has the River Rhine affected life in Cologne?	- Rhine forms borders (Germany–France, Germany–Switzerland). - Roman Empire used Rhine as a frontier. - Cologne is a large city on the Rhine, with bridges, cathedral (Dom), rail station (Hauptbahnhof), Rheinpark, Rathaus (council building), Lufthansa HQ, post office. - Rhine has left bank and right bank; bridges connect them. - Ann lives on right bank; cathedral and train station are on left bank. - Famous Christmas market next to cathedral. - Flooding risk due to rainfall (seasonal variation). - Flood walls built on both banks to protect city. - Average rainfall studied by month; flooding more likely when rainfall is highest (autumn/winter).	- Map reading (locating city features and banks). - Interpreting photographs and maps. - Using sentence starters and cloze activities to check understanding. - Analysing how humans adapt to rivers (flood walls, bridges). - Writing/drawing about city-river interactions using vocabulary (left bank, right bank, bridges, rainfall, flooding, flood walls).	- Identify landmarks on a map of Cologne; - complete sentence cloze on flooding; - use data to discuss rainfall; - write and illustrate how the Rhine affects people living in Cologne.	Cologne, banks, bank, rainfall, flooding, flood walls
	3. Why is Rotterdam an important city at the mouth of the Rhine?	- Source = Alps (Switzerland). - Mouth = North Sea. - Rotterdam is at the mouth. - Rotterdam is the busiest port in Europe. - A port is man-made: ships dock, load/unload. - Differences with Cologne: Cologne = cathedral, bridges, flooding; Rotterdam = port, shipping, trade. - Humans harness wind with turbines near North Sea for electricity. - Rotterdam needs careful organisation: many ships daily. - Importing = bringing goods in. - Exporting = sending goods out. - Examples: coal from South America/Africa, iron ore from Asia; vegetables to England; ships sailing to/from China, West Africa, Germany. - Rotterdam exports goods inland via Rhine (to Cologne, Mainz, etc.).	- Comparing/contrasting human use of rivers in different cities. - Map shading (Upper Rhine = source to Strasbourg; Lower Rhine = Cologne to mouth). - Watching video to observe ports and turbines. - Using and applying terms (importing, exporting, harness, port). - Writing comparison paragraphs using evidence.	- Add features to a Rhine map (source, mouth, Alps, etc.); compare Cologne and Rotterdam; - use case studies to identify importing/exporting; - watch video of the Port of Rotterdam and discuss wind turbines.	port, harness, importing, exporting

	4. How has the Rhine changed naturally and through human action?	- Natural features: - Source = small stream in Alps. - Waterfalls where Rhine crashes over rocks. - Width: up to 1 km wide in Middle Rhine; only 100 m wide near source. - Depth: deep in Middle/Lower Rhine; shallow near source. - Natural effects: mountains, rocks affect flow/width. - Wetlands: >2000 islands; flooded when rains; wading birds nested; waterborne diseases spread. - Human changes: - Dug canals to allow ships to pass Upper Rhine. - Built locks (10 in total) to raise/lower ships. - Straightened river to ease navigation. - Drained wetlands to build villages, reduce disease.	- Observing and inferring how natural features affect human use (depth, width, waterfalls). - Drawing and annotating diagrams of natural/human features. - Comparing past (painting of Rhine, wetlands) and present. - Understanding cause-effect (why canals/locks needed). - Writing explanations with new terms (canal, lock, wetlands, natural/human changes).	• Watch clips on natural and human river changes; • label diagrams of the Rhine's features; • describe how canals and locks work; • write about how human action has changed the river.	canal, wetlands, drained, lock
	5. What are the key features of the Mediterranean Sea?	- Touches 3 continents: Europe, Africa, Asia. - Connected to Atlantic by Strait of Gibraltar (only 8.9 miles wide). - A strait = narrow water linking larger seas/oceans. - Mediterranean = an enclosed sea (only one exit). - Smaller seas: Balearic (Spain), Aegean (Greece). - 21 countries + 2 territories have Mediterranean coastline. - Some Mediterranean countries are islands (2 examples). - 3 countries also border Atlantic. - Italy = peninsula (land surrounded on 3 sides, connected to mainland). - Spain = peninsula. - Egypt/Libya = not peninsulas. - Examples: Greece (east Med), Morocco (west Med).	- Map work: locating continents, seas, straits, peninsulas. - Identifying and labelling features (peninsulas, mainland, islands). - Using key vocabulary (strait, peninsula, enclosed sea, mainland). - Drawing and annotating maps with arrows. - Questioning: salinity, geography of coasts.	• Label the Mediterranean map with Europe, Africa, Asia, Atlantic, and Gibraltar; • identify seas and peninsulas; read pages 22–25; • draw and label features with arrows and notes.	strait, the Med, enclosed sea, peninsula, mainland
	6. How did the Suez Canal change the way people and goods moved between continents?"	The Suez Canal is a human-made waterway that connects the Mediterranean Sea with the Red Sea, allowing ships to travel between Europe and Asia without sailing around Africa It was completed in 1869 in Egypt. The canal separates Africa and Asia; the Friendship Bridge links the two continents. Before the canal, ships had to travel around the Cape of Good Hope (southern Africa), which was dangerous and much longer. The canal made trade quicker, cheaper, and safer. It remains one of the busiest shipping routes in the world, with around 50 ships daily. Parts of the canal are wide and allow two ships to pass, but narrow stretches mean only one ship can travel at a time. A modern example: in March 2021, the ship Ever Given blocked the canal, halting global trade.	Locating continents and seas on a map. Using directional language (north, south, east, west). Distinguishing between natural features (seas, rivers, straits) and human-made features (canals, ports). Inquiry and reasoning: Asking and answering geographical questions in full sentences. Explaining why the Suez Canal was built and the problem it solved. Comparing different possible routes for trade before and after the canal. Critical thinking: Recognising how human intervention changes geography.	• Label continents and seas; answer questions on Suez trade routes; • watch clip of the canal and discuss; read pages 26–28; • write about how the Suez Canal changed global trade.	waterway, Suez Canal, Red Sea

			Making connections between geography, history (Egyptians, Persians, 19th century engineering), and economics (trade and costs).		
	Synoptic Task:	By the end of the unit pupils will be able to answer the question: How are different parts of the Rhine and the Mediterranean used by people? This will include explaining how rivers affect the land,			

Autumn 2: Population Disciplinary Skill: diversity Disciplinary Outcome: How and why does population distribution vary across Great Britain?					
Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested activities (with resource links)	Core Vocabulary
Pupils will learn: - Characteristics of population including distribution and diversity. Migration. - Depth focus: multicultural London. - Depth focus: multicultural Cardiff. - Welsh language and culture, effect of changing demographics - Welsh or British? Idea of national identity - Geographical skills: Thematic maps and using census data	1. What is population?	- Population means the total number of people living in a place. - Population density compares the number of people to the size of the area (people per sq km). - The UK has a population of around 66 million; England has the largest, Northern Ireland the smallest. - Places like Glasgow are densely populated; Skye is sparsely populated. Australia is much larger but has a lower population density than the UK.	- Use geographical vocabulary accurately (population, density, densely/sparsely populated). - Compare populations of countries and cities using maps and statistics. - Draw and interpret simple diagrams showing population density.	- Use PowerPoint lesson to define population and population density. - Search online for population data of London, England, Africa, and Europe. - Draw and label examples of densely and sparsely populated areas. - Read pages 3–8 in booklet and discuss comparisons between countries.	population, population density, densely populated, sparsely populated
	2. Why do people choose to migrate?	- Population distribution describes how people are spread across a country. - Some areas of the UK are more densely populated (south-east England) while others are sparsely populated (Scottish Highlands). - People move for reasons such as jobs, transport, family, or lifestyle – this is migration. - Hundreds of years ago Britain was mostly rural; today it is mostly urban due to rural-to-urban migration.	- Read and interpret population distribution maps using compass directions and map keys. - Explain reasons for migration using geographical evidence. - Distinguish between rural and urban areas.	- Analyse map on page 11 of booklet and identify high/low population density areas. - Discuss reasons people migrate to the south-east of England. - Create a diagram showing rural-to-urban migration and add labels explaining causes. - Read pages 10–15 in booklet and complete comprehension questions.	population distribution, migration, rural, urban, rural to urban migration
	3. How has London become one of the world's most diverse cities?	- London is the largest and capital city of the UK with a population of about 9 million. It is ethnically diverse – people come from many parts of the world. - The census collects information every ten years to understand population and diversity. In 2011, 37% of Londoners were born outside the UK. - London's diversity can be seen in languages, religions, food, and culture.	- Use data from the census to describe ethnic diversity. - Explain what makes a city ethnically diverse. Identify and describe cultural diversity using examples.	- Use lesson slides to explore the meaning of ethnic and diverse. - Discuss census data and predict future trends. - Draw a divided square diagram showing London's diversity with labelled examples. - Read pages 17–21 in booklet and discuss what diversity means.	ethnic, diverse, census, ethnically diverse
	4. How is Cardiff diverse and how is diversity celebrated there?	- Cardiff is the capital of Wales and an ethnically diverse coastal city. - The 2011 census showed 84.7% white, 2.4% black, 8% Asian, and 1.6% mixed ethnicities. - Cardiff is also religiously diverse with mosques, temples, gurdwaras, and churches.	- Compare ethnic and religious diversity in two UK cities. - Use census data to describe differences in population makeup. - Explain how cultural festivals reflect diversity in place.	- Watch the Lucia and Mela videos about life in Cardiff. - Analyse census results and discuss what they show. Write an advert for the Mela festival highlighting Cardiff's diversity. - Read pages 23–24 in booklet.	ethnicity, diverse, religiously diverse

		The Mela festival celebrates Cardiff's ethnic and cultural diversity.			
	5. Why is the Welsh language an important part of Welsh culture and identity, and how is it kept alive today?	- Welsh (Cymraeg) is the language of Wales and differs from English. - About 20% of people in Wales speak Welsh, especially in the north-west. - Road signs and school lessons in Wales use both Welsh and English. - The Eisteddfod is an annual festival celebrating Welsh language, music, poetry, and culture.	- Identify regions where Welsh is most spoken using maps. - Recognise how language reflects cultural identity. - Describe how traditions help preserve cultural heritage.	- Study maps showing Welsh language speakers. - Watch short videos of Welsh speakers and the Eisteddfod festival. - Write a paragraph describing how Wales celebrates its language and culture. Read pages 25–27 in booklet.	Welsh, Cymraeg, Eisteddfod
	6. How can someone be both Welsh and British, and what does identity mean to different people?	- Wales has a strong sense of Welsh identity but is also part of Britain. - Symbols of Welsh identity include the leek, daffodil, and red dragon. Some people identify as both Welsh and British. - The census shows national identity varies across the UK. The Senedd is the Welsh parliament, showing political identity. - The Prince of Wales Bridge connects Wales to England, symbolising shared identity.	- Describe and compare national identities. Interpret data from the census about identity. - Explain how symbols represent identity and belonging.	- Watch rugby clips showing Welsh symbols and discuss identity. - Explore census data on national identity. - Create a diagram about Welsh identity showing cultural and national symbols. Read pages 28–29 in booklet.	Wales, British, identity, minted, floral
By the end of the unit pupils will be able to answer the question: How and why does population distribution vary across Great Britain? Population density varies across the UK: densely populated in the south-east, sparsely populated in Scotland and Wales. Factors include geography (mountains, access, cities) and human activity (jobs, transport, trade). Apply knowledge from all lessons to explain causes of population variation. Interpret and annotate maps showing density and distribution. Use evidence to support geographical explanations. Use the synoptic task sheet to analyse UK population maps. Add arrows and boxes to explain density patterns. Write extended answers drawing on knowledge of migration, diversity, and identity.					

Spring 1: Costal Processes and Landforms Disciplinary Skill: interaction Disciplinary Outcome: Pupils are able to answer the question, 'How does the location of west Wales affect its coast?'					
Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested activities (with resource links)	Core Vocabulary
Pupils will learn: - Coastal processes and landforms Diversity in the UK coastline. - Processes of erosion, transportation & deposition. - Coastal landforms including beaches, headlands and bays. - Overview of Jurassic coast, including significance of its rocks, fossils and landforms. - Coastal habitats using contrasting examples, including coasts of the Indian Ocean - Depth focus: West Wales coast	How do waves shape and change our coastlines?	- The coastline is where the land and sea meet - a narrow stretch between them - The shape of our coastline is constantly changing - Coastlines are shaped by the sea, air and land - The UK has many different types of coastlines (beaches, cliffs, harbours, salt marshes) - Waves hammer against rocks and wear them away - Erosion is when waves wear away rocks and land - Waves fling sand, pebbles and stones against rocks, eroding them like sandpaper - On the Holderness coast in Yorkshire, the sea erodes around 8mm of land every day	- Identifying different types of coastlines in photographs - Explaining how waves cause erosion - Using geographical vocabulary (coastline, waves, erosion) - Drawing and labelling diagrams of coastlines with geographical terms - Describing the Holderness coast and explaining coastal change	- Draw an island with different shapes and label using: coastline, waves, erosion - Watch video clips of waves and identify erosion - Read pages 3-7 in Coastal Processes booklet - Write a paragraph explaining why the Holderness coastline has changed using key vocabulary	coastline, waves, erosion

		- In the last 1000 years, 29 villages have been lost at Holderness - The Holderness cliffs are made of clay and chalk - Chalk is easier to erode when wet			
	How do waves transport and deposit materials along the coast?	- Waves erode rock and carry away the eroded material - The sea transports material around the coast - Transportation is the movement of material by waves - Waves move rocks in a zig-zag pattern along the coastline - Wind and waves move rocks at an angle into shore, then drag them out at a different angle - Groynes are low walls built from land into the sea - Groynes are made of heavy wood or concrete - Groynes reduce the amount of sand being transported by waves - Groynes help slow erosion but cannot stop it completely - Depositing (deposition) is when the sea loses energy and drops transported material - The sea deposits rocks, sand and pebbles - Deposition happens when there is little wind (in sheltered bays/harbours) or when there is lots of material	- Explaining how transportation works (zig-zag movement) - Describing the purpose and function of groynes - Using geographical vocabulary (transport, transportation, deposition, groynes) - Drawing diagrams showing transportation and deposition with wind direction - Analysing photographs to identify coastal processes	- Draw diagram of land and sea showing wind direction, zig-zag transportation pattern, and deposition - Watch video clips of groynes and waves - Physical demonstration of wave movement and material transportation - Read pages 8-11 in Coastal Processes booklet - Complete sentences using coastal process vocabulary	transport, transportation, groynes, depositing, deposit, deposition
	What are the different coastal landforms and how are they created?	- A landform is the shape of something on Earth - Different landforms include mountains, rivers, and coastal features - Coastal landforms are found along the coast - A bay is formed by erosion - the sea slowly erodes the land - A cliff is formed by erosion over time as the sea crashes against land - Chalk is a softer rock that is easier to erode - A headland is formed when a cliff is eroded inwards on both sides so part sticks out	- Identifying different coastal landforms in photographs - Explaining how bays, cliffs, headlands and beaches are formed - Distinguishing between erosion and deposition landforms - Sketching and labelling coastal landforms with explanations - Using geographical vocabulary accurately (bay, cliff, headland, beach, shingle)	- Divide page into four boxes - sketch and explain formation of: bay, beach, cliff, headland - Watch video clips to identify coastal landforms - Describe photographs using geographical vocabulary - Read pages 12-14 in Coastal Processes booklet - Match landforms to whether they're formed by erosion or deposition	landforms, bay, cliffs, headland, shingle

		• A beach is formed by deposition when the sea deposits material along the shore • Sand beaches have very fine, light-coloured sand • Shingle beaches have small flat stones • Coastal landforms can be created by erosion OR by deposition			
	What makes the Jurassic Coast special and how were its landforms created?	• The Jurassic Coast is on the south coast of England • It stretches from Exmouth (Devon) to Studland (Dorset) • The Jurassic Coast shows 185 million years of erosion • 'Jurassic' describes a period millions of years ago when there were no humans • During the Jurassic period there were rocks, plants and animals but no humans • Fossils are evidence of animals and plants from millions of years ago preserved in rocks • Charmouth Beach has fossils from millions of years ago • Different rocks are hard or soft, so the sea erodes them at different rates • Old Harry Rocks started as a headland • Waves crash against cracks to form caves • Caves erode and break through rock to form arches • When arch roofs collapse, they leave behind stacks (rocks standing alone in the sea)	• Locating the Jurassic Coast on a map • Explaining the formation sequence: headland → cave → arch → stack • Understanding geological time and fossil formation • Labelling coastal landforms in photographs • Using geographical vocabulary (fossils, cave, arch, stack, preserved)	• Watch video clips of the Jurassic Coast landforms • Label photograph of Jurassic Coast with different landforms • Read pages 16-18 in Coastal Processes booklet • Explain in sentences how each landform is formed by erosion • Identify caves, arches and stacks in images	Jurassic Coast, preserved, fossils, cave, arch, stack
	How do different coastal habitats support different plants and animals?	• Everyone in the UK lives within 80 miles of the coast • Coasts in different parts of the UK are very different • A habitat is where plants and animals live • Coastal habitats are different types of places along the coast • Rock pools are windy and wet coastal habitats • Seaweed grows in and around rock pools • Crabs live in rock pools	• Identifying different coastal habitats in photographs • Describing characteristics of different habitats • Explaining which plants and animals live in each habitat • Understanding human impact on habitats • Locating the Indian Ocean and understanding its coastal habitats	• Identify sand dunes and rock pools in photographs • List plants and animals found in different coastal habitats • Read pages 19-21 in Coastal Processes booklet • Describe two different coastal habitats and what makes them different • Locate Tanzania and Spice Islands on a map	habitat, rock pools, sand dunes, coral reefs

		• Sand dunes are coastal habitats with dry sand and grass • Birds nest in sand dune grass • Humans can damage habitats (e.g. tourists trampling sand dunes) • Boardwalks protect sand dunes from tourists at places like Holkham • The Indian Ocean washes against coastlines of east Africa, west Asia and west Australia • The Indian Ocean provides warm coastal water habitats • Coral reefs are found in warm shallow waters (e.g. off Tanzania's Spice Islands) • Coral reefs are fragile habitats • If coral is destroyed, the reef and its plants and animals die • Dugongs (sea cows) live in warm shallow bays • Turtles swim in warm coastal waters			
	Why does the west Wales coast have such dramatic coastal landforms?	• The Wales coastline has many different coastal landforms • Cardigan Bay is the largest bay in the UK • Broad Haven bay (Pembrokeshire) was formed by erosion • Hard rock on either side of Broad Haven was left as headlands • Softer rock in between was eroded to form the bay • The bay is sheltered by hard rocks (headlands) on either side • Strong storm winds batter the west Wales coast making powerful waves • Waves wrap around headlands and attack from both sides • Waves open cracks in headlands to form caves • Caves are eroded all the way through to form arches • When arches collapse, they leave stacks (pillars of rock) • The Green Bridge of Wales is an arch with stacks • The west Wales coast has dramatic landforms because of powerful waves and varying rock hardness	• Describing how bays are formed with reference to hard and soft rock • Explaining the sequence of erosion creating caves, arches and stacks • Using geographical vocabulary accurately • Predicting future changes to coastal features • Describing and annotating photographs with geographical terms	• Choose one photograph of west Wales coast and describe what you can see • Describe what you can't see but know has happened (erosion processes) • Read pages 22-23 in Coastal Processes booklet • Label photographs with arrows, sketches and geographical vocabulary • Predict what will happen to the Green Bridge of Wales over time	Cardigan Bay

By the end of the unit pupils will be able to answer the question: 'How does the location of west Wales affect its coast?'

Spring 2: Tourism Disciplinary Skill: Interaction Disciplinary Outcome: By the end of the unit pupils will be able to answer the question: How do tourists interact with a place?					
Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested activities (with resource links)	Core Vocabulary
Pupils will learn: - Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) - Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. - The growth of tourism in the UK and overseas. - Sunshine holidays in Spain. - Advantages and disadvantages of tourism. - Sustainable tourism. - Geographical skills: Interpreting climate data	What makes a seaside town popular with tourists?	- Seaside towns are settlements along the coast where people visit to see the seaside - A pier is specially built for people visiting the seaside and includes shops, amusements, food shops and cafés - Llandudno is a Victorian seaside resort in north Wales with two beaches (North Shore and West Shore) - The Great Orme is a limestone headland in Llandudno - Llandudno is on the coast of the Irish Sea, north of Snowdonia mountain range - Seaside activities include: building sandcastles, Punch and Judy shows, paddling in the sea, sitting in deckchairs - A promenade is a paved walkway along the seafront - Tourism provides jobs in hotels, guest houses, restaurants and entertainment venues	- Locating places on a map using compass directions - Describing location using geographical vocabulary - Reading and interpreting information from texts - Identifying geographical features from photographs	- Locate and label Llandudno on a map of Wales - Identify features of a seaside town from photographs - Describe what visitors can do at the seaside - Read pages 3-4 of Tourism booklet (narrative) - Use compass directions to describe Llandudno's location	seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses
	How does tourism benefit local communities?	- Tourists are people who travel to visit a place for leisure or recreation - Tourism is the business of providing services for tourists - The tourist industry includes hotels, guest houses, restaurants, shops, and entertainment venues - Tourism brings income to local communities through visitor spending - Tourists buy souvenirs and use local services - Cultural tourism involves visiting historical sites, museums, and experiencing local culture - Tourism creates employment opportunities in the service sector	- Understanding economic concepts (income, services, industry) - Analyzing the impact of tourism on communities - Identifying different types of tourism activities - Explaining how money flows through the tourist industry	- Discuss what tourists might buy and do in a seaside town - Identify jobs created by tourism - Explore the concept of the tourist industry - Consider cultural tourism examples - List souvenirs tourists might buy	tourists, tourism, activity, cultural, income, souvenirs, tourist industry
	What are the advantages and disadvantages of ski tourism in mountainous areas?	- The Matterhorn is a mountain in the Alps on the border between Switzerland and Italy - Ski resorts require minimum and maximum temperatures for good skiing conditions - Ski slopes are graded by difficulty level	- Evaluating advantages and disadvantages - Understanding environmental impact	- Locate the Matterhorn and Alps on a map - List advantages of ski tourism	Matterhorn, minimum, maximum, skis, ski-slope, ski-lift, advantage, disadvantages, environment

		• Ski-lifts transport skiers up the mountain • Advantages of ski tourism: provides employment, brings income to mountain communities, develops infrastructure • Disadvantages of ski tourism: environmental damage, air pollution from transport, disruption to wildlife habitats, overcrowding • The environment can be negatively affected by large numbers of visitors	• Analyzing physical geography features (mountains, slopes) • Using geographical terminology • Balancing economic and environmental considerations	• List disadvantages of ski tourism • Discuss environmental concerns • Compare skiing conditions at different times of year	
	How has air travel changed tourism?	• A destination is a place where tourists travel to visit • Airports are facilities where aircraft take off and land • Airlines are companies that provide air travel services • Air travel has made international tourism more accessible • The growth of airports and airlines has increased the number of tourists traveling overseas • Package holidays include flights, accommodation, and sometimes meals and activities • Air travel has enabled people to visit distant destinations more easily and quickly	• Understanding the role of transport in tourism • Analyzing how technology has changed tourism • Reading and interpreting information about travel • Understanding cause and effect in tourism development	• Identify major UK airports on a map • Discuss how air travel has changed tourism • Explore the concept of package holidays • Compare travel times by different transport methods	destination, airports, airlines
	Why do people choose different types of holidays?	• Sunshine holidays are holidays taken in warm, sunny locations • The mainland refers to the main landmass of a country (as opposed to islands) • Travel agencies are businesses that help people book holidays and travel arrangements • Package holidays include transport, accommodation, and sometimes meals arranged by one company • Accommodation refers to places where tourists stay (hotels, apartments, guest houses) • Apartments are self-contained living spaces often used for holiday accommodation • Air pollution is caused by increased air travel and transport to tourist destinations • Spain is a popular sunshine holiday destination for UK tourists	• Comparing different types of holidays • Understanding tourism terminology • Analyzing factors that influence holiday choices • Evaluating environmental impacts • Interpreting climate data	• Discuss different types of holidays people take • Compare package holidays with independent travel • Identify different types of accommodation • Consider environmental impacts of air travel • Research popular holiday destinations	sunshine holiday, mainland, travel agencies, package holidays, accommodation, apartments, air pollution
	How can tourism be made more sustainable?	• Services are activities provided for tourists (hotels, restaurants, entertainment) • The economy is the system of money, trade, and business in a region • Sustainable tourism meets present needs without compromising future generations • Sustainability means maintaining resources and environments for the future • Coral reefs are underwater ecosystems that can be damaged by tourism	• Understanding sustainability concepts • Evaluating long-term impacts of tourism • Analyzing environmental responsibility • Proposing solutions to tourism problems	• Define ecotourism and give examples • Discuss ways to make tourism more sustainable • Explore coral reef conservation • Consider how tourists can reduce their environmental impact • Create guidelines for sustainable tourism	services, economy, sustainable, sustainability, coral reef, ecotourism

		• Ecotourism is responsible travel that conserves the environment and benefits local communities • Sustainable tourism practices include: reducing waste, protecting wildlife habitats, supporting local businesses, minimizing environmental damage • • Tourism can both help and harm local environments and communities			
	What makes a seaside town popular with tourists?	• Seaside towns are settlements along the coast where people visit to see the seaside • A pier is specially built for people visiting the seaside and includes shops, amusements, food shops and cafés • Llandudno is a Victorian seaside resort in north Wales with two beaches (North Shore and West Shore) • The Great Orme is a limestone headland in Llandudno • Llandudno is on the coast of the Irish Sea, north of Snowdonia mountain range • Seaside activities include: building sandcastles, Punch and Judy shows, paddling in the sea, sitting in deckchairs • A promenade is a paved walkway along the seafront • • Tourism provides jobs in hotels, guest houses, restaurants and entertainment venues	• Locating places on a map using compass directions • Describing location using geographical vocabulary • Reading and interpreting information from texts • Identifying geographical features from photographs	• Locate and label Llandudno on a map of Wales • Identify features of a seaside town from photographs • Describe what visitors can do at the seaside • Read pages 3-4 of Tourism booklet (narrative) • Use compass directions to describe Llandudno's location	seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses
	Synoptic Task:	By the end of the unit pupils will be able to answer the question: How do tourists interact with a place?			