**Geography. Medium Term Planning**

|  |  |  |
| --- | --- | --- |
| **Term:** Autumn 2 | **Year:** 5 and 6  | **Theme: Europe** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Curriculum** | **Wk** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key vocab** |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**Geographical skills and fieldwork** ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-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 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **1** |  | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Locate Europe on a world map and identify some of its characteristics.Working individually, children are allocated a European country to investigate. Using online and print sources, including the Oddizzi Europe country spotlights, children enter as much information as possible onto a country study app for that country. | EuropeMapCharacteristics |
| 2 |  | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Locate some of Europe’s countries and capitals, and find out more about them.Children read the guided reading text on tourism in the Mediterranean (UKS2 version) and answer the questions on it. Using this information, they work in pairs to draft and record a one-minute radio advert that encourages people to visit the Mediterranean.Children work in pairs to draft and record a 30-second radio advert that encourages people to visit the Mediterranean. This should draw on key facts from the guided reading brochure and employ persuasive writing techniques. If they could pick one image of the Mediterranean to persuade people to listen to their broadcast, what would it be? Each pair joins up with another pair and shares its recording. Allow for brief peer feedback on the arguments used. | civilisationleisureresortMediterranean Seaservice industrytourism |
| 3 |  | understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | Floorbook lessonRead the guided reading text Migrant crisis in the Mediterranean (UKS2 version) then share and consider key information from it, using silent debate. They clarify any unfamiliar terms, and then get into 11 groups. Each group has one guided reading question to answer. The group writes its question and an answer, in felt tip, onto a sheet of A4 paper. They then stick the A4 sheet in the middle of a sheet of A3 or sugar paper. Silent debate. Each group then rotates clockwise around the class, spending one minute looking at the other groups' questions and answers. Without talking, children comment in pencil on what they are reading: this might take the form of words, statements, questions, ticks or other symbols. Ten minutes later, the groups return to their own question-and answer. They can now talk. They review the penciled comments. Groups have a brief opportunity to clarify any comments that have been written and which they have not understood. The class then discusses the main reasons why migrants are coming from Syria to Greece and what they know about this. What do we know about this? (For some classes, especially where families have strong views on migration issues, it may be important to separate out fact, opinion and ‘not sure’ as part of this process.) Discussion point: how does the picture this text offers us of the Mediterranean compare and contrast with the tourism images children looked at in the previous lesson? In turn, from questions 1 to 11, children add the large sheets of questions, answers and comments to the working wall. | borderEuropean UnionGreeceNational curriculum linksSyriamigrantrefugee |
| 4 |  | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Children use images of Greece from the online pages to investigate contrasting aspects of its landscape.Children work in pairs or small groups. Each group is given one image from the Greece – Landscape Gallery, including the image title. Children stick the photo in the centre of a large sheet of paper and complete the following tasks: • They draw a stick person on a post-it and place it in the middle of the image, then discuss: what would it be like to be in this picture? What might you see, hear, smell, feel? • They create a caption for the picture in one or two sentences. The caption should include a word that describes the sort of landscape it is in (e.g. coastal, mountainous, urban, rural) and a word that relates to how this landscape is used by people (e.g. agricultural, industrial, residential or – if it is not used by people at all – wilderness.) • Children label five human or physical features that they can clearly observe in the image. One of these can relate to the climate or weather in the image. Each group compares its images, post-its and annotations with one other group with a different image. | agriculturalcoastalindustrialMediterranean Mountainresidential rural urban wilderness |
| 5 |  | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Using the Interactive OddPod Map on an interactive whiteboard, briefly zoom in from a view of Greece, to the Attica Basin and then Athens itself, inviting children to comment on what they notice at each scale. (They can use the Place Consequences framework to support this: this will help them make meaningful comparisons with their observations of their own home region.) Still as a whole class, look at the three Athens area images on the Greece - Landscape Gallery and see if you can find their approximate locations on the interactive map. (Alternatively, you could use an online or commercially available tourist map of Athens.) Working in seven groups, each with one image from the Country close-up page for Athens, children find their approximate locations on the online map. These need not be perfectly accurate, but each group should give a good reason why it thinks its image is located where it is. As a whole class, children watch the short video Day in Athens. Back in groups, children devise a day’s itinerary for a child visiting the city with their family, so that they are able to visit some of the locations that the children from Byron College have described. | Athens AtticacivilisationitineraryNational curriculum linksParthenonPeloponnese Piraeusport |
| 6 |  | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | As a class, children watch the three short films of children at Byron College in Athens: 1. Living in Athens 2. School Life 3. When I am older. As they watch, children note down key points against the video proforma headings, based on what they hear the children saying. It may sometimes be necessary to pause or replay some sections of the films while the children do this. Children then write the script for an imaginary magazine interview between a child in their own home area and one of the children in Athens. | Acropolis AthensClimatecoastal pollution |
|  | 7 |  |  | Assessment lesson |  |