**Geography. Medium Term Planning**

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| **Term:** Autumn 1 | **Year:** 4 and 5 Cycle B | **Theme: China** |

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| **National Curriculum** | **Week** | **NC- Coverage** | **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** | **Geographical skills and fieldwork**  ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom | Location of China, major cities, rivers, and physical features such as the Himalayas. | LO: To locate China and describe its key features  Introduction to China's geography on world maps. Use an atlas to find where China is on a world map. Children to discuss what it is close to. What do they notice? What features can they identify from the map? Teacher to give children key knowledge  Major cities, Rivers features such as Himalayas. Children then identify key features on a large map working in small groups.  Floor book lesson | Location, china, Himalayas,  Human and physical features. |
| 2 | **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 | Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom | Understanding of temperate and varied climate zones in China compared to the UK’s temperate maritime climate. | LO: To compare the climates of the UK and China  Exploring the different climate zones of China and the UK.    Identify the climate zones across the world and discuss the difference between the UK and China. What does different climate zones mean? Think about trade, animals and farming.  **Individual book lesson.** | Climate, compare, temperate,  maritime |
| 3 | **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 | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, | Knowledge of China’s role in global trade, key exports and imports. | LO: To understand Chinese trade  Discussing historical and modern trade in China.  Re-cap what world trade is  [Explore trade - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zk4rmfr#zxk26g8)  Discuss what the Silk road is and how this was vital for the beginning of trade for china  [The Silk Road Facts for Kids - History for Kids](https://historyforkids.org/the-silk-road/)  Children then show how food trade works and how it travels from China to other parts of the world. Children bring in different packets of food and research how many could have come from China. | Trade, import, export, |
| 4 | **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 | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, | The history and cultural significance of fireworks in Chinese culture. | LO: To explore the cultural significance of fireworks in China  Learning about the invention of fireworks in China and their cultural importance.  Research lesson- [The history of fireworks and their traditional uses in China - TropicalHainan.com](https://www.tropicalhainan.com/the-history-of-fireworks-and-their-traditional-uses-in-china/)  [The Symbolism of Fireworks in Chinese Culture — Epic Fireworks](https://epicfireworks.com/blogs/news/the-symbolism-of-fireworks-in-chinese-culture)  **Floor book lesson** | **Historical geography** |
| 5 | **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 | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, | Awareness of environmental issues linked to trade, such as pollution and resource depletion. | LO: To investigate the environmental impacts of trade in China  Studying the effects of trade on China's environment.  Present a slideshow or video highlighting the environmental impacts of trade in China such as pollution, deforestation, and habitat destruction.  Discuss with students the reasons behind these impacts and how trade activities contribute to environmental degradation.  Introduce key vocabulary: trade, environmental impact, pollution, sustainable practices.  **Activity:**  Divide students into small groups and provide them with case studies or articles on specific environmental impacts of trade in China.  Ask each group to read and analyse the information, identifying the main environmental issues discussed.  Encourage discussions within the groups and guide them to brainstorm possible solutions to mitigate these impacts. | trade, environmental impact,  pollution, sustainable practices. |
| 6 | **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 |  | Differences between rural and urban areas in China, including population density and lifestyle contrasts. | LO: To compare rural and urban landscapes in China  Comparing the geographical features and life in Chinese rural and urban areas.  Provide a brief overview of the characteristics of rural and urban landscapes.  Discuss the key features that differentiate rural areas (agricultural land, small settlements, less population density) from urban areas (high-rise buildings, infrastructure, dense population).  Use visual aids like maps, videos, or real-life examples to enhance understanding.  Divide the class into small groups.  Provide each group with pictures or descriptions of rural and urban scenes in China.  Ask students to compare and contrast the images or descriptions, noting down the differences.  Encourage group discussions to share findings and come up with key points.  **Individual books** | agricultural land,  small settlements,  less population density |
|  |  | Assessment lesson | Assessment | Consolidation of knowledge about the geographical, cultural, and economic contrasts and similarities between the UK and China. | LO: To reflect on the similarities and differences between the UK and China  Discussing and reflecting upon the comparisons made throughout the topic. | Re-cap vocab |