| **Geography****Medium Term Planning** **Year B****Class 4 – Year 5&6** |
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|  | **Autumn Term** | **Spring term**  | **Summer Term**  |
| **Unit of work**  | **Shrewsbury – Place Knowledge**  | **North & Central America**Is there more to North America than just the U.S.A. (or Disneyland)? | **Beeston Castle Stone Age to Modern Day – geographical skills and fieldwork** **Early Islamic civilization – Place knowledge** |
| **Key disciplinary knowledge**  | **scale, space, place****environment (physical and human processes)**  | **scale, space, place****environment (physical and human processes)** **environmental impact/sustainability**  | **scale, space, place,** **interconnections** **environment (physical and human processes)** **environmental impact/sustainability**  |
| **Golden thread…****substantive knowledge**  | **Settlement** **Rivers****Trade**  | **Settlement / cities/ rivers** **Travel / Transport** **Diversity** | **Settlement – cities****Rivers****Travel / Transport** **Trade** **Diversity** |
| **Links to Prior Learning**  | Children have previously studied locality in Key stage 1. Children understand about countries and counties and the differences between cities, towns, villages.Children can use their prior knowledge of the study of Nantwich to support and build on learning | This unit is building upon the prior knowledge of what is a region in Year 3 & 4. | The taught substantive concepts of settlement, rivers, travel and transport and diversity have ensured a good foundation for the knowledge and skills to be built on in these units.   |
| **Links to Future Learning**  | Children can use their knowledge and skills learnt to compare and contrast with other cities in England.What is similar? Why?What is different? Is this unique to this city and why? |  | Children can use their knowledge and skills learnt through these units of work to support further geography locational skills in the UK and the world. |
| **Links to History** | **continuity and change, similarity and difference, evidence and interpretation, historical significance**Looking at historical skills of timelines, comparing over time and the changes made over time. How have these effected our lives today? | **continuity and change, similarity and difference evidence and interpretation, historical significance****Beeston Castle Stone Age to Modern Day** Significant historical events, people and places and their locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  | **cause and consequence, historical significance****Beeston Castle Stone Age to Modern Day** significant historical events, people and places and their locality. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **Early Islamic civilization – contrast with British history**  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 |
| **Key essential Core Learning****Knowledge****(Nuggets)** | **Shrewsbury:*** Where is Shrewsbury and what are its characteristics?
* How has the River Severn influenced Shrewsbury?
* How has Shrewsbury changed over time?
* Is Shrewsbury similar to Nantwich?
 | * Where is Central and North America? What landmarks can you find there?
* What is a Country and what is a State?
* Where are the main capital cities of North and Central America?
* Is North America the same all over?
* What makes people want to visit North and Central America?
* Can I use 6 digit compass points to locate features of a map?

  | **Beeston Castle:**Use fieldwork skills 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.* Where is Beeston and what surrounds it?
* Why is there a castle at Beeston?
* How can a map help show reasoning for castle placement?
* Can I draw detail maps?
* Can i use 6 digit references to find and shown locations and features?
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| **Progression of Learning in lessons-Objectives covered**  | 1. Can I find and locate Shrewsbury on a map? Can I label the physical and human characteristics of the town?
2. Can I identify key topographical features and-use patterns of Shrewsbury?
3. Can I study the River Severn and its location in relation to the history of the town?
4. Can I understand how some of these aspects have changed over time?
5. Can I compare this knowledge to other towns I know?
6. What important geographical facts I have discovered about the towns I have studied?
 | 1. Can I demonstrate prior knowledge of North and Central America? Can I use maps and atlases to find landmarks of a continent?
2. Do I know the difference between countries and states? Can I begin to name and locate the countries of North and Central America?
3. Can I begin to name and locate the capital cities in the countries of North and Central America?
4. Can I identify the position and significance of latitude, the Arctic Circle and the Tropic of Cancer on North America?
5. Can I explain the effect of the climate and environment on people living in extreme areas? )optional alongside Maya)
6. CanI understand the significance of lines of longitude on a country or continent? Can I name and locate the countries and major cities of North and Central America?
7. Can I name some of the key physical and human characteristics of North and Central America?
8. Can I describe, present and take notes on the information about a wide variety of Physical features?
9. Can I describe, understand, present and take notes on the human geography of North America?
10. Can I write a report summing up the wide diversity in the continent, drawing on the regional study for examples?

 **Extended Writing**1. Can I study a region of the UK using O.S. maps, atlases and digital/computer mapping to locate and describe human physical features studied? Can I use the 8 compass points and six-figure grid references, symbols and keys to locate features of the UK region?
2. Can I study a region of North America using maps, atlases and digital/computer mapping to locate and describe human physical features studied? Can I use the 8 compass points to locate features of the Great Lakes region?
3. Can I understand and describe the pull effect of Human and Physical features which attract tourism? Can I use maps to plan a tour of a region in the UK and in another continent?
 | **Beeston Castle:**1. Can I locate Beeston on a map? How is the crag depicted on a map? Compare views from the side, aerial views and on O.S. Maps.2. Can I explore why it was such a good site for a castle?**Beeston Castle:****Visit to the Castle:**1. Can I plot the journey the bus will take on a map?
2. Can I sketch the shape of the hill? Get the coach to stop in a safe lay-by, before you reach the castle so that the children can study the location at a distance, from the safety of the coach. Find where you are on the map and the direction of the view from the coach windows.
3. Can I annotate my sketches of views from the top with the main physical and human features?
4. Once the class reach the top of the hill, make annotated sketches of the views from the top – towards the 4 compass points for KS1 and the whole 360° view through all 8 compass points for KS2. Annotate the main physical and human features.
5. Can I use the appropriate vocabulary to label the sketches?
6. Can I draw a memory map of the castle and compare this to a real map? When the class returns to school, they could draw a “memory map” of the castle and its location, drawing on the sketches made during the visit. Compare their “memory” maps with “real” maps. Study the modern maps and aerial views of the castle on http://maps.cheshire.gov.uk/tithemaps/ at different scales. Discuss the symbols used on the O.S maps.
7. Can I use 4 and 6 figure grid references to locate the features they saw from the top of the castle on the map?
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| **Vocabulary** | river, town, location, relevance,  | North America, Central America, Atlas, Landmarks, Topography, Continent, Countries, States, Islands, Climate, Environmental region, Latitude, Equator, , Northern Hemisphere, Yucatan, Peninsula, Rainforest, Extreme, longitude, the Prime Greenwich Meridian and time zones, Human Characteristics, Physical features, Caribbean Islands, Ice sheet, settlement , land use economic activity e.g trade and the use of natural resources, Region, Similarities, Differences, Scale, Geographical sources, Statistics, Tourism,Route, Distance, Scale, Tour, Attractions, Similarities , Differences, ContrastTopographical South America Atlas Regions Cities Capital City Inland Coast Country LocationTundra Desert Grassland Forest Mountain BiomeEquator CapricornAmazon Basin Tropical Rainforest CanopyIndigenous Tribe Region Migrate LifestyleTopography Climate Desert Mountain CapeCompass Points Digital mappingGeographical Information Systems (GIS) RioBrazil | Islamic Empire, Abu Bahr, Byzantine, Sassanid Empires, Golden Age, Abbasid caliph, algorithm, Madinat al-Salam,  |
| **Personal Development** | Children build upon knowledge of history and geography links to settlements and their relevant human and physical characteristics.  | Children will build on map skills of the world. They will gain a better knowledge for diversity around the world.  | Children will gain knowledge of OS maps and skills to use map work. They will plan journeys and follow routes. Children will further study and gain knowledge of their locality.  |
| **Quick Quiz** **Assessment** **Speak like a Geographer** | ShrewsburyWhat are the:* Key human and physical characteristics
* Key topographical features
* Land-use patterns
* How some of these aspects have changed over time?
 | Can I be a tour guide expert?Can I be an American Expert? Can I be an American tour guide?Can you explain the place of South America?How have these places changed and impacted the world? | Early Islamic civilization – locational and place knowledge:* Locate the Islamic Empire covering vast areas of Europe, Asia and Africa
* Locate the countries in the Middle East
* Locate Baghdad, Medina
* Importance of the design of Baghdad was designed in such a way that it was able to utilise the two major river systems in the area: the Tigris and the Euphrates
* The strategic and geographic advantage of Baghdad to control trading routes
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