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| **Geography**  **Medium Term Planning**  **Year A**  **Class 4 – Year 5&6** | | | | |
|  | **Autumn Term** | **Spring term** | **Summer Term** | |
| **Unit of work** | **Anglo-Saxons, Scots and Vikings -**  **Locational Knowledge**  What are some of the counties and cities of the UK and where are they located? | **North & Central America**  Is there more to North America than just the U.S.A. (or Disneyland)?  Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Human & Physical geography of North America  **Geography of Central America**  Effect of the climate and environment on people living in extreme areas | **Why are water and rivers so important? How does the water cycle affect our region?** | |
| **Key Geography disciplinary**  **concepts** | **space,**  **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 and cultural awareness and diversity** |
| **Golden thread…**  **substantive knowledge** | **Settlement / cities**  **Monarchy – Power of Rulers**  **Diversity** | **Settlement / cities / rivers** | | **Settlement / cities / river** |
| **Links to Prior Learning** | In KS1 children have studied their local location and studied the UK with capital cities and countries.  In lower KS2 children have knowledge of Europe. | This unit is building upon the prior knowledge of what is a region in Year 3 & 4. | | In Year 3 & 4 the children have learned about the importance of rivers and settlements through the ages. |
| **Links to Future Learning** | In the summer term children will further learn about our local knowledge of the NW and use comparison of another place.  They will study further reasoning for placement. | In Year B children will study in depth a region of South America - Brazil in greater depth. | | In Year B children will return to settlement and placement when covering Shrewsbury and River Severn. |
| **Links to History** | **Anglo-Saxons, Scots and Vikings**  Who were the invaders after Roman times and why was there a struggle between them? | **Mayans**  In which ways was the Mayan Civilization more or less advanced than Britain in AD 900? | |  |
| **Core Learning**  **Knowledge** | * Where did the invaders (400-600AD) come from and where did they settle? * Who were the Vikings and where did they come from? * What do Anglo Saxon and Viking place names tell us? * Who settled where in England? * Were there any similarities between Anglo Saxons and Vikings other than the geographical locations?  1. What do we already know about the UK? 2. What and where are the major cities of the UK? 3. What is the difference between a town and a city? 4. Can we use place names to identify where the Anglo- Saxon and Vikings settled? 5. How do place names today tells us about where invaders had the greatest influence in the past? 6. Where are the major cities of the UK in relation to their capital cities? 7. Is there a pattern to the location of cities in the UK? 8. What is a county? 9. What are the names and locations of the counties of the UK? 10. What is so special about the different counties? | * What do I already know about North and Central America? * Which countries make up North & Central America? * What are the capital cities of North and Central America? * How does Latitude affect North and Central America in terms of climate zones and environmental regions? * How do environments and climate affect people living in the area? * How does being a very large country cause problems in terms of having many different lines of longitude? * Is North America the same all over? * What are the key main Physical features of North America? * How have humans used and changed the physical landscape of the continent of North America? * Is there more to North America than just the U.S.A. (or Disneyland)? * What is the region of the Great Lakes like in North America? * What are the Human or Physical features which attract tourism? Which are the most important towns and cities in the North American region and in the UK region? | * The processes of the water cycle and how these are seen in our everyday lives. * How where we live has affect on weather and forecast. * understanding the water cycle and the effects it can cause. * Understanding that our own actions can affect our world and how can we help/sustain our planet. * The importance of the physical world on our every day lives and how our physical and human features are effected by the water cycle and ourselves. | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were? 2. Can I explain when and where the Vikings came from and why they raided Britain? 3. Can I understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings? 4. Can I explain the similarities and difference between Anglo Saxons and Vikings? 5. Can I demonstrate prior knowledge of The United Kingdom? Can I use maps and atlases to locate countries? 6. Can I locate the countries, using maps to focus on United Kingdom, concentrating on the major cities? 7. Do I know the definition of a city in the UK? Can I apply my knowledge of historical towns to a map? 8. Can I use place name endings to identify Anglo- Saxon and Viking towns and cities in the UK? 9. Can I write an extended analysis of the location of places from the Anglo-Saxon and Viking periods? 10. Can I name and locate the cities of the UK? Can I use the 8 compass points to describe the location of cities in relation to each? 11. Can I notice and comment on the location of the cities of the UK? 12. Can I name and locate counties of the UK building on my knowledge of cities? Can I use a map to locate some of the counties of the UK? 13. Can I name and locate counties of the UK? Can I use a map to locate some of the counties of the UK? Can I name more counties from memory? 14. Can I present the main physical and human features of a county? Can I annotate a map with notes? | 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** 11. 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? 12. 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? 13. 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? | 1. Can I explain the physical process of the water cycle? 2. Can I set up an investigation looking at rainfall across the UK? 3. Can I explain the effect of the water cycle on British cities? 4. Can I describe aspects of physical geography and use 4 figure grid references to record the path of a river? 5. Can I match a definition to the correct vocabulary? 6. Can I describe and demonstrate the features of erosion, deposition and transportation? 7. Can I explain why we need to be careful about how much water we consume? 8. Can I say why sustainability is important? 9. Can I OS maps and google earth to follow the course of the River Mersey? 10. Can I explain the importance of the Thames Barrier? 11. Can I write a persuasive leaflet about why rivers and water are so important and why we need to look after both to avoid problems? | |
| **Vocabulary** | longship, pillage, raid, norse, Lindisfarne, root meaning village, town, county, kingdom, migration,  topographical, United Kingdom, atlas, regions, cities, inland, coast, route, trade, county, town, city, roman place name suffix, settle, prefix, influence, hamlet, settlement, locate, major city, route, region, river, location, border, borough, council, physical feature , human feature | 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, Contrast | evaporation, precipitation, condensation, rainfall, location, mountain, wind direction, precipitation, grid reference, coordinates, source, estuary, tributary, meander, confluence, source, estuary, tributary, meander, confluence, deposition, transportation, erosion, sediment, Borehole, community, reservoir, well, water tank, symbol, river thames, water feature, Thames Barrier | |
| **Personal Development** | Children will gain a deeper understand of the Geographical understanding of placement | Children will be able to apply knowledge and understanding of life in other countries. | Children to gain a wider understanding and accountability for the sustainability of our planet. | |
| **Quick Quiz**  **Assessment**  **Speak like a Geographer** | Can you explain the reasons for the place names around Britain?  What were the main impacts of the anglo-saxons?  What are the main impacts of the vikings? | 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? | Can I explain the processes of the water cycle?  Can I discuss the effects the water cycle has to our physical world?  Can I show how to become more sustainable?  How can we educate others about sustainability of the planet? poster, debate, | |