|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Geography**  **Medium Term Planning**  **Year B**  **Class 4 – Year 5&6** | | | | | |
|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Shrewsbury – Place Knowledge** | **South America**  **Beeston Castle Stone Age to Modern Day –Place knowledge** | | **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 | | In lower Key Stage 2 the children have studied the Stone Age and the Iron Age through to the Bronze Age. Settlements has been a substantive concept that has run through both the history and geography curriculum. Children will use their prior knowledge of settlements to further build on. | | 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. | | 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 |
| **Core Learning**  **Knowledge** | **Shrewsbury:**  To identify the key characteristics of the town of Shrewsbury. What are the:   * Key human and physical characteristics * Key topographical features * Land-use patterns * How some of these aspects have changed over time?   Comparing these to previous knowledge- study of Nantwich.  What are the common aspects of towns?  What is unique to Shrewsbury? | **South America:**  Locate the world’s countries, using maps to focus on South America. What are the:   * Countries and major cities * Key physical and human characteristics * Environmental regions   **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. | | **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.  **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 utilize the two major river systems in the area: the Tigris and the Euphrates * The strategic and geographic advantage of Baghdad to control trading routes | |
| **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? | **South America:**   1. Can I demonstrate prior knowledge of South America? Can use maps and atlases to locate countries. What do I already know about South America? 2. Can I locate the world’s countries, using maps to focus on South America, concentrating on the capital cities?   How many different countries make up  South America and what are their capital  cities?   1. Can I locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions and key physical and human characteristics? Can identify the position and significance of latitude to the environmental region? What is the significance of the lines of latitude on South America? 2. Can I use precise geographical words when describing geographical places? What is so amazing about the Amazon? 3. Can I understand why people choose to live in different environments? 4. How is life the same and different for people living in contrasting locations in Brazil? 5. Can I understand the physical geography of different environments? What did Mr Darwin see? 6. Can I use digital computer maps and can use the eight compass points (and bearings)? 7. Can I understand geographical similarities and differences? What do you see from the Christ the Redeemer statue?   **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?   **Early Islamic civilization – locational and place knowledge**   1. Can I locate the Middle East and its countries? Can I locate the major cities? 2. Why did Islam spread rapidly in the seventh century when other empires did? 3. What can I learn about the of the design of Baghdad in conjunction with the two major river systems in the area: the Tigris and the Euphrates? 4. What can I learn about the strategic and geographic advantage of Baghdad to control trading routes? 5. In its Golden Age, ten times more people lived in Baghdad than in London? What is so special about it? | |
| **Vocabulary** | river, town, location, relevance, | Topographical South America Atlas Regions Cities  Capital City Inland Coast Country Location  Tundra Desert Grassland Forest Mountain Biome  Equator Capricorn  Amazon Basin Tropical Rainforest Canopy  Indigenous Tribe Region Migrate Lifestyle  Topography Climate Desert Mountain Cape  Compass Points Digital mapping  Geographical Information Systems (GIS) Rio  Brazil | | 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** | Shrewsbury  What are the:   * Key human and physical characteristics * Key topographical features * Land-use patterns * How some of these aspects have changed over time? | South America  What are the:  • Countries and major cities  • Key physical and human characteristics  • Environmental regions  Can I be a tour guide expert? | | 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 | |