



Medium Term Unit Planning

Topic Name: Geographical skills

Learning outcome:

By the end of this scheme of work the children should be able to explain the different areas of the world, how these are represented on maps; Including through compasses and grid references. They should understand the different human and physical features of different areas of the world and be able to construct their own maps based on the skills they have learnt.

Hook: We are going to create our own nations!

Topic Showcase (e.g. display, museum, performance, presentation)
Presentation of nations to the United Nations

Oracy: The children will present their own countries to the United Nations.

Key Vocabulary: Continents, Hemispheres, compass points, grid references, Asia, Africa, North and South America, Antarctica, Europe, Australia, Earthquake.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Settlements

Tokyo

Town Is By The Sea by Joanne Schwarz

Horrible Geography of the world

Disney Book of Maps

Welcome to our world

Prisoners of geography our world explained



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

The children will be able to compare the lives of those on other continents, of different development levels, to that of their own. They will also begin to think about what makes a country, what do they need to have in their country so that it can function.

Experiences/Visits/Visitors

Earthquake drill

United nations meeting

Main Subjects covered: Geography

Subject 1 Threshold concepts

Geography threshold concepts

- **Investigate places**
This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns**
This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically**
This concept involves understanding geographical representations, vocabulary and techniques.

Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<ul style="list-style-type: none">1. Layers of my world<ul style="list-style-type: none">o I can show the layers of my world and what is important to me.	<ul style="list-style-type: none">o Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.o Investigate places This concept involves understanding the geographical location of places and their physical and human features.	<ul style="list-style-type: none">o Explain own views about locations, giving reasons	<ul style="list-style-type: none">o Discuss with the children about the area they live in. Gradually make this area bigger, discuss their home, their school, their town, their county, their country, their continent. Ending with My world.o Each child to create layers of their world with the most important parts of their lives complete with anything they know from previous learning about their wider world.



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<p>2. Hemispheres and continents</p> <ul style="list-style-type: none"> I can show the hemispheres and the continents of the world. 	<ul style="list-style-type: none"> Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. Investigate places This concept involves understanding the geographical location of places and their physical and human features. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Give the children a blank world map. Discuss if there are any locations or countries they already know. Then identify the different continents. Listen to the continents song. Assign each continent a colour and shade these in to clearly show the boundaries and differences. Then with tracing paper stick the very top and draw on the Equator and label the hemispheres. This way they will be able to show the different layers of the world and the 'invisible lines' that separate the world up.
<p>3. Europe</p> <ul style="list-style-type: none"> I can locate physical and human features in Europe. 	<ul style="list-style-type: none"> Investigate places This concept involves understanding the geographical location of places 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<ul style="list-style-type: none"> Have a look with the whole class at this video. https://www.youtube.com/watch?v=RNx0akt3_XI Discuss the key features of Europe. Then using their map skills identify a selection of physical and human features to locate on a map of Europe.



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	<p>and their physical and human features.</p> <ul style="list-style-type: none">○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	<ul style="list-style-type: none">○ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.○ Ask and answer geographical questions about the physical and human characteristics of a location○ Describe geographical similarities and differences between countries.○ Use a range of resources to identify the key physical and human features of a location.	
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<p>4. Asia</p> <ul style="list-style-type: none"> o I can locate physical and human features in Asia. 	<ul style="list-style-type: none"> o Investigate places This concept involves understanding the geographical location of places and their physical and human features. o Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. o Communicate geographically This concept involves 	<ul style="list-style-type: none"> o Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. o Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. o Ask and answer geographical questions about the physical and human characteristics of a location o Describe geographical similarities and differences between countries. o Use a range of resources to 	<ul style="list-style-type: none"> o Have a look with the whole class at this video. o https://www.youtube.com/watch?v=nsOtOye-DJM o Discuss the key features of Asia. o Discuss how this is different to that of Europe, Where we live. o Then using their map skills identify a selection of physical and human features to locate on a map of Asia.
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	understanding geographical representations, vocabulary and techniques.	identify the key physical and human features of a location.	
5. Africa ○ I can locate physical and human features in Africa.	○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. ○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources	○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. ○ Ask and answer geographical questions about the physical and human	○ Have a look with the whole class at this video. ○ https://www.youtube.com/watch?v=PSYHMWmyVfo ○ Discuss the key features of Africa. ○ Discuss how this is different to that of Europe, where we live. ○ Then using their map skills identify a selection of physical and human features to locate on a map of Africa.



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	<p>are used and transported.</p> <ul style="list-style-type: none"> ○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<p>characteristics of a location</p> <ul style="list-style-type: none"> ○ Describe geographical similarities and differences between countries. ○ Use a range of resources to identify the key physical and human features of a location. 	
<p>6. Australia</p> <ul style="list-style-type: none"> ○ I can locate human and physical features in Australia. 	<ul style="list-style-type: none"> ○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. ○ Investigate patterns This concept involves understanding the relationships between the 	<ul style="list-style-type: none"> ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and 	<ul style="list-style-type: none"> ○ Have a look with the whole class at this video. ○ https://www.youtube.com/watch?v=PSYHMYmyVfo ○ Discuss the key features of Australia. ○ Discuss how this is different to that of Europe, where we live. ○ Then using their map skills identify a selection of physical and human features to locate on a map of Australia.



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	<p>physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> ○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<p>graphs and digital technologies.</p> <ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location ○ Describe geographical similarities and differences between countries. ○ Use a range of resources to identify the key physical and human features of a location. 	
<p>7. Compass directions</p> <ul style="list-style-type: none"> ○ I can locate the 8 different points on a compass. 	<ul style="list-style-type: none"> ○ Communicate geographically This concept involves understanding geographical representations, 	<ul style="list-style-type: none"> ○ Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom 	<ul style="list-style-type: none"> ○ Allow the children time to take the compasses outside and follow directions from each other using North, South, East and West. ○ When you have returned to the classroom the children are going to create their own compass. ○ They can decide on which ever format they choose, use examples from the 'Disney maps book' for inspiration.



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	vocabulary and techniques.	and the wider world.	
<p>8. Grid references</p> <ul style="list-style-type: none"> I can use 6 figure grid references to find a location. 	<ul style="list-style-type: none"> Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> This lesson will be structured around the Pirate Game. This game uses grid references to plot locations of a pirate invasion. The children have a great time and learn grid references whilst doing so. Discuss with the children why grid references are useful and why we need to know about them.
<p>9. Own Country map</p> <ul style="list-style-type: none"> I can create my own country using a series of physical and human features. 	<ul style="list-style-type: none"> Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use. Ask and answer geographical questions about 	<ul style="list-style-type: none"> Provide teacher example of our own country. Discuss the human and physical features and why a country needs these. Then discuss the positives and negatives of these features. Allow the children time to discuss their ideas and decide which features they would like to include.



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		<p>the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> ○ Explain own views about locations, giving reasons. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	
<p>10. Human features landmarks</p> <ul style="list-style-type: none"> ○ I can design my own landmark and describe the positive and negative impacts of these. 	<ul style="list-style-type: none"> ○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. 	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> ○ Go back through their work and discuss some of the famous human feature landmarks they have identified in different continents. ○ The children are then going to design their own landmark for their country and discuss the positives and negatives of this.



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<p>11. Physical feature top trumps</p> <ul style="list-style-type: none"> o I can describe the effect that physical features have on humans. 	<ul style="list-style-type: none"> o Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. 	<ul style="list-style-type: none"> o Use a range of resources to identify the key physical and human features of a location. o Describe geographical similarities and differences between countries. o Describe key aspects of: Human geography, including: settlements and land use 	<ul style="list-style-type: none"> o Discuss different physical features they have located. i.e. rivers, coasts, mountains, forests and volcanoes. o Discuss the positives and negatives of these and how they effect human life. o Create top trumps to identify the severity of each feature and how much they effect humans.
<p>12. Earthquake hit</p> <ul style="list-style-type: none"> o I can explain common earthquake procedures and how to manage in a natural disaster. 	<ul style="list-style-type: none"> o Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> o Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. o Human geography, including: 	<ul style="list-style-type: none"> o Conduct a real life earthquake drill with the children. o Complete one inside and outside and discuss what they think they need to do in an earthquake. o Go through the earthquake information and discuss how nations around the world tackle earthquakes on a daily basis.



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	natural resources are used and transported.	settlements and land use	
13. UN pitch ○ I can express and explain my own views and opinions.	○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. ○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	○ Describe geographical similarities and differences between countries. ○ Use a range of resources to identify the key physical and human features of a location. ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Explain own views about locations, giving reasons.	○ The children are going to present their country to members of the united nations and seek approval for their nation to become a member of the united nations. The members will ask them a series of questions which the children will have time to prepare.



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	<ul style="list-style-type: none">○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.		
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