Digital Learners | Engineers | Global Enquirers | Designers

ASHINGTON LEARNING PARTNERSHIP

Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Medium Term Plan 2018-2019

Geography – How do rivers contribute to the development of settlements? How do rivers change the environment?

Global Enquirers

Global Enquirers

Aspect of Study	Transferable Knowledge:
Locational knowledge **Human and physical geography**	**Using sources, locational knowledge, communicating information, geographical vocabulary.**

During this area of study students should be taught to:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Objective coverage:

- 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.
- 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)
- describe and understand key aspects of 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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

Real World Links/Influential figures:

Howard Carter
Lord Carnavon
Tutankhamun
Hatshepsut
Akhenaton

Opportunity for Skills for Life - see progression framework.

Useful Resources

https://www.bbc.co.uk/programmes/p00y824ghttps://www.bbc.co.uk/programmes/p00y824g

https://www.rgs.org/schools/teaching-resources/rivers-(1)/

https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle

https://www.bbc.co.uk/bitesize/clips/z3rwmp3

OPAL links

Water cycle

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
• 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 **- continents and oceans, the U.S.A (Year 4), Italy (Year 3) locating countries from the British Empire.** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • describe and understand key aspects of 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 - **natural resources (Yr 4, and energy sources** • 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 - **land in Norway/Denmark and comparing to the U.K, human and physical geography of the U.S.A including climate zones and biomes.** • 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 - **types of settlement, climate, biomes (yr 4) mountains (Yr 3) settlement and land use, the development of London over time.** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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 - **the location of prisons**	• **The role of the River Nile in the development of Egypt**.describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers 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. • 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 **- continents and oceans, location of Egypt** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn **in relation to Egypt** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Use of maps including Ordnance Survey** • 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 – **local area revision.**	• **Year 5 Summer 2 - The location of art galleries around the world and time zones** 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)

Key vocabulary	Concepts	Language skills
continent country county city town village hamlet urban rural weather climate latitude longitude location population impact meander source fertile trade course hemisphere	time zones land use human characteristics physical characteristics similarities differences environment erosion deposition transportation process	ORACY FRAMEWORK STRANDS

Digital Learners | Engineers | Global Enquirers | Designers

ASHINGTON LEARNING PARTNERSHIP

Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers Pathfinders

Key Concepts

Population- familiar and different places and people (population, settlement, migration, diversity)

Navigation- use atlases and maps to recall knowledge of place (interpreting a key/symbols, index, compass points, equator, grouping countries into continents, borders, Google maps, making a map)

Climate and Landscape- weather, rainfall, seasons, temperature, desert, polar, temperature, tropical.

Physical features- Understanding of formation of Earth's physical features and common processes (water cycle, rainfall, mountains, island, tides, seas, rivers, tsunami, oceans, mountains, hills)

Human features- Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (harbour, shops, town, village, school, community, climate change, sustainability)

Written and Oral expression- Using geographical terminology, comparison, contrast, recall explaining processes, fieldwork, presenting data, describing trends and patterns.

Possible misconceptions/barriers

- The belief that rivers start at the sea and flow inland! It can be demonstrated relatively easily in class that the force that controls a river's water is gravity and that they therefore rely on the downwards slope from the land to the sea to flow.
- Many pupils also believe that water is only evaporated up in to the atmosphere from the seas and oceans, yet in reality puddles, ponds, lakes and even the moisture from out of plants all contributes to the water vapour in the atmosphere.
- Pupils often carry with them their own stereotypical images of rivers: typically located in the countryside, with clear running water and banks lush with vegetation and wildlife. Yet the reality is that many urban rivers are channelled between concrete walls and heavily polluted.

Knowledge and Skills

- To know the key features of each of the 6 main climates and landscapes.
- To be able to explain how the climate has affected the landscape in Egypt.
- To be able to communicate their ideas verbally and in written form, using appropriate geographical vocabulary.
- To know how rivers shape the environment.
- To explain the positive and negative impact of flooding on an area.
- To know when countries buy goods from others, it is called importing.
- To know when countries sell goods to others, it is called importing.
- To be able to recall the location of some globally significant places linked to other topics studied.
- To know the number of people who live in a place is called its population.
- To be able to use an OS map.
- To be able to use the 8 compass points to describe direction and location.
- To know some frequently used map symbols.

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

BASELINE TASK (see Google Drive) – what do pupils already know about the geography of Egypt and its location?

	National Curriculum LO/EQ	Lesson ideas
1	EQ: Where did the Ancient Civilisations appear?	Using atlases, locate the places where the first civilizations appeared (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) and discuss what they have in common using maps and satellite images. *They are all on the same line of latitude (NOT the Equator – but along the line approx. 30 degrees north.) Why do they think the first cities were built along this line? What were the advantages that allowed the first civilisations to grow here? Was it just the climate?* *What do the four Ancient Civilisations all have in common on the specific location along the 30 degrees north line of latitude? They all grew up along a river.* *Ask children working in groups to list what would be the advantages of building an early city along a river.* *(E.g. water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons etc.)*
2	LO: To know and use geographical vocabulary.	Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit. Vocabulary and the activity should be adapted to the needs of pupils. fertile hemisphere trade latitude course longitude river process source settlement human physical

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas
3	LO: To use maps and atlases to locate major world rivers.	Recap key physical and human features studied so far (mountains, volcanoes, towns, cities, forests etc) Locate major world rivers on a map, using this as an opportunity to recap longitude, latitude, hemispheres.
4	LO: To locate the world's countries using maps, concentrating on key physical and human characteristics, countries and major cities.	Recap continents, oceans, hemispheres Using geographical sources including ARC GIS software, identify the key human and physical features of Egypt. Discuss the pattern of settlement and land use (centred around the fertile land next to the River Nile)

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas
5	LO: To explain the features of different climate zones.	Recap the term ‘climate change’ from year 4 sustainability topic. Give clear definition of the terms ‘weather’ and ‘climate’ and emphasise the difference between the two terms. Teach the features of the 6 main climates. Pupils could match the term to the characteristics in independent practice. Pupils could give a short presentation on the different climate types to a partner and complete a multiple choice quiz.
6 / 7	EQ: Why was the Nile important to the development of Ancient Egyptian civilisation?	Pupils to find out about how the River Nile supported the development of Egypt (trade, transport, farming, defence). Discuss how dependent the people of Egypt were/are on the River Nile flooding in order to grow crops. Compare how people used the river then with how it is used today.

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas
8	LO: To consider the positive impact of flooding.	Seasons of the River Nile and the impact on farming.
9 **10** **11**	LO: To use key geographical vocabulary to explain the journey of a river.	Using MTYT, learn the names of the features of a river and match them to pictures of each feature/use Google maps to show each feature. Using documentary footage of the river Nile, learn about the three stages of a river and the journey it takes. Sketch a map of the Nile, locating towns and cities along its course.

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas
12 **13** **14**	LO: To use 4 and 6-figure grid references.	Using simplified maps, teach 4 figure grid references. Progress to 6-figure grid references and increase the complexity of maps so that pupils can apply these skills using an Ordnance Survey map. *If pupils have no experience of using OS maps, teach lesson on how to use the key etc first. Check understanding using a quiz.*
15	LO: To use geographical sources to find out about the journey of a river.	Using an Ordnance Survey map of the local area, look at the journey of the River Wansbeck and record the 4/6-figure grid references of key human and physical features next to the river.

Digital Learners | Engineers | Global Enquirers | Designers | ASHINGTON LEARNING PARTNERSHIP | Healthy Citizens | Sustainability Ambassadors | Cultural Explorers | Careers

Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas
16 **17** **18**	EQ: How do rivers change the environment?	Learn about the processes of erosion, transportation and deposition. Link to prior learning (erosion was covered as part of Blue Abyss in Year 4)
19	LO: To explain the causes and effects of flooding.	Explore factors which make an area more likely to flood. Case Study: Morpeth floods/recent floods in Yorkshire. Investigate what happens when an area floods and consider what can be done to minimise damage. Contrast this with the positive effects of flooding in Egypt.