ADVENT TERM 1 – CYCLE A
GEOGRAPHY – Year 4 and Year 3 - Medium Term Planning – Interconnected World (Essential mapping skills)

LESSON 1	LESSON 2	LESSON 3
Recap & retrieval: The Equator is an imaginary line around the globe which separates the Northern and Southern Hemispheres.	**Recall & retrieval:** • The Tropic of Cancer is in the Northern Hemisphere. • The Tropic of Capricorn is in the Southern Hemisphere. • Latitude is the distance north or south of the Equator. • Longitude is the distance east or west of the Prime Meridian.	**Recall & retrieval:** • The Tropic of Cancer is in the Northern Hemisphere. • The Tropic of Capricorn is in the Southern Hemisphere. • Latitude is the distance north or south of the Equator. • Longitude is the distance east or west of the Prime Meridian. • Countries nearer the Equator are hotter, and countries further from the Equator are colder.
LOCATIONAL KNOWLEDGE **LEARNING INTENTION:** To know that the Tropics of Cancer and Capricorn lie on either side of the Equator. To know that places can be located using longitude and latitude. **Skills: Disciplinary Knowledge** **Year 3** Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Prime Meridian. **Year 4** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Prime Meridian. **Aim:**	**HUMAN AND PHYSICAL GEOGRAPHY** **LEARNING INTENTION:** To know that countries in North and South America have contrasting climates. **Skills: Disciplinary Knowledge** **Year 3** Describe key aspects of the climatic variations of countries. **Year 4** Describe and explain the climatic variations of countries. **Aim:** Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	**PLACE KNOWLEDGE** **LEARNING INTENTION:** To know that atlases contain political and physical maps of countries and continents. **Skills: Disciplinary Knowledge** **Year 3** Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. **Year 4** Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. **Aim:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)		
Key Vocabulary: Tropics, Tropic of Cancer, Tropic of Capricorn, Equator. Longitude, latitude, Prime Meridian	**Key Vocabulary:** Continent, North America, South America, climate, contrasting, variation, polar, temperate, tropical	**Key Vocabulary:** Map, political, physical, data, population, elevation
Key Knowledge: **Child:** • The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn. • The Tropic of Cancer is in the Northern Hemisphere. • The Tropic of Capricorn is in the Southern Hemisphere. • Latitude is the distance north or south of the Equator. • Longitude is the distance east or west of the Prime Meridian. **Teacher:** • The Tropic of Cancer is 23 degrees north of the equator. • The Tropic of Capricorn is 23 degrees south of the Equator. • The tropics is an area between two imaginary lines of latitude, the Tropics of Cancer and Capricorn, which lie on either side of the equator. • It contains 95% of the world's mangrove forests, which absorb large amounts of carbon dioxide from the atmosphere and release oxygen. • The hot and wet climate produces fresh food all year round, which is shipped worldwide, such as rice, bananas and mangoes.	**Key Knowledge:** **Child:** • Countries in the continents of North and South America have contrasting climate zones. • Countries nearer the Equator are hotter, and countries further from the Equator are colder. **Teacher:** • Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. • Canada has a polar climate in the north and a temperate climate in the south. • The United States of America has a mainly tropical climate but the north is cooler. • Most of Ecuador has a tropical climate. • Brazil has a tropical climate overall, but there are some temperate regions further from the Equator. • Physical features, such as mountains and rainforests, also affect the climate.	**Key Knowledge:** **Child:** • Political maps show the locations of countries and cities. • Physical maps show the locations of physical features. • Atlases often contain additional data about countries, such as their population and land height. **Teacher:** • The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. • The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.

Scaffolding: Globe, maps	**Scaffolding:** Maps Graphs, Data tables Photographs / videos	**Scaffolding:** Google Earth Maps atlases
Learning Task: Begin by showing the children the Tropics presentation. Use the presentation as a stimulus for a discussion about the tropics and their significance. Allow children time to find the tropics on maps and globes before asking them to complete the Tropics question sheet. At the end of the session, invite feedback and mark the questions collectively. Introduce the terms latitude, longitude and coordinate and explain what they are and what they help us to do. Show the BBC Bitesize page Understanding latitude and longitude to explain how they work. Ask the children to find lines of latitude and longitude on their globes and say which places are located at each given point. Give the children the Latitude and longitude map and Latitude and longitude recording sheet to complete. Talk though how to find the approximate coordinates of different cities and then encourage the children to complete the task independently. Gather the children together at the end of the session to check their answers with the Latitude and longitude answer sheet and amend any errors and misconceptions.	**Learning Task:** Show the children the Climate zones map and recap the names and features of the climate zones. Point to North and South America on the map and ask the children to say which countries are closer to the equator and which are further away. Ask the children what they think this tells them about the climate of these countries, referring to their previous learning about climate zones, the countries of North and South America and the tropics. Invite the children to learn more about the climates of four contrasting places, Canada, USA, Ecuador and Brazil, by reading the Contrasting climates information sheets. After reading the information, ask the children to complete the questions included. When the children have completed the questions, invite them to share and compare their answers. Allow them to find out more about the climate of one of the locations by reading information books, studying atlases or carrying out independent research on the internet. Additional research can be recorded in children's books.	**Learning Task:** Begin by using Google Earth to help children identify and locate the continents and the countries of North and South America and ask them to share any knowledge they have of the continents. Give out atlases and invite the children to work in pairs to locate, name and talk about North and South American countries. Provide the children with the Countries of North and South America recording sheet and ask them to use the atlas to locate and label the places named in the key. Organise the children into pairs and give them an atlas, such as the *Collins Primary Atlas*. Invite them to take a tour around the Americas by following your instructions to read specific pages. Ask the children questions about maps on different pages and explain the difference between a political map showing countries and cities and a physical map that shows physical features. As they study the North and South America maps, invite the children to locate countries and other significant features, such as capital cities, rivers, islands and lakes. Highlight additional and useful information on each page, for example, data about population or the height of land above sea level. After a guided study period, ask the children to choose one country in either North or South America. Encourage them to use the map, data and further research to write a short paragraph about the country, describing its geographical characteristics. At the end of the session, invite some of the children to read their paragraphs aloud.

Extension:	**Extension:**	**Extension:**

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LESSON 4	**LESSON 5**	**LESSON 6**
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HUMAN AND PHYSICAL GEOGRAPHY **LEARNING INTENTION:** To know that UK topography is the study of physical features in the United Kingdom. **Skills: Disciplinary Knowledge** **Year 3** Name and locate UK geographical regions and their identifying physical characteristics, key	**HUMAN AND PHYSICAL GEOGRAPHY** **LEARNING INTENTION:** To know that human features can be interconnected by rail and water systems. **Skills: Disciplinary Knowledge** **Year 3** Describe and understand key aspects of human geography, including types of settlement and land	**GEOGRAPHICAL SKILLS AND FIELDWORK** **LEARNING INTENTION:** To know that orienteering maps are used to help us find our way around a course. **Skills: Disciplinary Knowledge** **Year 3** Follow a course on a map. – with support **Year 4**

topographical features and understand how some of these aspects have changed over time. – with support **Year 4** Name and locate UK geographical regions and their identifying physical characteristics, key topographical features and understand how some of these aspects have changed over time. **Aim:** 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	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. – with support **Year 4** 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. **Aim:** 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.	Follow a course on a map. **Aim:** Interpret a range of sources of geographical information, including maps and globes.
Key Vocabulary: Topography, hills, mountains, valleys, lakes, rivers, physical features	**Key Vocabulary:** Settlement, trade links, distribution, connection, routes, principal, network, economic activity	**Key Vocabulary:** orienteering, map, control point, route, course, cardinal points, intercardinal points.
Key Knowledge: **Child:** • Significant physical features of the UK include mountains, rivers, islands, lakes and forests. **Teacher:** • Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. • Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.	**Key Knowledge:** **Child:** • Principal railway routes link major towns and cities across Britain. • Many principal routes terminate in London. • Railway stations are sometimes linked to ferry interchanges and airports. • Canals are man-made waterways. **Teacher:** • National Rail is a company that owns, looks after and develops Britain's railway network and trains.	**Key Knowledge:** **Child:** • Orienteering is a sport that uses a map to go from point to point. • The aim of orienteering is to complete the course in the quickest time. • A control point is where you check in and get your next clue when orienteering. **Teacher:** • This means competitors need to choose their route and plan it carefully. • Participants are given a topographical map, usually a specially prepared orienteering map, which they use to find control points.

	• They were created during the Industrial Revolution to transport raw materials and goods around the country. • Locks, tunnels and aqueducts are all features of canals. • Canals declined when railways and roads developed but were conserved after the Second World War and are used today for recreation and leisure.	• They are marked on the map that the competitors read. At each control point, there is: something easy to see, a unique mark, symbol or control code, a way for the contestant to record that they have found it, • The location of these control points is kept secret from competitors.
Scaffolding: Atlases and maps Computers or tablets Information books about physical features of the UK	**Scaffolding:** National Rails route diagram Maps of canals photographs	**Scaffolding:** Adults to support. Maps Paired / group work
Learning Task: Ask the children to recall the term 'physical feature' and encourage them to list as many physical features as they can. Show the children the Significant physical features of the United Kingdom map. Ask them if they recognise any of the names or know anything about the features, encouraging them to share what they know. Use online mapping tools to explore some of the features listed. After exploration, ask the children to choose one of the features from the map that they would like to find out more about and allow them time to research independently using maps, atlases, information books and online research. Ask the children to make notes to record information gathered on the Significant physical features of the United Kingdom recording sheet. Ask them to present their findings in a short report, using the headings on their recording sheet to help.	**Learning Task:** Ask the children to describe their experiences of trains and railways. Encourage them to say how and why they travelled and explain that the National Rail network connects towns and cities across the country and allows people and goods to travel to different places. Project the National Rail route diagram on a whiteboard or give out individual copies. Allow the children time to read and discuss the map in pairs before asking questions about the map, key and interconnections between places. Show the children the Canals presentation to learn about the history, structure and modern uses of Britain's canal system and discuss the information included. Ask the children to use their knowledge to complete the Canals recording sheet. As they work on questions 6 and 7, allow the children to carry out further research using computers or tablets to view the videos *The Boat People* and *Conserving Britain's Canals* from the BBC One series Canals: The Making of a Nation. At the end of the session, mark the	**Learning Task:** Use an orienteering activity to follow a course in school grounds.

	children's work collectively and discuss how and why the way canals are used has changed over time.	
Extension:	**Extension:** To learn more about canals, visit the Canal and River Trust website.	**Extension:** Can they plot a route themselves?
Assessment Cumulative quiz and retrieval practice.		