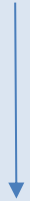


Geography Unit Plan Year 6- Autumn 1

| Year 6 Aut 1 | Concept | Subject Skill (Learning Objective) | Subject Knowledge | Pedagogical Content (how you will teach) |
|------------------------|---|---|---|--|
| 1 Hook Mon pm | Locational Knowledge | I am learning to use a variety of maps (differing scales) to locate specific regions around the world. | I know the significance of lines of longitude and latitude. | What are the main lines of Longitude and latitude? Using a blank world map in grps, allow time for the children to annotate the map with any information they can remember. Each grp to share their map. Allow questions from the class. Children are to annotate an individual political map with the major oceans, continents, mountain ranges, and the lines of latitude/longitude: Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles, GMT and International dateline. Annotate the lines of latitude and longitude with their importance, e.g. Equator separates the Earth into the Northern and Southern Hemispheres etc. |
| | Locational Knowledge | I am learning to calculate time around the world using time zones. | I know that the world is divided into time zones and these are linked to the GMT. | Does everyone have the same time wherever you are in the world? Ask the above question and allow the children to discuss and feedback what they know. How can they prove it? Using a world map dissected into different time zones, model how to calculate time in different zones – Move east + hrs, move west – hrs. Explain the importance of GMT and International dateline in the Pacific Ocean. Children practise how to calculate time moving forwards and backwards from GMT. |
| | Locational Knowledge | I am learning to use maps and satellite images to identify the physical geography of North Africa. | I know the location of: Atlas Mountains, Sahara Desert, River Nile, Mediterranean Sea, Red Sea, Atlantic Ocean. | Which countries make up North Africa? Find the area on a world map. What do you think it will be like? How can we find out? Using a range of sources, Teach the children how to read: maps, aerial photographs and satellite images) children to annotate to show what the area is like from the information collated – desert, mountain range, rivers.. Produce an explanation about the area. |
| | Locational Knowledge | I am learning to use a variety of maps to name the countries of North Africa. | I know the location of: Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara, Algiers, Cairo, Tripoli, Rabat, Khartoum, Tunis, Laayoune, Luxor, Mekenes, Benghazi | What are the names of cities within North Africa? Use the colour code on a physical map. Name the countries that make up North Africa and plot the capital cities. For the countries, children to give a short description of its location, e.g. Libya – Mediterranean Sea to the north, Egypt to the east Tunisia and Algeria to the west Using the scale, children to calculate the distance between the cities. Children to mark on the main cities that are similar in size (population) to Nottingham. |
| 2 | Geographical skills & Fieldwork / Locational Knowledge  | I am learning to use maps, aerial photographs, plans and e-resources to describe what a locality might be like. | I know what cities within North Africa are like. I know the similarities and differences and can start to offer reasons for those in <u>cities</u> within North Africa. | How do you find out what a city is like by using maps, aerial photographs and satellite images? What do you think the cities will be like? How can we investigate these cities? Take feedback. maps, aerial photographs, plans. Using the resources for Mekenes, model using the different resources; work as a class to read them and find information and draw conclusions using a county map, city map, road plan (Google maps) and satellite image (Google maps). What can I work out about Luxor? Using the same types of resources independently the children will find out what a different city in North Africa is like using geographical terms. How is Nottingham similar / different to a city within North Africa? From what the children seen about cities in North Africa, how have they been different / similar to Nottingham? Take feedback. Explain that they are going to compare Nottingham with Benghazi. Where is Benghazi? Allow time to talk through the pairs of resources e.g. maps, aerial photos etc. Take questions to further understanding. For each resource, write an explanation of what they have learnt and then write a conclusion which picks a difference/similarity. E.g. Benghazi is coastal and Nottingham is in land etc. |

Vocabulary:

Political map, Physical map, Locational, scale, aerial photographs, calculate distance, geographical features, Human, Physical, Climate Zones, Biomes, Vegetation belts Rivers, Desert, Mountains, Settlement, Trade links, Similarity, Differences, Region, Mainland, Country, Environmental, Topography, Position, Latitude, Longitude, Equator Northern hemisphere, Southern hemisphere, Tropics of cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich meridian, Time zones, weathering, sand dunes, dust storms, arid, erosion, oasis,

Resources:

Political map of the world, Political map of Africa, Political map of North Africa, Physical map of North Africa, Physical map of the world, World map showing time zones, aerial photographs of North Africa, Satellite images of North Africa, Formation of a desert step by step, City maps of cities along the Mediterranean coastline, Pictures of cities along the Mediterranean coastline, Satellite images of cities along the Mediterranean coastline

