Springfield School

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| Blackbirds Class Medium Term Planning for Geography  |
| Topic: India  |

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| **Lesson 1** **Where is India?** Exposition – PPT (where is India?) Group 1 – Locate India on the globe or a world map Group 2 – Look at the Climate in India and see how it is different to the UK. Plenary - share pictures and discuss | **Lesson 2****Cities – Rich and Poor – Habitats** Exposition – PPT Where are the cities in India? Group 1 – Look at the slums in the cities of India Group 2 – Compare to the richer towns in India Plenary - share pictures and discuss  | **Lesson 3** **Cities – Rich and Poor- Landmarks** Exposition – PPT(Look at the Capital city of India, where is it and what famous buildings landmarks are there Group 1- Make a model of one of the famous landmarks Group 2 – Draw picture of the famous landmarks Plenary – Discuss  | **Lesson 4****Regions of India – Mountains, Land and Sea** Exposition – PPT – Explore the regions of India, explore mountains, land and seaGroup 1- Make a models of the mountainous regions Group 2 – Ma a birds eye view of India with texture Plenary – Discuss  |
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Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Locational Knowledge****Pupils should be taught to:**1. 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;
2. 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;
3. 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).
4. **Human and Physical Geography**: 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.Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. **Children can:** describe and understand key aspects of: a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
2. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
3. Use fieldwork 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.
 | * Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.
* Use aerial images and plan perspectives to recognize landmarks and basic physical features.
* **Explain own views about locations, giving reasons.**
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Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils What do they already know about countries around the world?Which countries have they visited before? Discuss what they know about cities and the countryside  | Activities provided during lesson Resources Learn about India Look at maps and look at the human and physical features of India  | Independent activities linked to lesson Resources PPTs Books Art resources Interactive Whiteboards Pictures Globes Maps  | How will the pupils share knowledge during or end of lessonExplore and discuss photographs of lessonsShare and compare features of India physical and human  | Retrieve or generalization of learning after lesson * Discussion around other cities and physical features
* Show knowledge of how different India is to the UK.
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