

Ashtree Primary School and Nursery Medium Term Plan for Geography

Year 4 Autumn Term – Africa

Prior Place and Location Knowledge – Year 3

- Pupils can locate countries in Europe, North and South America on a map (including the location of Russia).
- Pupils can, with increasing accuracy, locate cities and rivers of the United Kingdom
- Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
- Pupils have studied a small area in the U.K (London) and in a European country (Italy) and are able to understand similarities and differences in human geography and physical geography

Prior Human and Physical Geography – Year 3

- Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.

Key Vocabulary – Africa, Rwanda, Zimbabwe, Kadoma, Human, Physical, Continent, Country, Atlas, Globe, Rwamagana, Kigali, location, climate.

Lessons

Step 1 – To use an atlas to find different countries,

Step 2 – To revise what human and physical features are.

Step 2 - To describe human and physical features of different continents.

Step 3 – To research one continent and a place within that continent (Rwanda or Twin Town link - Zimbabwe)

Step 4 – To locate a specific place on a map.

Step 5 – To use clues to describe what a place might be like to live in.

Step 6 – To understand what it would be like to live in a different country (refer to things such as human and physical Geography, location, climate)

Location Knowledge = Red Place Knowledge = Blue

Human/Physical Geography = Green Fieldwork and Map skills = Black

Step 1 - Pupils can locate countries in Europe, North/South America and Africa on a map with increasing accuracy.

Step 2 - Pupils can describe an increased range of aspects of physical geography and human geography including: mountains and volcanoes.

Step 3 - Pupils have studied a region of the U.K, a region in a European country and a region within North/South America or Africa and are beginning to identify similarities and differences between the three in physical geography and human geography.

Step 4 - Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries.

Step 5 - Pupils have studied a region of the U.K, a region in a European country and a region within North/South America or Africa and are beginning to identify similarities and differences between the three in physical geography and human geography.

Step 6 - Pupils can describe an increased range of aspects of physical geography and human geography including: mountains and volcanoes.

Curriculum Enhancements

- Looking into the twin town and school link we have with Kadoma, Zimbabwe.
- Using outdoor learning areas to support with physical and human Geography understanding
- Using different map forms, e.g. globes, atlases, google maps.

Misconceptions

- Different directions and compass points.
- Using coordinates on an atlas or map to find a certain place/location.

Suggested Activities

S1 – Competition to see who can find certain places quickly using the contents/index of an atlas to support.

S2 – Going outside to compare physical and human features.

S3 – Comparison table/Venn diagrams to compare places

S5 – Using pictures and different information sources e.g. videos to learn about new places.

Curriculum Links

Maths – Coordinates, direction.

Computing – Map work

This will lead to . . .

- Pupils can locate countries of the world on a map
- Pupils can locate counties and cities, rivers, coasts and mountains of the United Kingdom
- Pupils can identify most for 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
- Pupils can identify aspects of the physical and human geography that have changed over time
- Pupils have studied a region of the U.K, a region in a European country and a region within North/South America or Africa and can identify similarities and differences between the three in physical geography and human geography.
- Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography including the water cycle (links to Science- states of matter).
- Pupils can confidently use these: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
- Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)
- Pupils can use fieldwork with increasing accuracy to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies