

# 1. St Bernadette's Catholic Primary Voluntary Academy

## Geography Medium Term Planning - LKS2 Term - Lent Cycle B Topic: Journey to Ancient Egypt



Unit Focus objectives -

L.O. 2 To begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

L.O. 9 To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O. 7 To describe and understand key aspects of physical geography - rivers  <u>Features of Rivers</u>	<b>Main teaching:</b> Explain to the students that rivers begin as springs/streams in upland areas. This is called the river <i>source</i> . They eventually flow into the sea at the <i>river mouth</i> .  As rivers flow across the landscape, they may create many landforms.e.g. Waterfall and lakes Activity - Label a river with its key characteristics e.g. source, mouth, upper course, middle course, lower course, tributaries, meander etc. HA/MA - independently, word banks with vocab in. LA- Stick labels in the correct place and work as a group supported by teacher/TA. Extension - Write definition of river features e.g. source in books.	<ul style="list-style-type: none"> <li>Know what a river is.</li> <li>Know how a river is formed.</li> <li>Know the features of a river e.g. source, mouth etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use satellite photographs and maps.</li> <li>Identify the different features on a map of a river. - observational skills, mapping skills.</li> </ul>	Source, waterfall, river, mouth, meander, lake, tributary
Lesson 2	L.O. 7 To describe and understand key aspects of physical geography - rivers  <u>River Humber</u>	<b>Activity</b> Discuss where the River Humber is, looking at where it is on the map. Discussing questions such as: What are the physical characteristics of the River Humber? How does the River Humber shape the surrounding landscape? How does the River Humber change throughout its course? How is the River Humber utilise? Why is the River Humber liable to flooding and how do we protect the land?  <u>Activity</u>	<ul style="list-style-type: none"> <li>Know what a river is.</li> <li>Know how a river is formed.</li> <li>Know the features of a river from previous lesson</li> <li>Know what flooding is.</li> </ul>	<ul style="list-style-type: none"> <li>Use satellite photographs and maps.</li> <li>Identify the different features on a map of a river. - observational skills, mapping skills.</li> <li>Develop locational and place knowledge.</li> <li>Build knowledge and understanding beyond the local area to include the United Kingdom's physical characteristics.</li> </ul>	River Humber, flooding, food barriers

		Pupils will complete a diagram of the long profile of the River Humber from source to mouth. Pupils should label the key locations the river passes through. Then, using arrows, and information boxes at different points, pupils can include extra diagrams and facts.			
Lesson 3	<p>L.O. 7 To describe and understand key aspects of physical geography - rivers</p> <p><u>Flooding</u></p>	<p><u>Activity</u> Pupils will complete a Flood Flow Chart detailing the stages of a flood event from heavy precipitation, to overbank flow, through to cleaning up.</p> <p><u>Plenary</u> -Pupils take part in a Hot Seat activity in which they take on the role of a hydrologist, local resident, farmer or business owner affected by flooding. Other pupils pose the questions.</p>	<ul style="list-style-type: none"> <li>• Know what flooding means.</li> <li>• Know the factors that cause rivers to flood.</li> <li>• Know what happens to the physical environment when flooding occurs.</li> <li>• Know the human impact of a major flood event.</li> <li>• Know how to prepare for flooding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use satellite photographs and maps to see what the land looks like before and after a flood - observational skills, mapping skills</li> </ul>	Flooding, river, precipitation, tidal floods, storm surges, coast, waterlogged
Lesson 4	<p>L.O. 9 To be able to use maps, atlases and globes to locate countries and describe features studied.</p> <p><u>Egypt</u></p>	<p>Map 1 - Using maps of Africa and atlases, show the children how Africa is split up into many countries. Identify Egypt and show children how to find North East Africa and highlight the coastline on the Red Sea and the Mediterranean Sea. On map, locate Egypt and any other surrounding/bordering countries in Africa e.g. Israel, Libya and Sudan. Point out the equator and explain what this is and how countries closer to the equator are hotter and those further away are colder. What can they infer about the climate in Egypt from looking at its position in relation to the equator? Chn draw equator on their map.</p> <p>Map 2 - Label a map of Egypt with human and physical characteristics e.g. River Nile, Cairo, Valley of the Kings, Valley of the Queens, Sphinx, Luxor etc.</p>	<ul style="list-style-type: none"> <li>• Know what a country is.</li> <li>• Know Egypt is in the continent of Africa.</li> <li>• Know that the river Nile runs through Egypt.</li> <li>• Know what human and physical characteristics are.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Use maps and atlases.</li> <li>• Identify countries surrounding/bordering Egypt.</li> <li>• Identify and label human and physical features.</li> </ul>	map globe atlas Africa Egypt continent country River Nile, Continent, equator, northern and southern hemisphere, Egypt, Asia, The Mediterranean, The Red Sea

Lesson 5	<p>LO 8 To be able to describe and understand human geography, including: types of settlement and land use, economic activity and the distribution of natural resources (including energy, food, minerals and water).</p> <p><u>River Nile</u></p>	<p>Look at maps of Egypt focusing on where the River Nile is and discuss what there is around the River Nile. Recap that geographical features are split into physical and human. What is the difference?</p> <p>Explain that we will learn about the physical features focusing on the River Nile and also human features by looking at how the land around the River Nile was used by the ancient Egyptians for water and food and why it is important.</p> <p><u>Activity</u></p> <p>HA independently, MA pairs - use the information/prompt sheet to organise their own table and complete information, LA - cut out information and stick in the correct box.</p> <p>Purple pen:</p> <p>What do you think was the most important function of the River Nile and why?</p>	<ul style="list-style-type: none"> <li>• Know that the River Nile runs through Egypt.</li> <li>• Know why the River Nile is important.</li> <li>• Know that land use is human geography.</li> <li>• Know how the Ancient Egyptians used the Nile for water and food and why it is important (distribution of natural resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and atlases to look at where the River Nile is.</li> <li>• Use maps and atlases to study the human and physical features of Ancient Egypt.</li> <li>• Use geographical knowledge and skills to enhance locational and place knowledge.</li> </ul>	Geographical features, physical features, human features, settlement, red land, black land, fertile
Lesson 6	<p>L.O. 8 To describe and understand key aspects of human geography, including: land use and the distribution of natural resources (including food and water).</p> <p><u>Land Use Around the River Nile</u></p>	<p><u>Activity</u></p> <p>Look at maps of Egypt focusing on where the River Nile is and discuss what there is around the River Nile. Explore that The ancient Egyptians thought of Egypt as being divided into two types of land:</p> <p>The 'black land' was the fertile land on the banks of the Nile. The ancient Egyptians used this land for growing their crops. This was the only land in ancient Egypt that could be farmed because a layer of rich, black silt was deposited there every year after the Nile flooded.</p> <p>The 'red land' was the barren desert that protected Egypt on two sides. These deserts separated ancient Egypt from neighbouring countries and invading armies. They also provided the ancient Egyptians with a source for precious metals and semi-precious stones. Egyptians lived and farmed along the Nile because it</p>	<ul style="list-style-type: none"> <li>• Know the Ancient Egyptians used the River Nile.</li> <li>• Know the River Nile floods which creates fertile land for farming</li> <li>• Know the Ancient Egyptians lived near the Nile as they could grow food.</li> <li>• Know that the River Nile is physical geography.</li> <li>• Know that the way the Egyptians used the River Nile for water and food is human geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and atlases to look at the River Nile.</li> <li>• Develop locational and place knowledge.</li> <li>• Build knowledge and understanding beyond the local area to include the world's human and physical characteristics.</li> </ul>	Land use, fertile, black land, red land, River Nile

		<p>created a fertile valley across what is otherwise desert. They were able to grow crops in the fertile soil at the banks of the river.</p> <p>Children split their page into 'Red Land' and 'Black Land' and make bullet points about what each type is like, what it is used for and where it would be found.</p> <p>HA - in pairs. MA - in groups. LA - group task supported by TA/teacher.</p>			
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