

Subject: Geography – Our place within the world

Year Group: 5/6

Term: Autumn 2



	What? <i>Learning Challenge</i> <i>Skill Taught</i>	How? <i>Teaching Activities and Differentiation</i>
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Session 1

Can you name and locate 8 countries in Europe and their capital cities on a map?

Starter

Pre-assessment task – on a blank map of Europe, chn to try and name the locations noted by the letters – this should include both countries and a discussion of bodies of water.

Input

Discuss with children our place in the world – where do we live? Can we start with town, then county, region, country, continent to build up the bigger picture?

T to lead discussion of our place in Europe – ask the chn where they have travelled to and show this on the map on the IWB. Assess their knowledge of capital city names as you work.

Model using the atlas/map to find the capital cities of Europe, labelling them on a map and then naming them – ask chn to complete multiple examples with T on the IWB.

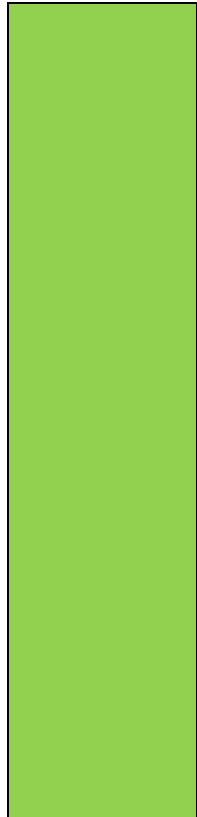
T to also model the use of Digimaps and the measuring tool to see how far away these places are from Spennymoor.

Task

Chn to name and locate 8 countries and their capital cities on a blank map using an atlas to help. Use Digimaps to measure the distance from Spennymoor to these capital cities <https://digimapforschools.edina.ac.uk/roam/map/schools>

LAG to have the capital city locations already marked on the map so that they can focus on naming and measuring.

<p>Session 2</p>	<p>Can you compare and contrast countries in Europe using key data?</p>	<p>Starter Matching activity – match the country to its capital city – include European examples from last week, as well as introducing some examples from other familiar places.</p> <p>Play online game to extend learning where possible: https://online.seterra.com/en/vgp/3051</p> <p>Input Briefly recap last week’s work and label a range of European countries on the map – begin the discussion of how we think that we are similar or different.</p> <p>Using markers such as climate, weather, size, T to model making generalised comparisons – does a bigger country always have a larger population?</p> <p>T to then model using the data provided to create a range of graphs and drawing direct comparisons, e.g. which European country out of A and B saw more rainfall in August? Which of these two countries has the largest population?</p> <p>Task Use the data provided to create a range of graphs that chn should then use to draw comparisons, e.g. rainfall, average temp and population.</p>
<p>Session 3</p>	<p>Can you explore time zones and their impact on travel?</p>	<p>Starter At the tables, chn to reconstruct the different maps of Europe / World – identify if any pieces are missing. Which countries are missing from your map? How do you know?</p> <p>Input What is a time zone? Has anyway ever travelled through a different time zone? TTYP and the watch the video: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p> <p>Display the time zone map on the IWB to model and explain the concept to the chn:</p>

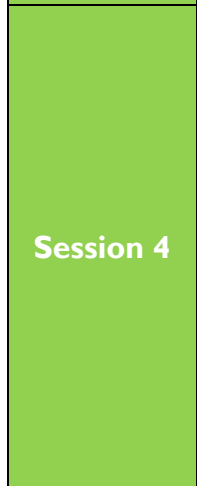


Model working out the time in a different zone based on a digital clock in the UK – chn will complete a similar table for their task.

T to model calculating the impact of time zones on travel, e.g. if I left the UK at 2am and flew to Poland, it takes 2hours. What time will I arrive? Model multiple examples before setting the chn off.

Task

Label time zones on a map and use these to answer questions relating to travel, e.g. what time I arrive in ... if I leave ... at 6.30pm?



Can you explain what a biome is and describe the conditions within each one?

Starter

Recapping continents and oceans, as well as key countries from Europe in a find me 3 activity – find me three countries in Europe / 3 capital cities / 3 oceans / 3 countries that start with P.

Input

Display examples of biome names on the IWB – what do you think these are? What do they describe? Lead discussion towards the idea of climates and weather conditions.

Read through the PP to explain the different biomes, their conditions and locations around the world: <https://www.twinkl.co.uk/resource/t2-g-327-interactive-world-biomes-map-powerpoint> – chn to use some of this information later one in their work.

		<p>Use video to support as well: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p#:~:text=What%20are%20biomes%3F,%2C%20landscapes%2C%20animals%20and%20plants.</p> <p>Other useful links: https://ucmp.berkeley.edu/exhibits/biomes/index.php http://www.mbgnet.net/sets/</p> <p>T to model the group activity for LA and MA groups – researching biomes using the atlases and using it to create a group poster to display for the class.</p> <p>Task Chn to name, locate and describe the conditions of each biome with examples – HAG to write this straight into their books beneath sample photos.</p> <p>LA and MA to work in mixed ability groups to complete group poster – photos to be taken as evidence. https://www.bbc.co.uk/bitesize/articles/zbnc86f - (useful website to support)</p>
<p>Session 5</p>	<p>Can you investigate how land use varies depending on the biome it is located within?</p>	<p>Starter Recap biomes studied last week using the interactive map – think about the sorts of vegetation we would see growing there and any indigenous people: https://blueplanetbiomes.org/index.php</p> <p>Input Following recap, T to give examples of animals that live and survive there – discuss how these living things are adapted to their biome/environment.</p> <p>Then introduce the idea that plants are also adapted to their environment – where are bananas grown? Why is this biome most suited to them? Model with a range of examples.</p>

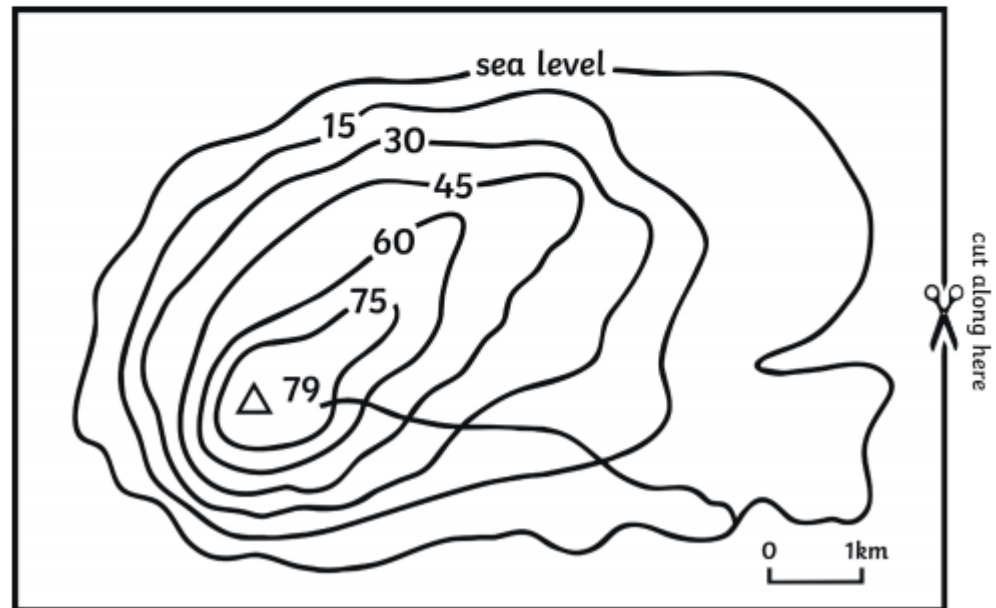
		<p>T to then model understanding how resources such as crops and key nutrients are spread across the world before being harvested and brought over to the UK – they will be researching and writing about the journey of these resources.</p> <p>Task Chn to complete activities linked to products that come from different biomes – looking at how land use is matched and their journey from across the world to the UK.</p> <p>These journeys could be written as a first hand account, from the perspective of a farmer or even as a flow chart.</p> <p>Products to consider: coffee, tea, sugar, bananas, avocados.</p>
<p>Session 6</p>	<p>Can you explore how different land types are shown on a map?</p>	<p>Starter 9-box challenge – chn to complete the challenge using key information from the last 3 sessions. In pairs, they should try to correct the mistake in each box.</p> <p>Input Display a range of maps on the IWB – can we identify their locations? What else can you tell me from the map? Review of existing mapping skills to make inferences from the image. Follow-up with a discussion of how maps and photos are different.</p> <p>Display a map of a mountainous area – how do we know that there are differences in gradient and height on the map? How is this shown? How are different types of land marked on the map? TTYP and feedback.</p> <p>T to model the use of contours on a map using the video to support: https://www.bbc.co.uk/bitesize/articles/zjdm6v4#:~:text=These%20are%20lines%20that%20show,is%20gently%20sloping%2C%20or%20undulating.</p> <p>T to then model the contour island activity on the IWB suing the Twinkl resources.</p> <p>Task 1 Identifying contour lines – look at the map examples provided, use these to answer the questions on the worksheet.</p>

Task 2

Design your own island and add the appropriate contour lines to show the different land heights. Add symbols as well to give your island life before adding colour. You may want to have a go at this activity as well:

Instructions:

1. Cut out the box below to create your paper template. Trace around the edge of the rectangle onto a piece of card and cut it out. This will form the sea on which the island will be built.
2. On the paper template, cut around the edge of the island along the line which says 'sea level'. On a new piece of card, draw around the island and cut out the shape. Glue it onto the rectangle of card.
3. Cut around each contour line in turn and copy each layer onto a piece of card. Glue each layer onto your island.
4. Colour or paint your model and add some landmarks. Remember to add the scale.



Session 7- Milestone Task

Task	End Point / Curriculum Links to be assessed
<p align="center">General Knowledge Quiz</p> <p>Chn to complete differentiated (Years 5 and 6) 10 question quiz to assess what they have learnt this half term. <i>Includes: European countries, capitals, weather patterns, biomes, world knowledge</i></p> <p align="center">Quiz and answers to be stuck in books and used to support T judgement.</p>	<p>Year 5</p> <ul style="list-style-type: none"> ✓ Know the names of a number of European capitals ✓ Know how to use graphs to record features such as temperature or rainfall across the world <p>Use maps, atlases, globes and digital maps to locate countries and describe their features.</p> <p>Locate the world's countries using maps - focus on characteristics, counties and major cities.</p> <p>Year 6</p> <ul style="list-style-type: none"> ✓ Know about time zones and work out differences ✓ Know what is meant by biomes and what are the features of a specific biome <p>Understand and describe: climate zones, biomes, vegetation belts, earthquakes.</p> <p>Understand and describe: distribution of natural resources, including foods, energy, minerals and water</p>