

Question: What would life be like in a 3rd world country?

National Curriculum Link

Develop use of geographical tools and skills to enhance their locational and place knowledge. Name and locate counties and cities of India, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed

over time. 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)

International Baccalaureate Learner Profile Link

Communicators

Inquirer

Researcher

Open Minded

Principled

Previous Learning

Year 5	<p>-Locate North America on a world map and explore the landscape.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn.</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK, with a focus on the Lake District (Field study)</p> <p>-Locate and identify a range of climatic, physical and human features, including the major cities on the Atlantic coast.</p>	<p>-Describe the location and main human and physical features of North America</p> <p>-Know the names of at least four countries in North America and the names of their capital cities.</p> <p>-Name the largest country in North America and the names of four other countries and their capital cities.</p> <p>-Name at least 5 states in USA, and compare the landscapes of different US states.</p> <p>-Compare New York state, New York City within our local area (Liverpool and Merseyside), focusing on the similarities and differences between states and counties in the UK.</p>	<p>-Explore the physical geography of the Rockies mountain range (USA).</p> <p>-Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>-Understand the differences in physical and human landscapes found in different US states: Physical – climate zones, biomes, mountains, volcanoes and rivers Human – types of settlement and land-use, with a focus on New York City.</p> <p>-Describe how Earthquakes occur,</p> <p>-Understand the effects of a recent Earthquake on the human population focus on the area. Evaluate the advantages and disadvantages of living near in an Earthquake zone.</p>	<p>-Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including Digimap, to explore Europe and the cities within different countries</p>
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New Learning

Year 6	<p>Collate all previous learning.</p> <p>Locate the world countries using maps to focus on the environmental regions</p> <p>Focus on India. Where in the world is India? Capital cities, climate. Major cities.</p> <p>Recognise, label and name all areas of UK including counties in England. (<u>summer</u> term)</p> <p>All children to have a sound understanding and able to locate seven continents and 5 oceans, confidently able to name each.</p>	<p>Describe the location and main human/physical features of area (s) studied</p> <p><u>Understand geographical similarities and differences in UK and a village in India</u></p>	<p>Investigate types of settlement, land use and focus on Fair trade.</p> <p>What is Fair trade?</p> <p>Distribution of natural resources. coco beans (with the focus on fair trade)</p> <p>Identify seasonal weather patterns (<u>India and England</u>)</p> <p>Understand the difference in human and physical geography and speak with confidence about these.</p>	<p>-Use sketch maps and digital technologies (<u>Digimap</u>) to record and present the human and physical features of the local area. (field study to New Brighton... Cross - curricular with history)</p> <p>Use aerial pictures. To research the areas</p> <p>Use simple compass directions and directional language. Describe routes on a map</p>
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Knowledge, Skills and Understanding

G1: Confidently locate India using a globe/map. Explain its continent and the countries that make up the continent and locate surrounding oceans.

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

G2: Describe and understand the physical and human features of A village in India. understand geographical similarities and differences through the study of human and physical geography.

G3: Understanding of how time zones change.

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Challenge

- Confidently explain the similarities and differences between 3rd world countries and UK.

<p>Resources</p> <p>Immersion Room</p> <p>Ipads/computer suite At- las/Globe/World maps</p>	<p>Website/Apps</p> <p>www.bbc.co.uk/learningzone/clips/an-introduction-to-india/4602</p> <p>.htm kids.nationalgeographic.com/explore/countries/india.html</p> <p>www.timeforkids.com/destination/india/day-in-life</p> <p>Extended Writing Opportunities What is a 3rd world country report? References to climate, trade, poverty</p>
<p>Suggested Quality Texts</p> <p>Daily life in India Plains, Michael Bad Hand Terry</p>	<p>Numeracy Skills</p> <p>WOW Experience http://www.freshwatertheatre.co.uk/editorial.php?ref=geography</p> <p>Drama class.</p>
<p>Cross Curricular Links</p> <p>Art: Indian art. Computing: Ebooks/Pic collage. Researching the physical and hman features of a village in India.</p>	