

ST. HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING

Cycle A

Mrs Garcia, Mrs Pallister and Mrs Rutherford – Years 1 & 2

Big question: – What is it like to live in a Zambian village?



Basic geographical knowledge

- 1) **Location and position of country to the equator:** Children can locate Birchwood, Lincoln, which is in the county of Lincolnshire in the country of England which is in the UK located above the equator. Reference to children's general knowledge and building on from previous years work in EYFS.
- 2) **Location of Birchwood and Lincoln:** Children can name and locate their school and local area. They can use compass and maps to assist them locating key human and physical features in school and the local area.
- 3) **Climate/Weather:** Children understand that the UK has seasons, and the climate and weather are determined by the seasons. (Reference to location of England and UK in relation to the Equator - counties further up North as they are further away from the equator, weather and climate will be wetter and colder.) Lincoln is located in the North Western Hemisphere. Lincoln is located in the North Western Hemisphere. Children understand that Zambia is located just below the equator, in the South Eastern Hemisphere. Instead of having seasons in Africa most countries have a wet season and a dry season.
- 4) **Bordering countries:** Reference to children's general knowledge and building on from previous years learning if applicable that children will recognize that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland. Zambia is a country located in Africa, Africa has 54 countries, 15% of the world's population live in Africa. Africa is the second largest continent in size. And second largest continent in population. Zambia is a landlocked country in central South Africa. Zambia is separated from Zimbabwe by the Zambezi River. Zambia is also bordered by Angola, Botswana, the Democratic Republic of the Congo, Malawi, Mozambique, Namibia, and Tanzania.
- 5) **Prior learning & skills:** Children begin the unit of work with a relearning task researching the geographical area of learning. They write down initial ideas/prior learning related to the unit of work, as well as what they would like to know.

- 6) **At the start of each lesson:** Before the start of every lesson there is a recap of key points from the previous lesson, secure links are made as to how the next lesson which is about to commence links to the previous lesson and enhances the children's deeper understanding of their learning and progresses their learning.
- 7) **Misconceptions:** Misconceptions are addressed throughout lessons as and when needed.
- 8) **Assessment of learning:** Assessment of learning is ongoing throughout the lessons, both in verbal and written understanding as well as a quiz at the end of the unit of learning to address gaps in the children's learning and address any misconceptions. These gaps in learning are then revisited to secure learning.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
<p>1) What are the continents of the world and where are they located.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Know the names of the 7 continents of the world. • Know the names of the oceans of the world. • Locate the 7 continents and oceans of the world. • Know key geographical information about the 7 continents and oceans of the world. 	<p>Capturing prior knowledge: At the start to the topic children are given a prior learning task to complete at home e.g. - to investigate basic facts about Zambia, e.g. which continent is it on, which countries does it border, human and physical land marks, weather, climate, currency, food, capital city, flag and 3 interesting facts about the country/culture or traditions. These are then discussed in class on the first lesson ensuring those that did not complete the learning have a good understanding of key basic geological information about Zambia.</p> <p>Discuss the big questions: And record comments and prior learning and knowledge on a KWL. Children discuss the knowledge organizers and key points of interest they then record any additional information on the KWL.</p> <p>KWL to be completed as a whole class for year 1 and individually for year 2.</p>	<p>Continent Europe Asia Africa South America North America Pangaea Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and The Arctic Ocean. Hemisphere</p>

Prior learning: Children will have a simple understanding of familiar places and environments through the EYFS 'Understanding the world' area of learning – Amazing Animals Topic link to Africa. & Topic – All About Me – local area. Pupils may have some experience of using ICT to support their geographical understanding in the EYFS. EYFS reference to 7 continents and oceans.

Lesson 1

Talk to the children about our local area – Birchwood, and that it is located in the City of Lincoln which is in the County of Lincolnshire and that the main city of the county is Lincoln.

Discuss which country we live in – England and that we are part of the UK and are located on the continent of Europe. Show the continent of Europe on the board and discuss key facts including surrounding oceans.

Then discuss the Continent of Africa which is a focus in our topic of learning, go through key facts then discuss the other continents and oceans

Explain the importance of being located in relation to the equator, talk through basic climate and temperature.

Task:

Task 1: Children then complete their own locating activity of Where they are located in Birchwood in Lincoln, England which is located in the UK and on the continent of Europe. Children then complete a labeling and locating activity of the 7 continents and oceans of the world.

Challenge:

Children record key facts about continents according to size in landmass and population.

<p>2) Where is Zambia located & what are its human and physical geographical features?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Locate Africa • Locate Zambia • Identify key human and physical features of Zambia • Know that the country is land locked • Know the bordering countries of Zambia. 	<p>Lesson 2:</p> <p>Recap of Prior Learning: Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Open with quick locational knowledge quiz using interactive map regarding the 7 continents with a focus on the UK then other continents concluding with Africa. Discuss the following questions E.g.</p> <ul style="list-style-type: none"> • Where is Africa? • What is Africa? • Which continent do we live on? • Can anyone see Zambia on the map – clue it looks like a butterfly? • What is the capital of Zambia? • How long would it take us to travel to Lusaka? <p>Show world map recap over continents and oceans and introduce the continent of Africa, show the continent, and explain that Africa is a continent and the second largest continent in size and population.</p> <p>Introduce Zambia using the images on the board, explain that it is land locked, and talk through bordering countries.</p> <p>Show the children the film– sneak and peek into Zambia. https://www.oddizzi.com/teachers/explore-the-world/places/africa/zambia/sneek-peek/ And the film Zambia -</p>	<p>River Zambezi Victoria Falls Southern Africa Lusaka – city Africa Zambia Northern Southern Eastern Western</p>
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		<p>https://www.oddizzi.com/teachers/explore-the-world/places/africa/zambia/</p> <p>Task1: Children locate Zambia on a map and locate and name the surrounding countries that Zambia borders with. Reference to compass and locational language.</p> <p>Task 2: Children then complete the task of finding key facts about Zambia template to be used for LA children only.</p> <p>Plenary: Ask the children if they would like to go to Africa. Children then need to explain their choice, using key vocabulary they have learnt.</p> <p>Assessment: Is Africa a country Which continent do we live on? Point out Zambia on a world map Name three human and physical features you might see in Zambia.</p>	
<p>3) Where is the village of Mugurameno? & what do I need to know about the village of Mugurameno?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Write geographical questions. • Locate the village of Mugurameno • Use a compass to describe a location. • Compare and contrast locations. 	<p>Lesson 3: Recap of Prior Learning: Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Ask “Are there more people who go to your school or more people who live in the village of Mugurameno?” Discuss 270 app children attend St Hugh’s.</p> <p>Children watch a video about the village.</p>	<p>National Park River Crop, Farm, Population Wildlife</p>

<https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/village-location/>

Village Photo Gallery

<https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/photo-gallery-mugurameno/>

Children understand if their prediction about the number of people was correct or not. As the clip progresses children complete a list of questions that they would like to know about the village.

Children read through the Village location page, and compare the location of Mugurameno to the location of St Hugh's Catholic Primary Voluntary Academy on Birchwood. (This could be put on the whiteboard or printed off for Yr2's)

<https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/village-location/>

Task:

Children compare and contrast the physical features of both locations. Eg, the village is close to a river, it is 2.5 hours away from the nearest town called Chirundu. Mugurameno village is close to the Lower Zambezi National Park. This national park is an area that is protected from the activities of poachers and hunters. This setting is then compared to the Birchwood area which is close to shops, houses & homes, Birchwood is an area within Lincoln City and

		<p>the City and nearest River are only 7 miles away it takes 20 mins on a good day to travel to them.</p> <p><u>Plenary/assessment:</u> Play true or false game about key facts taught.</p> <p>E.g. True of false statements.</p> <ul style="list-style-type: none"> • Mugurameno is the capital of Zambia • Mugurameno is a capital city • Mugurameno is close to the River Zambezi • Mugurameno is close to the River Nile • Mugurameno is close to a zoo • Mugurameno is close to a national park that is home to wildlife such as elephants. 	
<p>4) How is the local river used in Mugurameno? (To compare how people use the river in Mugurameno with the different ways we use the River Witham.)</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify uses of the river. • Identify similarities and differences between the uses of a river in two locations. 	<p><u>Lesson 4:</u> <u>Recap of Prior Learning:</u> Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Show children a map of the local area, showing the school – St Hugh’s and the River Witham. Ask children if they have ever seen our local river or been on it? Show photos of the river being used for fishing, watersports, canal boats, dog walking etc. Discuss how far the river is from our school – reference to nearest location of river (Newark Road, near Aldi, Brant Road, Brayford Pool, cinema) Children discuss how we use our local river.</p> <p>Children have a picture of the River Witham and write about how we use our local river, reference to distance to be included.</p>	<p>Crops Maize Nshima Flood Waterfall</p>

		<p>Children watch the “Living near a river film” and answer questions in their book.</p> <p>https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/living-near-river/</p> <ol style="list-style-type: none"> 1. How does the river help the farmers? 2. Why is fishing important activity in Mugurameno? 3. What is a crocodile fence? 4. How are the pictures of the River Witham and the River Zambezi similar or different? – Why might this be? <p>Challenge: Can children draw a picture of the villagers using the river Zambezi using key vocabulary they have learnt.</p> <p>Assessment/plenary: Recap over the use of the River Witham & River Zambezi – can children discuss which river is important & why.</p>	
<p>5) Are all wild animals a danger to Mugurameno? & how do the villagers protect themselves against wild animals?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify the difference between wild animals that people can live with in harmony and those that might attack. • Know how to protect a village/crops and build defenses against attacks from wild animals. • Begin to understand the human impact of living in an area that inhabits wild animals. 	<p>Lesson 5: Recap of Prior Learning: Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Children begin by identifying what animals they live with – e.g. cat, dog, rabbit etc. and discuss why they keep them - for pleasure, they are domesticated animals, they allow us to show love and affection, we look after them, they also keep us fit if we have to</p>	<p>Domestic animal Wild Animals Protect Chili Fence Buffalo Threat Hazard Lower Zambezi National Park</p>

walk them. Discuss animals that pose a threat to farms in the UK, e.g. badgers, foxes etc.

Children watch the “Living with animals film” & the Chili fence film”

<https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/living-animals/>

Children discuss the film and identify and write in their books the answers to the following questions.

- 1) What animals do you keep? Where do they live? Do they destroy or pose a threat to your house?
- 2) What animals are kept by the villagers?
- 3) What animals pose a threat to the villagers?
- 4) Why are many of the huts in the village kept above ground? Explain your answer.
- 5) Why is it such a big problem when the villager’s crops are destroyed by animals?
- 6) How do people in Mugurameno protect their crops from large animals?
- 7) **Challenge:** Children then design a poster to explain the hazards posed by wild animals. LA children can build a model of the threats posed by wild animals, e.g. blue cloth for a river, crocodile nets can be made out of Lego etc. build a Lego house by the river children then talk through their constructions explaining the hazard precautions put in place.

Assessment & Plenary:

		<ul style="list-style-type: none"> • What kind of animals live with you and in Mugurameno? • Why do you keep your animals? • Why do the villagers keep their animals? • What type of animals (big or small) do farmers have to protect their crops from in the country? 	
<p>6) How do the people of Mugurameno build their houses? Are their houses the same as the houses in Birchwood?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify the physical requirements of a safe home. • Identify similarities and differences between the houses built in Mugurameno and Birchwood (the local area.) • Know that weather, location, the human and physical geography of a land impacts on the houses that are built. 	<p>Lesson 6: Recap of Prior Learning: Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Children begin by discussing their own homes and their importance, family live there, feel safe, have toys possessions, you have a bedroom, live eat sleep etc.</p> <p>Ask the children “What do you need to make a safe home, no matter where in the world you are? Children write down ideas based on their own understanding of living in the UK – may have children from other countries who may make reference to weather/animal implications etc.</p> <p>Children watch the “Home Film” https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/safe-home-mugurameno/</p> <p>Children explore and discuss the following questions:</p> <ol style="list-style-type: none"> 1. How do people make bricks in Mugurameno? 2. What is a kiln? 3. Why is a house built of bricks better than a house made of mud and poles? 	<p>thatch, poles, tin, wall, roof, base, logs, weights, shade</p>

4. What materials are used to make the roofs of houses in Mugurameno?
5. How many rooms are there in the house Joseph showed us?
6. Why is a thatched area or a porch useful?
7. Which animal eats thatch?
8. How often does a thatched roof need to be replaced?

Children then have a look on google earth at a street in the Birchwood area – children comment about the similarities and differences to the houses in Mugurameno

A safe place to live 

Using the words below can you label the parts of this house in Mugurameno?



thatch, poles, tin, wall, roof, base, logs, weights, shade

Can you draw and label your house?

Task:

Children label a picture of a typical house in Mugurameno using key vocabulary they then draw their own house and label it.

Children write how their safe homes differ from a safe home in Mugurameno and explain why this is – link back to the physical and human geography of Zambia, e.g. weather, resources. Children then write how their houses are similar, e.g. use of rooms.

<p>7) To compare the lives of children in Mugurameno and Birchwood.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify the similarities and differences between the children of Mugurameno and Birchwood with a focus on: <ol style="list-style-type: none"> 1. The School environment 2. Daily chores 3. Playing/free time 4. Food 	<p>Lesson 7: Recap of Prior Learning: Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Children discuss how they live their lives and how their typical day is organized, e.g. get up, go to school, come home from school have tea etc. Children discuss their school day in a little more detail, the time they get up in the morning, breakfast, time they arrive at school, how far they walk to school or mode of transport to school and food eaten at home or at school. Discuss chores they do as well.</p> <p>Children watch School film. https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/school/</p> <p>Children watch film – Around the home film. https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/daily-chores/</p> <p>Children watch – Daily Chores film. https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/daily-chores/</p> <p>Children watch – Playing film https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/playing/</p> <p>Children watch - Food film</p>	<p>Chores Watering tap Staple Nshima Grind Grinding</p>
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		<p>https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/food/</p> <p>Photo Gallery of food https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/food/photo-gallery-meals/</p> <p>Task: Children compare (similarities and differences) the lives of children living in Mugurameno and those living in Birchwood – in our local area. Comparative areas:</p> <ol style="list-style-type: none"> 1. The School environment 2. Daily chores 3. Playing/free time 4. Food 	
<p>8) To compare shopping and recycling habits in Mugurameno and Birchwood.</p>	<p>By the end of the lesson children will be able to:</p>	<p><u>Lesson 8: (This lesson could be done over two weeks)</u> <u>Recap of Prior Learning:</u> Recap prior learning from last week, address any misconceptions. This week’s learning is building upon the previous weeks learning.</p> <p>Children are asked – “Where do you shop on Birchwood/Lincoln?” Children write down a brief list of shops in the local/surrounding area. Children are then shown pictures of the local shops on the board – include Sainsbury’s, Asda, Lidl and new Aldi store on Tritton road. Recap on previous visit to the local shops children then add further names of shops if need be.</p> <p>Children discuss where they go shopping, do they go with their parents? Do they order food shopping and</p>	<p>Recycling Branston Potatoes Wragby Boston</p>

other items on line, go into the shops or over the phone? Children write about this in their books.

Children then think about when they do go to a supermarket where has the food come from? Some foods are grown locally – Branston potatoes, Boston Daffodils, Wragby Pumpkins, some fruit and vegetables are flown in from other countries, e.g. tomatoes from Spain or Bananas from Jamaica – make reference to fruit and vegetables in and out of season. Make reference to Lincolnshire being a county of agriculture – land use – land is predominantly used for agricultural purposes. Children then think about the contrast of shopping in the village of Mugurameno and the range of food and goods available to them.

Children watch the Shopping film –

<https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/shopping/>

Task 1:

Children then write and explain in their books:

- 1) What things Joseph can buy from the shop?
- 2) Children name three other items that can be bought from the shop
- 3) The children explain other items that are sold on the village stalls.

Second Part of Lesson:

Children discuss what recycling is and explain why it is important and how they recycle. Children complete survey across the class of the different ways people recycle – children make a graph – either a physical graph for LA children or a bar chart for MA/HA and

		<p>write a conclusion about the most popular way the class recycle and the impact of this choice of recycling.</p> <p>Children then watch the Recycling Film https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/mugurameno/recycling/</p> <p>Children discuss the two items that are made out of recycled products – the toy truck out of wire and the door mats.</p> <p>Task 2: Children then discuss and write about why they think recycling is so important in Mugurameno? And if they could reuse, recycle or repair more at home?</p> <p>Challenge: Design and make a toy out of your rubbish or recycling – from plastic, cardboard or paper.</p> <p>Information: People in the village recycle lots of things, because buying new clothes, toys and household items is expensive. Clothes are handed down from other family members. (I bet you do that in your family, too!) Old flour sacks, along with strips of leftover cloth, can be used to weave colorful mats to cover the floor of people’s houses.</p>	
9) Quiz		Children bring together all of their learning and then complete the L part of the KWL, they then complete	

		a quiz to show their understanding of the unit of work. Gaps in work will be identified and filled.	
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