



# BJPS Geography Plan



**Year:** 3/4 Term: Autumn 1

**Unit:** Geography

**Enquiry Question:** How is our local area different from others? (Nottingham and Bagamoyo)

Substantive Knowledge	see knowledge organiser
Vocabulary	Topic specific vocabulary- see knowledge organiser
Hook? Visit?	Mrs Cook and Miss Hunters trip to Tanzania.
Links to any prior units?	Continents, comparison of Nottingham and London-Year 1/2

	Enquiry Question	Space & Scale	Physical Environment	Human	Change & Sustainability	Map Skills	Fieldwork	Teaching Points	Activities
1	<p><b>Introduction to unit:</b></p> <p><b>What are the important areas in our world?</b></p>	<p>*N. &amp; S. hemispheres,</p> <p>*Tropics Cancer &amp; Capricorn,</p> <p>*Arctic and Antarctic Circle,</p>				<p>*Use world maps, atlases and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions.</p>		<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>Key areas of the world</li> <li>Locate UK/TZ on a map</li> </ul> <p>Google earth (use google chrome) on IWB zoom into Burton Joyce, look at school and familiar places, recap from KS1.</p> <p>Zoom out- Nottingham</p> <p>Zoom out-England</p> <p>Zoom out- World</p> <p>PowerPoint</p> <p>(Add key areas to working wall display)</p>	<p><b>Activity:</b> Use atlases pg 58-59 to locate important areas of the world. Discuss what these areas might be like. <b>Ping pong approach:</b> Label world map: Equator, Northern Hemisphere, Southern Hemisphere, Continents, Tropics of Cancer/ Capricorn, UK and TZ</p> <p><b>Resources:</b> Atlases. Copy of world map for chn to label.</p> <p><b>SEN:</b> Labels to add to world map. Small group support-guided.</p>
2	<p><b>Where is our community?</b></p> <p><b>What is a scale bar?</b></p>	<p>*N. &amp; S. hemispheres,</p> <p>*Tropics Cancer &amp; Capricorn</p>				<p>*Begin to use the scale bar to estimate distances</p>	<p>*Use fieldwork skills of surveying, interviewing, photography and observations to understand</p>	<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>Photo comparison between UK/ TZ. Similarities/ differences.</li> <li>To begin to understand and use a scale bar.</li> </ul>	<p><b>Activity Part 1:</b> Photo comparison of the two places. Discuss in groups what the two communities are like what are the obvious differences/ similarities? Post-it note ideas.</p>

						how a locality has changed over time	<p><b>Part 1:</b> Zoom into our community and Bagamoyo on interactive map using google earth. Look at photos.</p> <p><b>Part 2:</b> Introduce scale bars using PowerPoint. Explain what they are used for and how. Model examples of measuring distances using google earth.</p> <p>How far away from each other are they? How far away from the capital of the country are they?</p> <p>(Add photos and post-it notes to working wall display)</p>	<p><b>Part 2:</b> Answer Scale bar questions on a smaller scale. Use map of Burton Joyce and map of Bagamoyo to answer scale questions. ½ class do BJ/ ½ class do TZ.</p> <p><b>Resources:</b> Copies of photos of both towns. Copies of scale bar questions. Atlases/ maps.</p> <p><b>SEN:</b> Photo comparison discussion. SR to scribe chn's thoughts on large sheets. Photograph and stick copy in chn's books.</p>
3	<p><b>What are the Physical features of Burton Joyce and Bagamoyo?</b></p>	<p>*Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc)</p>	<p>*Climate zones *Distribution of natural resources *Rivers *coast</p>				<p><b>Powerful knowledge:</b></p> <ul style="list-style-type: none"> <li>Difference between human and physical features.</li> <li>Comparison between BJ/ Baga: BJ= inland/ river Trent. Baga: Coastal, Zanzibar Channel.</li> </ul> <p>What are physical features? What are human features? Look at examples using PowerPoint (Y4 to build on prior learning). Revisit scale bars when looking at topographical map of Burton Joyce and Bagamoyo  <a href="https://en-gb.topographic-map.com/maps/cy/City-of-Nottingham/">https://en-gb.topographic-map.com/maps/cy/City-of-Nottingham/</a>  <a href="https://en-gb.topographic-map.com/maps/zri/Tanzania/">https://en-gb.topographic-map.com/maps/zri/Tanzania/</a>  <b>Zoom in-</b>  <b>BJ:</b> River Trent, inland  <b>Bagamoyo:</b> Seaweed farming, Zanzibar channel, coastal</p>	<p><b>Activity:</b> Look at location of Nottingham/Bagamoyo on a map- inland/coastal look at photos. Similarities/differences- physical features. Split sheet to make comparison.</p> <p>Independent activity- England/Tanzania split sheet fact file- give prompts (mountain height, population, land area/use, climate)</p> <p><b>Resources:</b> Topographical maps of Burton Joyce/ Bagamoyo (use website link) Comparison sheet for input</p> <p><b>SEN:</b> Look at photos together. What do we notice? Pull out that TZ is next to the coast/ England is inland. Focus in on physical features. Complete grid – SR to scribe ideas on board for support.</p>

								<p><b>Zoom out-</b> England, Tanzania. Mountains, coastal areas, farming land Model using atlas to locate key information for fact file.</p>	<p>SR to draw line down page.</p>
4	<p><b>What are the Human features of Burton Joyce?</b></p>			<p>*Types of settlement *Land use *Trade links</p>		<p>*Use basic OS map symbols *Begin to use 4 figure grid references.</p>		<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>OS maps are used in Great Britain to show human and physical features.</li> <li>Basic 4 figure grid reference.</li> </ul> <p>Show class an Ordnance Survey map of local area. Explain what an Ordnance Survey (OS) map is using PowerPoint. Use Digimap for Schools to show a map of Burton Joyce.</p> <p><a href="http://login.to.Digimap.for.Schools.edina.ac.uk">Login to Digimap for Schools (edina.ac.uk)</a></p> <p>Give the class a chance to look. Point out where school is located and see if children can find their houses. What do they notice about the map?</p> <p>Look at the key on an OS map (on the left) and explain that the symbols are the same on every OS map. Show how the symbols are grouped together and colour-coded.</p> <p><i>Explain that a grid on OS maps system helps people locate specific places and find their way. (Click on overlay and tick British national grid)</i></p> <p>Watch (start at 5min10-stop at 8min): <a href="#">Subject knowledge animation: Map skills - YouTube</a></p> <p>On Digimaps, draw pupils' attention to the lines on the map and the numbers at the top, bottom and sides (zoom in. Show</p>	<p><b>Activity:</b> Chn use four-figure grid references to locate places on an OS map. Provide list of other human features to find in Burton Joyce.</p> <p><b>Resources:</b> Ordnance Survey map of BJ. Digimap (online) Ipads for chn to explore. PowerPoint with Northings/Eastings. List of references to locate.</p> <p><b>SEN:</b> Using large image of map-locate physical features in BJ-including school, railway, post office. Circle on copy of map for books.</p>

								<p>Northings and Eastings either on Digimap or the PowerPoint presentation.</p> <p>Hand out map of Burton Joyce. Give pupils a grid square or reference and ask them to say one feature of the landscape they can see in that square (lake, building, house, road etc.) As a class, find the four-figure grid reference for the school. Repeat with more grid references, until the class is confident just for BJ.</p>	
5	<p><b>What are the Human features of Bagamoyo?</b></p> <p><b>How does it compare to Burton Joyce?</b></p>			<p>*Types of settlement *Land use *Trade links</p>				<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>Human features in Bagamoyo: Market, schools, transport. Comparison with BJ.</li> </ul> <p>Revisit photos looked at in week 2 (and some additional photos). Reminder- what are human features? Photos- Transport, Market, Schools,</p>	<p><b>Activity:</b> Look at map of Bagamoyo together (Digimaps on large screen) and list some of the human features they can spot using the key to support/ from photographs. <b>Remind chn that the OS maps are for grid references for Great Britain only.</b></p> <p>Using library books- research facts about the human features in TZ. <b>Extension: Compare the human features in the two areas. What are the similarities/ differences?</b></p> <p><b>Resources:</b> Photos (market/ transport/ school), library books.</p> <p><b>SEN:</b> Using images/ map locate human features in Bagamoyo. Create a group list. Chn write list using images for support.</p>
6	<p><b>What is being done to improve the local environment</b></p>			<p>*Suggest ways a location could be changed or improved *Explain how people are</p>				<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>Chn understand that there are 'problems/ changes that could be made' in both TZ and the</li> </ul>	<p>Problem → solution task. Picture- what could we do?</p>

	in the UK/ TZ?				trying to sustain or improve their environment			<p>UK (overcome misconceptions that the UK have it all right and TZ don't!)</p> <ul style="list-style-type: none"> <li>Identify possible solutions to problems in both the UK and TZ.</li> </ul> <p>What is being done so far...? (In Tanzania)</p> <ul style="list-style-type: none"> <li>Recycling- bottle tops</li> <li>Making of resources</li> </ul> <p>Suggest improvements to the area e.g. rubbish disposal, no freshwater for toilets- toilet twinning.</p> <p>Food waste in UK- stickers to praise chn who eat all their food, traffic congestion at school.</p>	<p>Discussion to explore changes over time- increase in tourism/ money.</p> <p><b>Resources:</b> Photos of problems/ SmartNotebook</p> <p><b>SEN:</b> Guided group: discuss images. What is the problem? What could be done to solve it? SR draw table in books, shared write/ scribe ideas.</p>
7	Essay <u>Back to enquiry question:</u>	How is our local area different from others?				All of the above			<p><b>Leaflet-</b> what's unique about Nottingham/Bagamoyo? To answer to the question- How is our local area different from others? (Nottingham and Bagamoyo). Personal viewpoint.</p>

