

Journey Down the River Nile

LKS2	Cycle B	Autumn
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Geography – Egypt

Overview	Skills
<p>The children will learn that the River Nile runs through Egypt and is the longest river in the world at 6,650 km. They will be able to explain that it is in the country of Burundi, it then runs through Ethiopia, Uganda, Sudan and Egypt, it then flows into the Mediterranean Sea. The children will understand that the River Nile was central in the development of the Ancient Egyptian civilization. They will know that the Ancient Egyptians depended on the River Nile to survive, it created fertile land suitable for growing crops within a vast desert. The children will know that the fertile land it creates means the River Nile is still important to Egyptian society today. The children will know that the Nile was also important for fishing, and the sediment around the river would be used to make mudbricks for building.</p>	Year 3
	<p><u>Maps and Fieldwork</u></p> <ul style="list-style-type: none"> -Understand that world maps represent a deconstructed globe -Understand that topographic maps show the shape of the land and be able to describe key physical features and compare them to aerial images (link to place knowledge strand) -Use fieldwork to sketch and collect data linked to locality. <p><u>Navigation and Orientation</u></p> <ul style="list-style-type: none"> -To consolidate use of the 4 main compass points to describe locations on maps and give directions. -To know each cardinal compass point moves through 90 degrees. -To be able to use 2 figure grid references. -Know some OS map symbols and how to use a key.
	Year 4
	<p><u>Maps and Fieldwork</u></p> <ul style="list-style-type: none"> -Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and the wider world. <p><u>Navigation and Orientation</u></p> <ul style="list-style-type: none"> -To be able to use the 8 points of the compass. -To become familiar with OS maps of part of the UK and recognise some common symbols. -To be able to use 4 figure-grid referencing on OS maps.

Knowledge

Locational
Understand geographical regions of the UK and their human and geographical characteristics including topographical features and land use patterns
Minimum to be taught:
 Recap on NSEW compass points
 Use map of UK and identify NSEW; [identify the location of Egypt in relation to the UK using compass points.](#)
 Learn about divisions in the compass- North west/ North east / South east etc...; [make a more specific reference to where Egypt is in relation to the UK.](#)

Place
Explore similarities and differences of a region within the UK with a region of Egypt.
Minimum to be taught:
Explore similarities and differences of a region within the UK with a [region of Egypt.](#)
 The minimum that needs to be taught:
 *Recap on the meaning of word 'region'
 * Select a region of the UK that has [similarities with the Nile region of Egypt – eg Humber estuary](#)

- * Learn about the similarities and any differences of the two places in terms of:
 - > location, topography, climate, vegetation, settlement, land use and communication

Human and Physical

Rivers and coasts: Teach this in the context of the River Nile

Minimum to be taught:

The water cycle

The minimum that needs to be taught:

- *How the water cycle works
- *terms: evaporation, condensation

Rivers and coasts: Teach this in the context of the River Nile

The minimum that needs to be taught:

- *How the water cycle links to river formation and coasts
- *Key features of a river- [look at the Upper and lower Nile](#)
- * How rivers form their own environment (plants/ wildlife) [Look at farming along the Nile- irrigation systems](#)
- *How rivers influence land use [and culture](#)
- * the impact of flooding on the environment and land use

Yorkshire		
LKS2	Cycle B	Spring

Geography – Yorkshire

Overview	Skills
<p>Children will begin by identifying the 4 countries in the UK and the capital cities. They will then look at the concept of a county and understand that there are many counties in the UK – focus on Yorkshire. Children will learn about the difference between a village, a market town, a town and a city. They will understand that a city has a cathedral or minster as well as extensive facilities. The children will then look at York specifically but with a focus on this as a tourist city. The children will then compare this to Pocklington – a market town. The children will survey Melbourne and Pocklington to investigate the businesses and building use.</p>	<p>Year 3</p> <p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Understand that world maps represent a deconstructed globe -Understand that topographic maps show the shape of the land and be able to describe key physical features and compare them to aerial images (link to place knowledge strand) -Use atlases to locate relevant regions, counties and major cities of the UK -Use fieldwork to sketch and collect data linked to locality. -Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and Europe. <p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To consolidate use of the 4 main compass points to describe locations on maps and give directions. -To know each cardinal compass point moves through 90 degrees. -To be able to use 2 figure grid references. -Know some OS map symbols and how to use a key.
	<p>Year 4</p> <p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Use globes and atlases to locate major countries of Europe together with their capital cities. -Understand and use European thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of wider geographical factors. -Use fieldwork to study a locality. -Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and the wider world. <p>Navigation and Orientation</p> <ul style="list-style-type: none"> - To become familiar with OS maps of part of the UK and recognise some common symbols - To be able to use 4 figure-grid referencing on OS maps - To be able to use the 8 points of the compass

Knowledge

Y3 Knowledge

Locational

Revisiting countries of UK and understand what a county is and name some main cities.

Minimum to be taught:

Identify countries of UK in atlas as a recap.

Use atlas with counties on and discuss what is meant by a county.

Why do we need counties?

Identify the county of Yorkshire and its 4 components (NSEW)

Identify main cities in Yorkshire; [York, Hull, Leeds, Sheffield, Bradford, Huddersfield](#). (Show a map of Yorkshire and the different cities and towns that Yorkshire includes before [plot the main cities on a map](#)).

Identify some other major UK cities; [examples are Leeds, London, Manchester, Sheffield, Newcastle, Birmingham, Liverpool](#)

Understand the difference between a city, a town, market town and a village; [look at the difference between towns and markets towns to focus on our locality and look at what local cities have a cathedral or minster](#).

Understand geographical regions of the UK and their human and geographical characteristics including topographical features and land use patterns

Minimum to be taught:

Identify these geographical regions of the UK; [locating Yorkshire on a map and identify that it is split into NSEW](#).

Use different maps to identify key topographical features of each region – rivers, mountains, hills, coasts; [focusing on Yorkshire](#).

Use different maps to note regions that are more populated, less populated. Consider why; [focusing on Yorkshire](#).

Human and Physical

Minimum to be taught:

Compare the types of settlements; [York and Pocklington](#).

Compare the economic activity; [York and Pocklington](#).

LKS2	Cycle B	Summer

Geography –	
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Overview	Skills
	Year 3
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	Year 4
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Knowledge

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