

## Y56 B2 Geography The Commonwealth Medium term question planner

### Year 5/6 Key Skills to be covered, taken from Lancashire Key Learning Document – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

Locational knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Name and locate counties and cities of the United Kingdom.
- 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).

Place Knowledge:

- A region of the United Kingdom.
- A region in a European country.
- A region within North or South America.

Human and Physical Geography:

- Describe and understand key aspects of:
  - **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Mapping:

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Follow routes on maps describing what can be seen.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Identify, describe and interpret relief features on OS maps.
- Use six figure coordinates.
- Use latitude/longitude in a globe or atlas.
- Create sketch maps using symbols and a key.
- Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.
- Use models and maps to discuss land shape i.e. contours and slopes.
- Use the scale bar on maps.
- Read and compare map scales.
- Draw measured plans.

Fieldwork:

- Use eight cardinal points to give directions and instructions.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

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- Interpret data collected and present the information in a variety of ways including charts and graphs.

### Enquiry and Investigation:

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?
- Make predictions and test simple hypotheses about people and places.

### Communication:

- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

### Use of ICT:

- Use appropriate search facilities when locating places on digital/online maps and websites.
- Use wider range of labels and measuring tools on digital maps.
- Start to explain satellite imagery.
- Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
- Collect and present data electronically e.g. through the use of electronic
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster questionnaires/surveys.or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

### Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	<ul style="list-style-type: none"> <li>• 'Historical booklet on the Commonwealth Games</li> </ul>
Mathematics links	<ul style="list-style-type: none"> <li>•</li> </ul>
Computing links	<ul style="list-style-type: none"> <li>• Ipads needed for research; power point presentations</li> </ul>
Other links	<ul style="list-style-type: none"> <li>• RE Celebrations link</li> </ul>

### Possible Experiences including visits/visitors/other:

#### Consider what could augment your planning to really enthuse the children in your class::

- Commonwealth War Graves at St Peter's Churchyard (11 casualties)

### Display/Resources ideas:

#### Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

Commonwealth display with facts about different countries of the commonwealth, including flags etc

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Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>What do you already know about The Commonwealth?</p> <p>What do you want to find out about The Commonwealth countries?</p>	<p>Pose the question <b>What is the Commonwealth?</b> <b>What do you already know about the Commonwealth?</b></p> <p><b>What do you want to find out about the Commonwealth? Have a class discussion to see what knowledge they already have.</b></p> <p>Using an outline map of the world, chn write what they already know on the land and what they want to find out in the sea.</p>	<p>World maps showing the children's knowledge and what they would like to find out</p>	

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<p>2</p>	<p>What is the Commonwealth? How many countries are part of the Commonwealth? Who is the head of the Commonwealth? ?</p>	<p>Today the chn will be researching different aspects of the Commonwealth. <a href="https://www.bbc.co.uk/education/clips/zsyb9j6">https://www.bbc.co.uk/education/clips/zsyb9j6</a></p> <p>Use the powerpoint Commonwealth to show what it is if needed.</p> <p><b>HA CHILDREN : . History of the Commonwealth How did it come about?</b></p> <p><b>MA: USE QUESTIONS FOR GUIDANCE -</b> <b>Who is the head of the Commonwealth?</b> <b>Which countries belong to the Commonwealth?</b> <b>What does the Commonwealth do?</b> <b>When did the commonwealth start to be?</b></p> <p><b>LA: Find answers to questions</b> <b>Who is the head of the Commonwealth?</b> <b>Which countries belong to the Commonwealth?</b> <b>What does the Commonwealth do?</b></p> <p>Children to record work in topic books.</p>		
<p>3</p>	<p>What can I find out about the countries in the Commonwealth?</p>	<p>To warm up, play catch the globe. Chn locate a country on the inflatable globe and place one finger on it and one on the previous. Once checked, throw to another person.</p> <p>To look further at the countries within the Commonwealth, assign pairs countries to research information about the countries. Prepare fact sheet for display on their given country.</p> <p>Their fact file must contain:</p> <p><b>HA: Where it is in the world (geographical terms /longitude/latitude references)</b> <b>Physical and Human Features/characteristics</b> <b>Major cities Inc. capital city; population Climate</b></p> <p><b>MA: Where it is in the world i.e. Europe, The Americas, Oceania</b> <b>Population; Famous Landmarks</b> <b>Major cities incl. Capital City/ Climate</b></p> <p><b>LA: Give prepared fact sheet</b> <b>Fill in i.e. country name/ capital city/ climate/population</b></p>	<p>Information in books about the countries of the commonwealth and fact sheets on display.</p>	<p>On going</p>

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4	<p>What do Commonwealth countries believe?                  What is the history of the Commonwealth?                  What is the Commonwealth like today</p>	<p>This lesson the chn will be looking closer at what the Commonwealth does.                  Separate these areas up between groups.                  Discuss what a democracy is and what information we might need to find out about these different areas.                  Chn research these areas of the commonwealth:</p> <p><u>Supporting Democracy</u>                      <u>Environment</u>  <u>Trade</u>    <u>Young People</u>  <u>Health Care</u></p> <p>Chn then debate the importance of each of these areas, stating why they feel so strongly for their response.</p> <p>Which of these are global issues/goals? How can we be a part of these?                  HA: Children create a piece of writing that answers the above questions giving evidence from the research they have done                  MA: Create a piece of writing that talks about global issues.                  LA: Answer the questions in their books                  What are the global issues that the commonwealth face                  How can we as a country help?</p>	<p>There will be photographic/video evidence of the debate that the children take part in</p> <p>Evidence in books of their understanding of the issues faced by the commonwealth</p>	<p>On going from first lesson</p>
5	<p>What does the Commonwealth flag represent?                  What are the flags like for other Commonwealth countries?                  Are there any similarities/differences?</p>	<p>Chn draw the flag of the Commonwealth in their books. What does it represent?</p> <p>Chn label their flag with the meaning researched using ICT .</p> <p>Show your pupils the sheet with flags from Commonwealth countries here  <a href="http://www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/Commonwealth_Flags_Poster.pdf">:www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/Commonwealth_Flags_Poster.pdf</a>                  How many do they know?                  Can they work together to identify all the flags on the sheet and find out why specific colours and images are used on certain flags? On the Bahamas flag, for example, the yellow stripe represents the sandy beaches of the 700 Bahamian islands, the blue represents the water and the black triangle represents the Bahamian people along with their desire to develop the land and the sea.</p> <p>On the flag of Bangladesh, the green symbolises the green topography and youthfulness of the republic, while the red symbolises the rising sun and the sacrifices its citizens have made.</p> <p>Chn design their own flag for the upcoming Commonwealth Games. What should they include on it? Why?</p>		
6	<p>Half term homework</p>	<p><b>Homework</b></p> <p>Chn produce a booklet on the Commonwealth Games and/or Commonwealth Day. Their booklet is to include as many facts as possible, but it must be no longer than 3 pages! Select the best information. Think about What are the Commonwealth Games?</p> <p>Why are they held and where?</p> <p>Who takes part?</p>		