

Year 34 A2 Geography - In the Desert January 2019
In the desert- CYCLE B STEPHANIE HEAD GREEN-SPRING 1 YB

Locational knowledge	Place knowledge	Human and Physical Geography
<ul style="list-style-type: none"> ▪ 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). 	<ul style="list-style-type: none"> ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. 	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - 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.

Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
<ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside. 	<ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites.

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

English links	<ul style="list-style-type: none">• Reading information texts and knowing the structure and language features of Non-fiction texts
Mathematics links	<ul style="list-style-type: none">• Handling data and statistics
Computing links	<ul style="list-style-type: none">• Research/handling data
Other links	<ul style="list-style-type: none">• Environmental changes effecting the present day and future of our world

Possible Experiences including visits/visitors/other:

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

- World atlas-where in the world have we been?
- Individual atlases
- Images of deserts
- Deserted themed group names

Display/Resources: Work on the wall as we go along

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

What do I know grid
Personal research with family after subject letter sent out
Library use to find books on deserts

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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	To find out what deserts are and where in the world they are located.	<ul style="list-style-type: none"> • When you think of deserts, what comes into your head? Invite children to share their ideas. • Show children the pictures on the slides. Which of these would you say was a desert? Why? Discuss ideas as a class then explain that all of the pictures show deserts. Go through the information on the slides about what a desert is and how around a quarter of all the land on the Earth consists of desert. • Show children the world map on the slides. Where in the world would you expect deserts to be? Why? Show children the second map on the slides with the areas of desert shown, listing examples of some deserts, e.g. Sahara, Atacama, etc. <p>Paired activity-fact finder Before the lesson, stick the Fact Cards up around the room. Provide children with worksheet 1D or 1E (depending on ability). Children to walk around the classroom finding as many facts as they can to answer the questions on their worksheet.</p>	<p>Plenary: Show children the names of deserts on the slides with their letters muddled up. Can you recognise which desert this is? Invite children to share their ideas, then check each one on the slides.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Do children know what a desert is? • Can children locate some of the world's major deserts on a world map? • Do children know that not all deserts are hot and sandy? </p>	Find out as many facts as possible about their chosen desert.
2	To investigate the weather and climate of deserts.	<ul style="list-style-type: none"> • What can you remember about deserts? Give children a few minutes to discuss their ideas as a class. • Tell children that today we will be exploring what the weather and climate of deserts is like. What is the difference between weather and climate? Children to think, pair, share their ideas, then go through the description on the slides. • Explain that all deserts are very dry places with little rain but that they can have different temperatures and climates, depending on where in the world they are. Go through the information on the slides about the difference in temperatures between night and day, and some of the climates of different deserts. • From what we have found out today, how are desert climates similar to or different from our climate? Encourage children to discuss e.g. difference between day and night temperatures, etc. <p>Intro activity: Give each child one of the Location Cards and access to the internet. Challenge children to find out the average temperature and rainfall for their location for each month of the year. Children to record the information on worksheet 2D, then</p>	<p>Plenary: What is the weather like where we live today? How hot is it? How do you think it might be different in some of the deserts we have looked at today? Use an online weather website to explore what the temperature is like where you live today, as well as what it is like in different cities in deserts around the world, e.g. Phoenix, Dubai, Calama, etc. Are the deserts hotter or colder than where we are? Are any of them getting any rain today?</p> <p>ASSESSMENT QUESTIONS:</p>	

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		<p>answer the questions. Higher-ability children could create graphs from their data once they have finished-with TA</p> <p>Main activity: Lower ability: Provide children with one of the Data Cards showing climate data for a particular desert location. Children to study the data, then answer the questions on worksheet 2A.</p> <p>Middle ability: Provide children with the Data Cards for Sabha in the Sahara Desert and Calama in the Atacama Desert. Children to study the data, then answer the questions on worksheet 2B.</p> <p>Higher ability: Provide children with all four Data Cards. Children to study the data, then answer the questions on worksheet 2C.</p>	<ul style="list-style-type: none"> • Do children know that deserts are characterised by extremely low rainfall? • Can children describe the weather and climate of deserts around the world? • Can children analyse data to find out about desert climates? 	
3	To find out about desert formations.	<ul style="list-style-type: none"> • Show children the photos of deserts on the slides. What can you see in this picture? How do you think these features came to be there? Discuss each photo as a class. • Go through the information on the slides about sand dunes, salt basins and rock formations. • Have you ever seen a salt basin? Have you ever seen any rock formations like the ones we have looked at today? Invite children to share their experiences. <p>CRITICAL SKILLS CHALLENGE Provide children with the Challenge Card. Their task is to create a presentation about desert formations, including each of the formations listed on the Challenge Card. This can be done manually or using ICT (e.g. a PowerPoint presentation or similar). Children can use text, photos, diagrams, maps, etc. in their presentations.</p> <ul style="list-style-type: none"> • When finished, children to share their presentations with the rest of the class, or to other classes to teach them about desert formations. 	<p>PHOTOS ETC</p> <p>QUESTION: What do you think is the most impressive type of desert formation that we have seen today? Why? Invite children to discuss their ideas.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Do children know that deserts change over time? • Do children know how sand dunes are formed? • Can children describe the process of erosion to create various rock formations? </p>	
4	To find out how deserts are used by humans.	<ul style="list-style-type: none"> • Deserts cover a large proportion of the Earth's land. What do you think people can use deserts for? Children to think, pair, share their ideas. • Explain that even though much of the world's desert is too hostile to live in, there are many resources in the desert that we use. Go through the information on the slides about oil, salt, metals and minerals that are mined from the desert. • Explain that deserts can also be used for other things, such as testing sites and recreation. <p>LA-independent</p>	<p>Plenary: Invite one child at a time to come to the front of the class and act out one way in which deserts are used, in the style of charades. The rest of the class then have to guess which use is being presented. Repeat this until the class can think of no more uses.</p>	

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5	To find out about people who live in deserts.	<ul style="list-style-type: none"> • What do you think would be some of the challenges faced by people who live in deserts? Invite children to share their ideas, then go through the suggestions on the slides, e.g. lack of water, lack of vegetation, heat, etc. • Go through the information on the slides about people who live in deserts. Explain that many desert people are nomads who move around to look for food and water. • As well as small settlements in the deserts, some cities have been built in deserts. Can you think of any Cities in deserts? Invite children to share their ideas, then go through the examples on the slides. • How do you think people in these cities get water? Go through the information on the slides. <p>INTRO ACTIVITY: children to imagine they are a desert dweller and answer the interview questions about where they live and the challenges they face.</p> <p>ACTIVITY: MIXED ABILITY P;AIRS TO GATHER INFO</p> <ul style="list-style-type: none"> • Provide children with one of the Challenge Cards. Children to then use a variety of information sources to find out about their desert city. • Once children have gathered their information, they can present their information any way they wish, e.g. as a poster, an information booklet, a mind map, etc. 	<p>PLENARY: What do you think would be the best thing about living in the desert? What do you think would be the hardest thing about living in the desert? What do you think you would miss most if you were a desert dweller? Discuss ideas as a class.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know that many people live in deserts? • Can children describe some of the challenges faced by desert dwellers? • Do children know how cities grow and survive in deserts? 	
6	To find out about the causes and effects of desertification.	<ul style="list-style-type: none"> • What do you think the word ‘desertification’ might mean? Invite children to share their ideas, then go through the information about desertification on the slides. • Can you think of any reasons why desertification might be happening? Again, children to think, pair, share their ideas, then go through the information on the slides. 	<p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children describe what desertification is? • Do children know why desertification is happening? • Can children describe the effects of 	

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