


Geography – Year 5 – Spring Term 1 - Egypt: What is it like there? - MTP

Big Finish

Children are to create an information leaflet or poster about the Sahara Desert. Pupils are to research and present key facts using these subheadings. Supply a range of photos for pupils to include.

Key vocabulary:					
Lesson 1) Egypt, Cairo, Africa, River Nile, pyramids, desert, Northern Hemisphere, Tropic of Cancer, equator Lesson 2) Egypt, Cairo, Africa, River Nile, pyramids, and desert Lesson 3) Egypt, Cairo, Africa, River Nile, pyramids, desert and climate Lesson 4) Egypt, Cairo, Africa, River Nile, pyramids, desert and culture Lesson 5) Egypt, Cairo, Africa, River Nile, pyramids, desert and tourism Lesson 6) Sahara Desert, nomadic, cactus, Africa, equator, sand dunes, camels and desert biome					
National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The national curriculum for Geography aims to ensure that all pupils:</p> <p style="text-align: center;">Subject content Key Stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p style="text-align: center;">Locational knowledge</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p>	<p>1</p> <p>Where is Egypt?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world’s countries, using maps to focus on ...key physical and human characteristics, countries, and major cities.</p> <p>Can children describe and understand physical geography,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Use fieldwork to sketch maps</p>	<p>Use and interpret maps, atlases, globes</p> <p>Use fieldwork to sketch a map</p> <p>Draw a sketch map using symbols and a key</p>	<p>I can find Egypt on a world map.</p> <p>I know what continent Egypt is in (Africa)</p> <p>I know some human features of Egypt (pyramids and sphinx)</p> <p>I know physical features of Egypt (River Nile)</p>	<p>Use world maps and satellite images to locate Egypt. Identify which hemisphere it is in and the countries that surround it. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, neighbouring countries, mountain ranges, rivers, airports and tourist resorts.</p> <p>Key words: Egypt, Cairo, Africa, River Nile, pyramids, desert, Northern Hemisphere, tropic of cancer, Equator</p>

<p>human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>Human and Physical Geography</p> <p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand physical geography, including rivers, mountains, and the water cycle.</p>	<p>2</p> <p>What is it like in Egypt?</p>	<p>Use maps, atlases, globes</p> <p>Locate the world's countries, using maps to focus on ...key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Can children describe and understand physical geography, including climate zones and biomes</p> <p>Can children describe and understand physical geography, including rivers, mountains</p>	<p>Use and interpret maps, atlases, globes</p> <p>Consider the climate in Egypt and the impact</p> <p>Make comparisons between Egypt and a region in the UK.</p>	<p>I can locate Cairo (The capital of Egypt).</p> <p>I know what the climate in Egypt (dry, hot)</p> <p>I know some human and physical features of Egypt (Pyramids, Sphinx and the River Nile)</p>	<p>Children to use maps, atlases and globes to locate the Cairo (The capital of Egypt). Work in groups to learn about the animal and plant species found there, what the climate is like, the people who live there and the difficulties they face. Children could also compare. Look at the river Nile and how it is integral to life in Egypt. Children could also compare Cairo (the capital) to London.</p> <p>Key words: Egypt, Cairo, Africa, River Nile, pyramids, and desert</p>
<p>Human and Physical Geography</p> <p>Can children describe and understand physical geography, including rivers, mountains, and the water cycle.</p>	<p>3</p> <p>How does Egypt compare to the UK?</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Locate the world's countries, using maps</p>	<p>Ask and respond to geographical questions</p> <p>Use research methods to find and select relevant information</p> <p>Make comparison between Egypt and a region in the UK.</p>	<p>-</p> <p>I know that the main biome in Egypt is desert</p>	<p>Use a range of non-fiction books to find out daily life in Egypt, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a child in Egypt? What are schools like? What meals do families like to eat? What wildlife will you find there? Compare life in cities to more rural areas. Compare findings the human geography region in the UK (Wolverhampton/West Midlands).</p> <p>Key words: Egypt, Cairo, Africa, River Nile, pyramids, climate and desert</p>

<p>Human geography: economic activity including trade links.</p> <p>Human geography: including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>4</p> <p>What is Egyptian culture like?</p>	<p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts</p> <p>Human geography: economic activity including trade links.</p> <p>Human geography: including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Ask and respond to geographical</p> <p>Describe some of the human geography of Egypt</p> <p>Consider land use and begin to give some opinions</p>	<p>I know what the Egyptian flag is like: red, white and black with an eagle</p>  <p>I know how land is used in Egypt, (mainly desert)</p> <p>I know camels are used for travel</p>	<p>Children use their research skills to find out about Egyptian, culture, festivals, food, sports and music & dance, and use what they have learnt to answer questions, retrieve facts and create information booklets.</p> <p>Key words: Egypt, Cairo, Africa, River Nile, pyramids, desert and culture</p>
<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>5</p> <p>Why is Egypt a popular tourist destination?</p>	<p>Human geography: economic activity including trade links.</p> <p>Human geography: including types of settlement and land use</p> <p>Can children describe and understand physical geography, including climate zones and biomes</p>	<p>Ask and respond to geographical questions</p> <p>Give some suggestions as to what activities are on offer for tourists visiting the country</p> <p>Share their own views and opinions about a location</p>	<p>I know that Egypt is a popular tourist destination (ancient Egypt)</p>	<p>Children to look at Egypt as a holiday destination. They identify and discuss what might attract tourists to the country. In their independent activities, they use this knowledge, as well as that which they have amassed over the previous lessons, to advise different tourists about what they could see and do which on a trip to Egypt.</p> <p>Key words: Egypt, Cairo, Africa, River Nile, pyramids, desert and tourism</p>

	<p>6</p> <p>What is it like in the Sahara Desert?</p> <p><u>The Big Finish</u></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps</p> <p>Can children describe and understand physical geography, including climate zones and biomes</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Use and interpret maps, atlases, globes</p> <p>Ask and respond to geographical questions</p> <p>Identify features on aerial photographs</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>I know what the climate is like in the Sahara Desert (dry and hot)</p> <p>I know some of the countries the Sahara Desert covers (It spans North Africa including Egypt, Libya, Sudan)</p>	<p>Children are to create an information leaflet or poster about the Sahara Desert. Pupils are to research and present key facts using these subheadings. Supply a range of photos for pupils to include.</p> <p>What Is the Sahara Desert Like?</p> <p>Where Is the Sahara Desert? (Give pupils a small map to include).</p> <p>What countries does it cover?</p> <p>How Big Is the Sahara Desert?</p> <p>What is the climate like?</p> <p>What Wildlife Is There in the Sahara Desert?</p> <p>Who Lives in the Sahara Desert?</p> <p>Did You Know...?</p> <p>Key words: Sahara Desert, nomadic, cactus, Africa, equator, sand dunes, camels and desert biome</p>
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