

Brough Primary School – Curriculum Intention Plan 2024-2025



Subject: Geography Year Group: Year 5/6		Area of learning: Egypt- desert biome
Links to previous work/Remember when	<p>Knowledge of a habitat, ecosystem and biome.</p> <p>Research of counties key human and physical features- Norway and Italy and North America (Y6).</p> <p>Study of a river and related language- River Hull.</p> <p>Study of a biome- rainforest.</p> <p>Use of atlases, globes and maps.</p>	
Term	Key Skills to be taught	
Autumn 2024 What the children should know at the end of this series of lessons	<p>Locational knowledge</p> <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, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

Regular locational knowledge sessions- using maps and ipads

Recap- focus on countries, capitals, seas, lakes and rivers of Europe
Move onto African countries (recap for Y6).

Vocabulary

Physical-

Biome, habitat, ecosystem, climate zone, vegetation belts, rivers, delta, desert, arid, oasis, mountain range, isthmus, canal, waterway and wadi. Western Desert, the Eastern Desert, and the Sinai Peninsula, and The Nile and Nile Delta.

Human-

Settlement, land use, trade links, Suez Canal.

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
pre-assessment	<p>What is the difference between a habitat, ecosystem and a biome? see resources and watch https://www.youtube.com/watch?v=ElSRYtrx2tA Complete activity sheets.</p>	
1	<p>Learning Objective: To know the location of Egypt on a world map. To describe its location. To research some of its key human and physical features.</p> <p>Key Knowledge: Egypt is in north-east Africa bordered by Israel, Sudan, Libya, Mediterranean Sea and Red Sea. Capital is Cairo and the River Nile flows from its sources in Tanzania and Ethiopia to form a delta that empties into the Mediterranean Sea.</p> <p>Enquiry Type: map skills and research skills</p>	<p>Where in the world is Egypt? What are its key cities, rivers and seas? Recap – Recap from transition day session-What continent is Egypt in? How would you describe its location using points of the compass and where it is compared to the Equator?</p> <p>For this session you will need- atlases, maps of Egypt and images of Egypt and ipads/chromebooks.</p> <p><i>Children record .</i> The location of Egypt on a world map and within Africa. Annotate a map of Egypt and its bordering country, the River Nile, the Nile Delta, seas and key cities. Create a simple fact file- as a class write down key sub-headings e.g. location, climate, currency, key landmarks etc. Use ipads/info sheet. SEND- complete fact file template</p>
2	<p>Learning Objective: To know the main features of a desert. To explain how this affects human settlement and lives.</p> <p>Key Knowledge: That the arid climate creates deserts. They are usually located just above or below the Equator but not on the Equator. see help sheet and https://earthsky.org/earth/how-did-the-sand-in-the-desert-get-there/ Can be a cold area too e.g. Antarctica- as it is arid.</p> <p>Enquiry Type: discussion and research</p>	<p>What are the key features of a desert biome? Recap – What is the location of Egypt in Africa? What seas and countries border Egypt?</p> <p>For this session you will need- ipads and images of Egypt. https://www.bbc.co.uk/bitesize/articles/zsqnfg8 What is a desert habitat? See ppt recap of biomes and desert biome ppt. see https://www.youtube.com/watch?v=XARurOygog8 watch to 2:30 Read- https://kids.nationalgeographic.com/nature/habitats/article/desert <i>Children record</i> The key features of a hot desert climate- temperature, rainfall and winds- using data collected from research. Discuss and add- What are the consequences of living in a desert area?</p>

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<p>3</p>	<p>Learning Objective: To know the main physical features of a desert.</p> <p>Key Knowledge: The climate creates the physical features through erosion and wind. Hot day and cold nights break rocks into small pieces but most sand is blown in from other places. Sand dunes change shape and size depending on the winds.</p> <p>Enquiry Type: research</p>	<p>What physical features are seen in a desert?</p> <p>Recap – What are the main climate features of a hot desert?</p> <p>For this session you will need- images of dunes, wadis (river valleys) and oases.</p> <p><i>Children record</i> Annotate images of dunes, wadis (river valleys) and oases. Write a short description of these features.</p>
<p>4</p>	<p>Learning Objective: To know that the river Nile is the main source of water throughout Egypt. To understand why the Nile is vital for people, animals and plants.</p> <p>Key Knowledge: The only reliable source of drinking water for Egypt. Provides</p> <ul style="list-style-type: none"> - water for crops - a way to transport people and goods around (trade) - helps the economy through tourism- uses the river to take people to landmarks. - water for animals and plants. <p>Enquiry Type: research and note taking skills.</p>	<p>Why is the River Nile so important to Egypt? How is it used?</p> <p>Recap – What are the 3 main features of hot deserts?</p> <p>For this session you will need- map of Egypt including a physical map. Google Earth. watch https://www.britannica.com/video/179649/Overview-Nile-River-2009 watch https://www.youtube.com/watch?v=0RKIEPpJuZs up to 5:30 mins Make notes about why the Nile is important to people and animals. <i>Children record</i> Take their notes and write a statement about why the Nile is important to people.</p> <ul style="list-style-type: none"> - should include transport, farming and water for everyday living. <p>May work in groups and focus on one or two areas.</p>

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5	<p>Learning Objective: To understand the advantages to transport and trade that the Suez Canal provides.</p> <p>Key Knowledge: The Suez Canal was built in the 1880s and connects the Mediterranean Sea to the Red Sea. Saved transport from having to go all the way around Africa.</p> <p>Enquiry Type: research</p>	<p>How is Egypt’s Suez Canal important to world trade? Recap – How is the Nile important to Egypt? watch For this session you will need- access to ipads/chromebooks for research</p> <p>https://www.youtube.com/watch?v=verSRxbu0DQ https://www.youtube.com/watch?v=i9p-a8YJO-o make class or individual notes</p> <p><i>Children record</i> Create a list of class questions prior to watching the clips- e.g. When was it opened? Why was it built? Where does it go from and to? Then add these questions as subheadings and answer them in their book.</p>
6	<p>Learning Objective: To demonstrate what has been learnt about the country of Egypt.</p>	<p>ASSESSMENT LESSON See outcome below. Allow time to reflect on the key information about</p> <ul style="list-style-type: none"> - climate - physical features <p>Research key landmarks to add to it. May add other info re plants and animals.</p>

Learning Outcome/product

Create an Egypt tourist information brochure- must include the key physical features (including the 3 deserts- Western Desert, the Eastern Desert, and the Sinai Peninsula, and The Nile).

Assessment records	List only those children who have not achieved the expected outcomes.