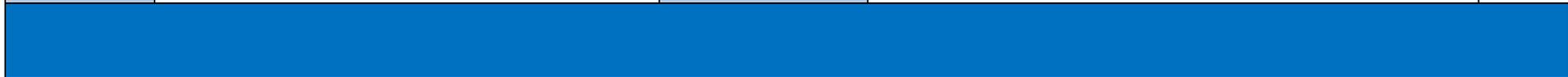




Silver Birch Class/Year Group: 5/6

Topic: Geography- India Term: Summer2 2020/21

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupils should 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			India, continent, hemisphere, climate, Highland, humid sub-tropical, tropical wet and dry, arid, semi-arid and tropical wet, monsoon, typhoon, mountain range, Himalayas, Vindhya, Western Ghats, Ganges, Narmada, Indus, New Delhi, Mumbai, Kolkata
Intent	This unit intends children to discover India as they learn about the countries, culture and geography of this country. Children will explore the major mountains and rivers that dictate India's population and climate patterns, locate major cities in India and investigate the human and physical features found there. The children will also compare and contrast India to the United Kingdom		Cross Curricular Links and wider influences	India topic English- Haiku and Information texts based on Earth Verse
Curriculum Driver Links	Community - how our community compares with India Links to local families.		Links to prior learning	Physical and Human geography of our own location and European locations. Rivers topic, South America
Concept Thread	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		Links to future learning	Key skills in geographical knowledge- Children will build on their knowledge of human and physical geography





Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
<p>To explore India and where it is in the world.</p>	<p>World map knowledge of continents. Knowledge of hemispheres from LKS2. Flooding and rivers</p>	<p>Children will locate India on a world map and identify some of its surrounding countries. They will find out some facts about India, such as population and capital city, before exploring the climate of India. They will identify the different climate regions and describe some of the features of these climates.</p>	<ul style="list-style-type: none"> • Do you know where India is? What countries surround India? Can you find India on a world map? • Show your class a world map and where India is located. Explain that it is in the continent of Asia and in the northern hemisphere. Ask children if they think India is close to where they live. • Invite your class to discuss what they already know about India. • Explain to your children where India is, what the population is and what its official name is. • Show your class a map of India and the three bodies of water that surround it. • Look at the flag of India and discuss the types of religions Indian people follow and that the capital city is New Delhi. • Show your class the population map and physical map. What are these maps showing? Reveal to your class what they are showing. • Do your children know what climate means? Ask them to discuss what their thoughts are about this word then explain to them what it means. • Look at the type of climates found in the different regions in India and explain what is different about them. Highland, humid sub-tropical, tropical wet and dry, arid, semi-arid and tropical wet. • Show images <p>Hold a class discussion and record what children know about monsoons, typhoons and other natural disasters, on your whiteboard.</p> <ul style="list-style-type: none"> • Explain that areas in India experience monsoons and flooding in certain months of the year. This impacts their farmland and the people living in these areas. • Provide children with the Monsoon Information Sheet and give them time to read through the information (support those who find reading a challenge). • Provide children with an A3 copy of the Monsoons in India Poster and invite them to make a poster about the wet monsoon. Children may like to read some books or research monsoons to get more information for their poster.
<p>To explore the mountain ranges found in India.</p>	<p>Rocks and soils topic LKS2</p>	<p>Children will investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using</p>	<ul style="list-style-type: none"> • Do you know how mountains are formed? Explain to your class how the Earth's surface is made up of large rock slabs and when they collide, mountains can form. • Explain to your class there are five different ways mountains can form. Fold mountains, fault-block, dome, volcanic and plateau. Show your children pictures of each. • Discuss the ways each type of mountain is formed with your children. Guess how many mountain ranges are in India? • Go through the slides showing six of the mountain ranges found in India. Discuss with your class facts about each mountain range and how they were formed. • Show your class the map of India, which shows where they mountain ranges are. Can you see the names of the ones you just learnt about?



		appropriate geographical vocabulary.	Children to write a brief description about each mountain range in India. Challenge them to use the information they learnt from the slides to write their descriptions.
To explore some of the major rivers in India.	Previous topic on rivers Importance of River Ganges from Hinduism topic	Children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features.	<ul style="list-style-type: none"> • Do you know what a river is? Is there one close to where you live? • Explain to your class what a river is and what it does. Discuss with your children where rivers start, how they flow and where they end. • Does your class know what rivers are used for? Explain that rivers are used to carry water across land, provide a water supply for farms and to transport products to different towns. • Does India have any rivers? Explain to your class that India has many river systems due to the large number of mountain ranges in the country. Most of the major rivers begin in the Himalayas, Vindhyas and Western Ghats mountain ranges. • Do your children want to find out about two major rivers in India? Ask them to choose which river to learn about first by clicking the box. Explain to your children facts and information about the Ganges river and the Narmada river. • Introduce the Indus river to your class. Ask them to guess the three countries it flows through. • Explain to your class the Indus river is a very famous river which was home to an ancient civilisation. It provided a life support for those people as they used it for many different reasons.
To explore the human and physical features of cities in India.	The difference between a human and physical feature.	Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features.	<ul style="list-style-type: none"> • Do you know any cities in India? Ask your class to think, pair share what they know. • What is the capital city of India? Has anyone in your class travelled to India and would like to share their experiences? • Explain to your class that New Delhi is the capital city of India and discuss some key facts about New Delhi. • Ask children to discuss the kinds of buildings and sights they might see in New Delhi. • Before children continue their discussions about this, show them the next slide explaining that they need to know what human and physical features are before they can describe a city. • Reveal to your children the definition of a human and a physical feature. • Your class will look at a range of images showing the human and physical features of three Indian cities; New Delhi, Mumbai and Kolkata (Calcutta). • Show children the image slides and ask them to decide if the slides are showing the human or the physical features of that particular city. • Show where the three cities are found on a map of India. <p>Use Google Maps to investigate the cities</p>
To explore India's culture and its influence on other countries.	Knowledge of Divali customs and traditions.	Children will explore various aspects of Indian culture, including clothing, religion,	What do you know about India's culture, traditions and customs? Invite your class to discuss their ideas.



	<p>That we are a multicultural society with influences from many different countries.</p>	<p>food and architecture. They will consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.</p>	<ul style="list-style-type: none"> • Explain to your class that Indian civilisation is very old and the culture it has is one of the oldest on Earth. Show children some Indian symbols and ask if they have seen them before. • There are many aspects that make up the Indian culture. Art, architecture, festivals, clothing, religion and cuisine are some aspects of the Indian culture. Explain to your children they will be looking at each of these in detail. • Go through the slides detailing the six different aspects of the Indian culture and discuss them with your class. • Do you know any Indian people living in your area? Ask your class if they know any families at their school or in their community who are from India. • Does your class think the Indian culture has influenced their community? What aspects of the culture do they see in their daily lives? • Show your class a world map of some countries where Indian people have migrated to. Explain to your children that the Indian culture is shared with other people around the world. <p>Use this lesson to explore Indian cooking or dancing</p>
<p>To be able to compare India to the United Kingdom.</p>	<p>Comparison of Chichen Itza and UK</p>	<p>Children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.</p>	<ul style="list-style-type: none"> • Ask children to discuss what they know about the United Kingdom and India. Cities, mountains, rivers, people, culture, jobs. Ask children to record their ideas on whiteboards. • Explain to your class they will be comparing India to the United Kingdom. Ask them to think about what might be similar and different. • Show children a world map and ask them to locate the two areas. Which hemisphere are they in? What other countries surround them? • Go through the slides detailing the similarities and differences between the United Kingdom and India's geography, climate, physical features, human features and farm types. • Ask children to look at the pictures on the slides first to see what is similar and different. • Reveal the information about the pictures on the next slides to help your children understand the two countries better. <p>Design travel agents posters for a location in India and a location in UK</p>