

Lent 2
Geography Yr2: Egypt/UK Comparison

Scripture Link:

National Curriculum Objective

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	know where Egypt is located on a world map, its capital city and which continent it is in.	know about different landmarks in Egypt (human and physical features)	know about the river Nile- location, purpose (transport and trade)
Recall and Retrieval	<p><u>Y2 Our World</u></p> <ul style="list-style-type: none"> a continent is a patch of land surrounded by water the continents are: Europe, Asia, Africa, North and South America, Antarctica and Australia. <p><u>Y1- The UK</u></p> <ul style="list-style-type: none"> London is the capital city of England. Edinburgh is the capital city of Scotland. Cardiff is the capital city of Wales. Belfast is the capital city of N.Ireland. 	<ul style="list-style-type: none"> Egypt is located in the Continent of Africa the capital city is called Cairo. <p><u>Y1 Our School</u></p> <ul style="list-style-type: none"> what a physical feature is- things that you can see all around you. a human feature- things you can see around you that have been built by people. 	<ul style="list-style-type: none"> the pyramids are located in Giza and took 27 yrs to build. the Great Sphinx guards the entry to the pyramids the main river is called the Nile. Mount Sinia is one of the highest peaks in Egypt the Aswan dam was build to help control the flooding of the Nile. <p><u>Y1 Our Local Area</u></p> <ul style="list-style-type: none"> maps have river names.
Sequence of substantive knowledge throughout the lesson	<p>I will know:</p> <p>That Egypt is located in the Continent of Africa</p> <p>That the capital city is called Cairo</p>	<p>I will know:</p> <p>That the pyramids are located in Giza and took 27 yrs to build.</p> <p>That the Great Sphinx guards the entry to the pyramids</p> <p>That the main river is called the Nile.</p> <p>That Mount Sinia is one of the highest peaks in Egypt</p> <p>That the Aswan dam was build to help control the flooding of the Nile.</p>	<p>I will know:</p> <p>That the river Nile is in Egypt</p> <p>That the Nile is the longest river in the world</p> <p>That crops and food are grown along the banks of the river Nile.</p> <ul style="list-style-type: none"> Why the crops and food are grown so close to the Nile.

Key Skills/disciplinary knowledge	<p>Pupils should be taught to:</p> <p>Ask and respond to many geographical questions. Understand that geographers learn about the world by observing and collecting data and information</p> <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, simple maps and charts.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>	<p>Ask and respond to many geographical questions. Understand that geographers learn about the world by observing and collecting data and information</p> <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, simple maps and charts.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>	<p>Ask and respond to many geographical questions. Understand that geographers learn about the world by observing and collecting data and information</p> <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, simple maps and charts.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>
Key Vocabulary	Country, capital city, continent, map, Cairo, Africa, Asia.	Landmark, human, physical, feature, Giza, Pyramids, River Nile, Mount Sinia, Aswan Dam.	River Nile, transport, landmark, trade, compare, similarities, differences, farming, agriculture, livestock, climate, exports, farmland, rural.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	<p>Stewardship: Learning from God's Creation.</p> <p>Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.</p>	<p>Stewardship: Learning from God's Creation.</p> <p>Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.</p>	<p>Stewardship: Learning from God's Creation.</p> <p>Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.</p>

British Values			
Wider links			

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	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	know the similarities and differences between farming in the UK with farming in Eqypt.	know the similarities and differences between nature/animals in the UK and Egypt.	to write a non-chronological report about Egypt.
Recall and Retrieval	the river Nile is in Egypt the Nile is the longest river in the world crops and food are grown along the banks of the river Nile. Why the crops and food are grown so close to the Nile.	the seasons are divided differently: the UK has 4 seasons and Egypt has 3. (ahket- flooding, peret – planting, shomu – harvesting) the food produced can be different the methods of fishing vary. Egypt uses a mixture of labour and machinery.	the river Nile is in Egypt the Nile is the longest river in the world Egypt uses a mixture of labour and machinery. the pyramids are located in Giza and took 27 yrs to build. the Great Sphynx guards the entry to the pyramids Mount Sinia is one of the highest peaks in Egypt Egypt is located in the Continent of Africa the capital city is called Cairo.
Sequence of substantive knowledge throughout the lesson	I will know: That the seasons are divided differently: The UK has 4 seasons and Egypt has 3. (ahket- flooding, peret – planting, shomu – harvesting) That the food produced can be different That the methods of fishing vary. That Egypt uses a mixture of labour and machinery.	I know: That the climate and habitats effect the animals that can live there. Egypt: crocodiles, camels, gazelles and hyenas UK: woodland animals	include a heading, opening sentence, captions, images/diagrams/tables, concluding sentence.
Key Skills/disciplinary knowledge	Ask and respond to many geographical questions. Understand that geographers learn about the world by observing and collecting data and information Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, simple maps and charts.	Ask and respond to many geographical questions. Understand that geographers learn about the world by observing and collecting data and information Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, simple maps and charts.	Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.

	Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab. Express multiple views about the people, places and environments studied.	Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab. Express multiple views about the people, places and environments studied.	
Key Vocabulary	River Nile, transport, landmark, trade, compare, similarities, differences, farming, agriculture, livestock, climate, exports, farmland, rural.	compare, similarities, differences, Egypt, UK, camel, gazelle, hyena,	Report, non-chronological, heading, opening sentence, captions, images/diagrams/tables, concluding sentence.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship: Learning from God's Creation. Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.	Stewardship: Learning from God's Creation. Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.	Stewardship: Learning from God's Creation. Preferential option for the poor: Some of God's family have plenty of food, toys and clothes. Some don't.
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