Asian Discovery

Main Subject Focus Geography **Key Concepts Taught** Space and Movement	Intent: Why? To develop understanding and appreciation of diverse communities within our world. To draw comparisons between our local and national area and a contrasting country. To gain knowledge of how geographical location and physical geography affects human geography- including settlement, agriculture, trade and lifestyle.	Links to prior and wider learning Pupils will have an awareness of Indian culture through their RE study on Hinduism. Builds upon knowledge of settlements studied on a UK and European scale as well as their local environment. Links to topics focusing on natural disasters surrounding Japan. *Phineas Fogg, Expedition Europe, Forces of Nature, Life through a Lincolnshire Lens*

Knowledge

Locational knowledge
- 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)

Human and physical geography
- describe and understand key aspects of:
- 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

Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

By the end of this unit, pupils will learn:
- **Locational knowledge of Asia e.g. Countries and capitals**
- **Physical geography of Asia e.g. Japan is a basis for natural disasters**
- **Human geography of Asia e.g. settlements, land uses, trade and economy**
- **Comparison of India, China and Japan**

Skills

Year 5	Year 6
· Begin to suggest questions for investigating. · Begin to use primary and secondary sources of evidence in their investigations. · Investigate places with more emphasis on the larger scale; contrasting and distant places. · Collect and record evidence unaided.	· Suggest questions for investigating. · Use primary and secondary sources of evidence in their investigations. · Investigate places with more emphasis on the larger scale; contrasting and distant places. · Collect and record evidence unaided.
· Name and locate an increasing range of places in the world including globally and topically significant features and events. · Begin to use 4 figure coordinates to locate features on a map.	· Name and locate an extensive range of places in the world including globally and topically significant features and events. · Use 4 figure co-ordinates confidently to locate features on a map. · Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
· Compare maps with aerial photographs. · Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) · Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	· Follow a short route on an OS map. Describe features shown on OS map. · Locate places on a world map. · Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
· Measure straight line distance on a plan. · Find/recognise places on maps of different scales. (E.g. river Nile.) · Draw a plan view map with some accuracy	· Use a scale to measure distances. · Draw/use maps and plans at a range of scales. · Draw a plan view map accurately.
· Use index and contents page within atlases.	· Confidently use an atlas. · Recognise world map as a flattened globe.
· Begin to draw a variety of thematic maps based on their own data.	· Draw a variety of thematic maps based on their own data. · Begin to draw plans of increasing complexity.

Wider curriculum links:
RE- Hinduism, Islam, Sikhism
History- look at how India has been shaped throughout history including the British Empire and origin of Pakistan
PE – Bollywood dancing
Art- Rangoli patterns, Indian art and sculpture
DT- Indian cooking

Key Texts:
Welcome to our world: A celebration of children everywhere, Maps, India- The land and the people

Key Vocabulary/ Etymology
Topography, physical, vegetation, biome, climate, tropic, country, continent, rural, economy, settlement, land use, landscape, population, migration, trade links, distribution, resources, energy, food, water, supplies

Wow moment- Exhibition- Asian learning showcased for parents, food tasting, Indian Experience Day (Sunita Patel)

School Values- Determination- travellers throughout history, how has their determination developed our understanding of the world
British Values- Democracy- different countries and how they are governed- the importance of democracy