GEOGRAPHY LEARNING JOURNEY – Why should you visit India?	YEAR 4 Spring 1

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
Children initially learn about India in Reception and Year 1 so that they have some prior knowledge and awareness before covering this Learning Challenge. This theme has been carefully selected in order to support our children in becoming Global Citizens. We want to develop their awareness of other countries and their cultures. A cornerstone of this unit is India Day whereby the children celebrate the music, dance and culture of the country.	Prior to this learning challenge, the children have undertaken units focusing on other areas around the world including China. This unit offers the children a good opportunity to compare and contrast their own locality with somewhere which appears at first sight to be completely different to where they live. Additionally, the RE units that take place in Year 4 touch on the main religions of the country and so offer some insight into the cultural aspects. Within the unit, the children are able to consolidate their knowledge of physical and human geography, review their knowledge of the equator and North/South hemispheres and recap on the different types of settlement.	Children will review the tropic of Cancer and Capricorn in greater detail in Upper KS2. They will also learn about a different biome in Year 5 (tropical rainforest). The children will also learn how to use the lines of longitude and latitude to locate features.	human geography physical geography Tropic of Cancer Tropic of Capricorn Northern hemisphere Southern hemisphere Equator Tourism desert mountain settlement village city

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF LEARNING/KNOWLEDGE
Pupils should be taught to: ● Extend their knowledge and understanding beyond the local area. ● Locate and identify the characteristics of a range of the world's most significant human and physical features. ● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** ● Locate the world's countries, 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 and the Tropics of Cancer and Capricorn.	**Session 1** **Key Question: Where in the world is India?** **LO: To record accurately the human and physical geographical features of India on a map using a range of geographical resources.** **Retrieval:** what continent is Greece in, what county we live in and what are the capital cities of England, Scotland, Wales and Northern Ireland. **Task:** ● Create a map of India showing the human and physical features using a range of different materials to show each thing. ● Children are to verbally present their maps at the end of the lesson. **Knowledge:** ● Be able to identify the Tropic of Cancer and the Tropic of Capricorn on a world map. ● Know that India is in the continent of Asia. ● Know that the capital of India is New Delhi. ● Be able to name and describe some of the human and physical features of India and place them on a map of India. ***Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Session 2** **Key Question: Where in the world is India?** **LO: To be able to locate the world's major deserts.** **Retrieval:** rivers and mountains **Task:**

Place knowledge ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. **Human and physical geography** ● Describe and understand key aspects of: physical geography including climate zones, biomes and vegetation belts, rivers and mountains. Human geography including: types of settlement and land use. **Geographical skills and fieldwork** ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	● Separate the different images into deserts and not deserts. ● Use atlases/digital maps to help locate the deserts around the world. **Knowledge:** ● Know that deserts are a type of biome. ● Know that deserts can be hot or cold, in fact the biggest desert in the world is in Antarctica. ● Know that deserts which are located in tropic regions, are extremely hot during the day and then the temperature drops dramatically when the sun goes down as there are no clouds to keep in the heat. ● Know that deserts are difficult environments but they are still home to many animals, plants and people. ● Be able to name and locate some of the world's largest deserts. ***Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** ***Follow this session up with the first three half an hour sessions on Oddizzi of the desert fieldwork unit, completing the accompanying sheet for each lesson.*** **Session 3** **Key Question: How would life be different if I lived in India? (Culture)** **L.O. To understand how food reflects the culture and geography of India.** **Task: To create a research page on a chosen major religious festival in India – Holi, Eid, Diwali and Vaisakhi.** **Knowledge:** ● Know that there are three main religions in India – Hinduism, Sikhism and Islam – and that each of these religions have their own festivals. ● Know that festivals are important to Indian people because they represent their celebration of the gods/goddesses and give them an opportunity to spend time as a family. ● Know that food is a very important part of the festivals and that some foods have specific significance. ***Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **India Day** ● Bollywood dance workshop – half a day with Dance Days. ● Cooking – traditional Indian recipe – Spinach and lentil dahl ● Food tasting – dahl from the morning, poppadom, naan, raita, mango chutney etc ● Rangoli – create their own Mendhi patterns. ● Cultural lesson - food (session 4) ***Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

Spring 2

Session 4

Key Question: What places are interesting to visit in India?
LO: To understand what attracts people to visit India.
Retrieval: features of a desert, three stages of a mountain and Beijing.
Task:

- Research a tourist attraction in India - this will then be used for a writing outcome (travel guide)

Knowledge:

- Know what tourism is.
- Know that tourism is important for the economy in India.
- Know that the main reason why India is becoming more of a popular tourist destination is because there are lots of different experiences that you can have there such as: wild safaris, desert safaris, nature, adventure activities, spiritual places and historical places.

Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning
Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect

Session 5

Key Question: How would life be different if I lived in India? (Settlement and Land Use)
LO: To understand land use in India.
Retrieval: Physical features of India, tallest mountain in Greece and four types of settlement names.
Retrieval: Human geography
Task:

- Discuss what human geography is using examples from India.
- Introduce the 5 land uses – city, transport, forest, farming and industry. Discuss the meaning of the words and then play a word association game – fields of rice – go to the farming area etc.
- Show images of the different land use in India and the UK – discuss similarities and differences.
- Use the atlases and google to create a map of the land use of India – do this in pairs.

Knowledge:

- Human geography focuses on where people live, what they do and how they use the land.
- Land use in India varies greatly – some is used for agriculture, some for housing and some for industries such as mining, chemicals and information technology.
- The main economic activities in India are farming (rice and wheat), manufacturing goods and in services such as education and healthcare .
- India has strong trade links with many countries and exports textiles, spices, technology and oil. These trade connections have helped India's economy to grow and has allowed their people access to goods that might not be available locally which has linked them to the global market.
- India has lots of natural resources including minerals, energy, water and food. Major minerals like coal and iron are essential for their industries. Water from the many rivers supports the agricultural sector.

Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning
Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect

Session 6

L.O. To compare Leeds and Mumbai.

Retrieval: land use in India, reasons why people might want to visit India and two physical features of Yorkshire.

Task:

- Stick the definitions of the words for the lesson in their book and write the correct term next to them.
- Discuss what they already know about Leeds and Mumbai.
- Put facts about both cities and images around the room – children are to read the facts and then write a brief summary of them in the correct box on the table – they can do this in pairs.
- Discuss what they have found out – what is similar and what is different.
- Plan a day trip to Mumbai – they need to find different activities that they can do there, find out what the must try foods are and any other interesting facts about the city.

Knowledge:

- Know some similarities and differences between the UK and India.
- Know some similarities and differences between Leeds and Mumbai.

Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning

Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect

Session 7

L.O. To compare Farsley and Chembakoli.

Retrieval: similarities and differences between Mumbai and Leeds, physical features of India and human geographic features of Yorkshire.

Task:

- Look at images of Farsley and Chembakoli – discuss what makes a village a village.
- Sort facts about the two villages out into a venn diagram (as a group). There are facts that are individual to each village and then ones that would work for both.
- Children in their table groups are going to create freeze frames for different scenarios in each village so that they can practically see the similarities and differences. At the end, come back together and discuss.

Knowledge:

- To know some differences between Farsley and Chembakoli.

Written, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning

Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect

END POINT

By the end of this unit most children will:

- Know that a desert is a dry place that receives little or almost no rainfall and that the temperature can be hot or cold.
- Be able to locate some of the world's deserts on a world map (Gobi Desert – Mongolia, Antarctic Desert – Antarctica, Atacama Desert, Chile and Peru, Sahara Desert, Africa, Namib Desert, Namibia, Thar Desert, India, White Sands, New Mexico USA, Death Valley, Nevada)
- Know some reasons why people visit India (Taj Mahal, ancient forts and temples, tea plantations, trekking in the Himalayas)
- Be able to compare settlements and lifestyle between India and the UK (similarities in settlements – both India and the UK have all four types of settlements. The cities and towns have shops, parks, transport links, different types of housing. Differences - India's cities are a lot busier with a larger population. There are more housing extremes in India – people living in very expensive modern houses next to slums built out of rubbish. Houses in many villages in India have no electricity or running water. Similarities in lifestyle - many people go to the cinema in India like the UK. Many people in India like to go to the park and go shopping like the UK. Differences in lifestyle - in India they nationally celebrate many Hindu celebrations like Diwali and Holi. Many Indian families live together (up to four family generations in one household including aunts, uncles, nieces, nephews and grandparents).

- Be able to name and locate some landmarks and key topographical features of India and use this knowledge to create a map (Landmarks – e.g. Tai Mahal, Golden Temple, Amer Fort. Topographical features - e.g. Ganges River, Himalayan mountain range, Thar Desert, Arabian Sea, the Bay of Bengal, Indian Ocean).