Year 5/6 Summer 1 Geography
Exploring Africa

Prior Learning	
Children have knowledge of the continents around the world and have some knowledge of some of the countries within those continents.	
Key vocabulary for this unit	
Africa, continent, region, Nigeria, Morocco, human, physical, equatorial climate, Central African Republic, Tanzania, biomes, biodiversity	
Learning Sequence	
1. **To be able to identify African countries and locate them on a map.**	Children will locate Africa on a world map and recognise that the African continent is made up of 54 countries. They will use compass-direction clues to identify and locate each country.
2. **To find out about western Africa and the country of Nigeria.**	Children will learn that Africa can be split into five different regions and identify which region various African countries are in. They will then identify Nigeria as being a country in western Africa, before finding out about the human and physical features of Nigeria.
3. **To explore northern Africa and Morocco.**	Children will identify the seven countries of northern Africa on a map, before exploring some general features of this area. They will then explore Morocco in more detail, looking at both human and physical features of the country.
4. **To explore central African and the Central African Republic.**	Children will identify the nine countries of central Africa and features common to this region, including the equatorial climate. They will then explore the Central African Republic, including exploring how and why a country rich in resources can be so poor.
5. **To explore eastern Africa and Tanzania.**	Children will identify the 18 countries of eastern Africa before looking at some photos of Tanzania to explore what this country is like. They will consider what can and can't be learnt about a place from photos, before finding out more about the human and physical features of Tanzania.

6. To explore southern Africa and South Africa.	Children will identify the five countries of southern Africa before looking in more detail at South Africa, including a brief overview of apartheid. They will then focus on the physical features of South Africa, exploring the nine different biomes and South Africa's biodiversity.
7. To be able to consolidate what we have learnt about Africa and carry out some independent research.	Children will consolidate their learning about Africa firstly by answering some 'true or false' statements, giving reasons for their answers. They will recap the countries they have learnt about before having the opportunity to research another African country independently.

Assessment milestones

Working geographically:	**Geographic knowledge:**
• locate the world's countries, using maps to focus on the continent, Africa. • 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) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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