

**THE WINTERTON FEDERATION MEDIUM TERM PLAN GEOGRAPHY Spring Term YEAR 3**

<b>Journey along the Nile</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1</b>	To be able to describe the location and features of the River Nile.	Challenge the children to piece together a jigsaw of the River Nile to find out what they will be learning about. What they already know about the River Nile before using a variety of sources of information to find out some basic facts about the Nile, such as location, length and features. Record these on a map of the Nile.	I know that the River Nile is the longest river in the world I can locate the River Nile on a world map I can identify the countries the River Nile runs through
<b>Session 2</b>	To be able to describe the journey of the River Nile from source to mouth.	Find out about the source and mouth of the Nile, as well as looking at some of the geographical features along the length of the river, such as Lake Victoria, waterfalls, and the Nile Delta. Describe the journey of the River Nile from source to mouth in a variety of different ways – a travel blog; advertising poster etc.	I know where the source of the Nile is I know where the mouth of the Nile is I can describe the journey of the Nile from source to mouth using appropriate geographical vocabulary
<b>Session 3</b>	To find out the positive and negative effects of the Aswan High Dam on the River Nile.	Look at the annual flooding of the Nile and go explore why this no longer happens since the construction of the Aswan High Dam. Consider both the positive and negative effects that the dam has had on Egypt – through a conscience alley activity - as well as how the dam works. Make detailed diagram of the Dam & annotate its pros and cons.	I know what the Aswan High Dam is and why it was built I can describe some of the positive impacts the Aswan High Dam has had on Egypt I can describe some of the negative impacts the Aswan High Dam has had on Egypt
<b>Session 4</b>	To explore the physical and human geography of the Nile Delta.	Explain what a delta is and how deltas are formed – make detailed diagram of this before looking at some of the physical and human features of the Nile Delta. Use photographs to discuss what the delta is like, as well as using climate data and other sources to consider what it is like to live in the Nile Delta region. Write a letter/diary entry as someone who lives in that region – what is life like?	I can describe what a delta is I can describe some of the physical features of the Nile Delta I can describe some of the human features of the Nile Delta
<b>Session 5</b>	To explore uses for the River Nile and how these have changed over time.	Consider whether the River Nile was more important in ancient times than today as the basis for exploring the many ways in which people use the Nile. Think about & list how some of these uses have changed over time. Which do you think are the most important uses of the River Nile now and in the past?	I can describe some of the ways in which the River Nile is used today I can describe some of the ways in which the River Nile was used in ancient Egypt I understand the importance of the River Nile and discuss its impact on Egypt
<b>Session 6</b>	To be able to describe in detail a journey up the River Nile in Egypt.	Consolidate knowledge of the River Nile by describing an imaginary river cruise from Aswan to Alexandria. Consider what and who you might see along the way and draw on their prior learning to describe in detail what a River Nile cruise would be like – could be completed as an art project; model of the Nile with information cards attached.	I can describe some of the features of the physical geography of the River Nile in Egypt I can describe some of the features of the human geography of the River Nile in Egypt Use knowledge & understanding of the River Nile to explain what a journey up the Nile might be like

