



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Beyond the Magic Kingdom: what is the Sunshine State really like?	3	Summer 2	12-13 hours

What knowledge and skills will children have gained by the end of this unit?

- Locate Florida and the United States of America on a World Map.
- Describe the function of the Magic Kingdom in Florida and why it is such a tourist attraction.
- Explain the geographical pattern of Tourists to the Magic Kingdom from across the World.
- Compare the climate of Florida to that of London.
- Understand the climate of Florida in relation to the Equator.
- Understand what the Floris Peninsula is and locate other Peninsulas.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	<p>Why is the Magic Kingdom the most popular theme park in the world?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify, describe and 	<p>Without any introduction show the pupils the a few minutes of the film at: www.youtube.com/watch?v=VyRHkAQ2wSM</p> <p>Where and what is the Magic Kingdom? Has anyone been there or have any family members visited? What goes on there? After discussion explain that the Magic Kingdom is the most popular theme park in the world with an average of 53 000 visitors a day and a total of 19 million visitors in 2015!</p>	<p>Collins teacher notes</p> <p>Map of the magic kingdom</p>	<p>Theme Park</p> <p>Magic Kingdom</p> <p>World Route Map</p>

		<p>explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida.</p>	<p>But what exactly is a theme park? Take time to discuss with the pupils why children and young people in particular so enjoy the Magic Kingdom theme park above all others in the world? The films at www.youtube.com/watch?v=65XzhWqanCo and www.youtube.com/watch?v=TVhlfQt7sog can be used to develop thinking and reasoning here.</p> <p>Children's Task</p> <p>To have a map of the magic kingdom and in pairs they have to plan a route around the park following the instruction given. They can draw directly on the label labelling the stops numbering them. Then writing underneath what stop I is etc. A photocopy on their annotated map to go in their book.</p>		
Lesson 2	1 hour	<p>Where is the Magic Kingdom?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Identify, locate, compare and contrast the constituent states of the United States of America. Recognise and describe key geographical features of one state 	<p>Task 1 for children: have a map of North America and list the countries that make up north America.</p> <p>Children then look more closely at the USA and its states. They can also re visit time zones and work out how many time zones there are in the USA.</p> <p>Task 2: Using a jigsaw or cut out states of the USA children take a state and do some independent research on this state. They can create a fact file/non Chronological report in their own book about this state using the jigsaw piece to trace round as a symbol in this piece of work.</p> <p>www.50states.com/facts/alabama.htm#VnfrRvmLQUQ use this website to help with this research. Then present their findings to their partner, table or whole class.</p>	<p>Collins teacher notes</p> <p>Collins teacher resources 1-8</p>	<p>Florida</p> <p>USA</p> <p>State</p> <p>Constituent</p> <p>Time zone</p> <p>Symbol</p>

		other than Florida.			
Lesson 3	1 hour	<p>Why do tourists come to the Magic Kingdom from some countries and not others?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Observe, describe and explain about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world 	<p>Remind children that there are millions of visitors to the magic kingdom every year.</p> <p>They have some figures from a study by a level student out of 1000 people were they logged the amount of people from different countries.</p> <p>Children use this data, the map from resource 1 (or use Atlases from school) then fill out map 10 using the number key and colour code to colour the countries in the correct colour. It may be good so get this colour code so all children are the same so misconceptions can be stopped.</p>	<p>Collins teacher notes</p> <p>Collins teacher resources 1 and 10</p>	<p>Data Mapping</p> <p>Location</p> <p>Population</p> <p>Tourist</p> <p>Tourism</p>
Lesson 4	1 hour	<p>What is the Geographical pattern of visitors from around the world to the Magic Kingdom?</p>	<p>Following last lesson children go into this data they coloured in in more detail.</p> <p>As a next step activity can they suggest why the number from some countries are higher than others.</p>	<p>Collins teacher notes</p> <p>Teacher resource 11</p>	<p>Country</p> <p>Choropleth map</p> <p>Africa</p>

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world. 	<p>Now encourage the pupils to compare their choropleth map with the map and table in Resource 11. Take time to discuss with the pupils what they understand by 'quality of life' and explain that this map of countries combines three things – money, length of life and education. So, the more money people earn, the longer they live, the better they are educated and the higher or better is their quality of life. What kind of quality of life do people enjoy in the countries from which many visitors came? Why do you think there are no visitors from any country in Africa?</p> <p>Encourage the pupils to consider how trustworthy or reliable they think the information that the geography students collected on that day outside the Magic Kingdom might be. Remember that, on average, 53 000 visitors visit each day and they asked just 1000 of these. How might things have distorted their results? For example, what if it so happened that a coach party of Brazilians pulled up outside just as they were beginning their surveys? What if a party of tourists from Norway didn't visit until the evening after the students had gone home? How do they know who might have arrived while they were having their lunch? Explore with the pupils the idea that since only 2 per cent of the visitors were surveyed, the results might not necessarily be that accurate!</p> <p>Children to written an explanation of the point discussed in class using formal language. It would be beneficial to model this writing and give the children formal language sentence starters and scaffolds.</p>		<p>Survey Tourists</p>
Lesson 5	1 hour	<p>Why is the state of Florida a peninsula?</p>	<p>Show the pupils the satellite images in Resource 12 and 13. What do the pupils recognise about the shape of Florida? Explain that the state of Florida is the best example of what geographers call a peninsula. What do the pupils think a peninsula is? A peninsula is a piece of land that is almost surrounded by water but</p>	<p>Collins teacher notes Collins resources</p>	<p>Peninsula State Geographer Map</p>

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Recognise and describe the key geographical features of a peninsula. Compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world 	<p>connected to a larger land mass on one side. Florida is not the largest peninsula in the world – in fact it is only eleventh. Divide the pupils into pairs and using the world map in Resource 1, challenge the pupils to identify each of the six peninsulas (all of which are larger than Florida) in Resource 14 and list the countries that they cover. The answers are 1: Korean Peninsula, 2: Arabian Peninsula; 3: Alaska Peninsula, 4: Indian Peninsula and 5: Scandinavian Peninsula.</p> <p>Children's task</p> <p>To have the 5 pictures of peninsula and write in their book using world map where they think these are. When the majority of children have answer go over them and address misconceptions.</p> <p>Children can the write a definition of what a peninsular is and the difference between some of the, again using formal language and technical geographical vocabulary.</p>	12 – 14	Location Population
Lesson 6	1 hour	<p>Why is the Kennedy Space Centre in Florida?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Recognise the key human and physical 	<p>To introduce this enquiry show the pupils the film at www.youtube.com/watch?v=4cOhZy7dhTo</p> <p>Tell the pupils that this was the most famous and historic space rocket launch ever and occurred on 16 July 1969. Do they know why it was so memorable? Four days later the capsule Eagle touched down on the Moon and two men – Neil Armstrong and Edwin 'Buzz' Aldrin became the first humans to visit another object in space. Now show the film at www.youtube.com/watch?v=Jg8OHZsv_js</p> <p><i>This will of been covered in year 2 (great explorers)</i></p>	<p>Collins teacher notes</p> <p>Collins resources</p> <p>15 – 19</p>	<p>Geographical</p> <p>Human features</p> <p>Physical features</p>

		<p>features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location.</p>	<p>Then distribute Resource 15, 16, 17 and 18. Explain that all American space flights since 1968 have been launched from the Kennedy Space Centre in Florida. Why did the Americans choose the east coast of Florida for space rocket launches? Encourage speculation and discussion. Tell the pupils that you are going to give them a number of clues from which you want them to try to work out why the east coast of Florida was selected as the location to build the Kennedy Space Centre.</p> <p>Childre's task</p> <p>Create a piece of explanation text stating why Florida is used to launch their space rockets after seeing and learning about all of the reasons.</p>		
Lesson 7	1 hour	<p>How and why is the climate of the Sunshine State different from where I live?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Compare and contrast the climate of the United Kingdom and Florida. 	<p>Resource 27 is a climate graph for London showing the average temperature in degrees centigrade and precipitation (total amount of moisture that falls from the sky in any form e.g. rain, snow, frost, fog, dew) measured in millimetres. The blue bars are precipitation and the value is read from the right vertical axis. The red dots joined by a line are the temperature with the value read from the left vertical axis. Explain to the pupils that climate graphs are what geographers draw and use to compare the weather and climate in different places in the world.</p> <p>Now give out Resource 28 and support the pupils to interpret the graph and fill in the column with the right answers for London. Next the pupils can use the climate graph for Miami in Resource 29 to compare with that of London. Then interpret the graph to fill in the correct answers in the column for Miami in Resource 28.</p>	<p>Collins teacher notes</p> <p>Collins resources 27 and 28</p>	<p>Climate</p> <p>Weather</p> <p>Temperature</p> <p>Humidity</p> <p>Precipitation</p>

			Children's task To complete resource 28.		
Lesson 8	1 hour	<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> identify and explain the main differences in relation to temperature and sunshine hours from Florida to the UK. 	<p>Following from last lessons work:</p> <p>Distribute Resource 30, which shows the average daily sunshine hours for each month in Miami, Florida. Using the monthly sunshine data in Resource 31 for London, the pupils can then shade in the correct proportion of each monthly bar on the Miami graph to show how much sunshine London experiences in the same month. They can use an alternative colour or ink pattern and create a key to explain what the graph shows. Take time at the end of these activities to discuss with the pupils what they have discovered from comparing and interpreting both sets of climate data.</p> <p>Children's task</p> <p>Add to and annotate resources 30 adding London data.</p>	<p>Collins teacher notes</p> <p>Collins resources 30 and 31</p>	<p>Temperature</p> <p>Humidity</p> <p>Climate</p> <p>Average</p> <p>Data</p>
Lesson 9	1 hour	<p>When is best time for UK tourists to visit Florida?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Reach a conclusion and make a judgement as to the best time climatically 	<p>After the work done in the previous 2 lessons have the following discussion:</p> <p>So what is the big attraction of Florida for British people? What time of the year do they feel it would be best to visit Florida and why? To support discussion the pupils can also look at the weather summary for each month in Florida in Resource 32. Compared with the UK, Florida is very warm all year round and has much longer hours of sunshine each day on average. Using a wall map of the world to help, ask the pupils why they think that Florida has longer hours of sunshine and much warmer temperatures than the UK? The answer to be looking for is 'because it's closer to the Equator'. The closer to the Equator a place is, generally the warmer it will be and have more sunshine hours than a</p>	<p>Collins teacher notes</p> <p>Collins resources 32</p>	<p>Weather</p> <p>Climate</p> <p>Humidity</p> <p>Location</p> <p>Map</p> <p>Temperature</p> <p>Equator</p>

		for British tourists to holiday in Florida	country further away. The angle of the sun's rays are more vertical closer to the Equator, which means the rays are shorter and more intense than places such as the UK where the rays of the sun are longer and more shallow.		
Lesson 10	1 hour	WALT: use and locate physical features of a map	Extra lesson for map work if required: To produce a summary map of North America, the pupils can use the outline map in Resource 37 together with the maps in Resource 36 and Resource 38 to complete the following tasks for the USA: (all can be found in Collins teacher notes)	Collins teacher notes Collins resources 36, 37 and 38	
Lesson 11	1-2 hours	How to Floridians cope with hurricanes? By the end of this lesson children will be able to: <ul style="list-style-type: none"> Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of 	Although the weather of the Sunshine State is very attractive to both people and sea turtles, there is one aspect of the weather that they both fear. Can the pupils think what it could be? Tell them that we don't get these weather events in the UK and that they only occur in tropical and sub-tropical regions. After showing videos, discussion and information, it is hurricanes. If you live in Florida or are visiting on holiday it is very important that you know exactly what to do in the event of a hurricane warning. The new community of Harmony in central Florida http://harmonyfl.com/ has a population of 1200 and is growing rapidly. The community manager has decided that a leaflet should be designed to tell people that move into the community what they should do before, during and after a hurricane. The pupils are to do this for him/her. Working in pairs they are to design a leaflet and write a list of instructions illustrating them appropriately. The leaflet is to be called 'What to do before,	Collins teacher notes Collins resources 39 - 44	Weather Tropical Sub-tropical Hurricane

		ways in which residents take measures to protect themselves and property from potential damage.	during and after a hurricane'. Model the conventions of instructional writing by introducing to pupils an example: 'What to do in a flood' (Resource 41). Children's task To create an information leaflet on hurricanes. Teachers notes and resources help wit this scaffolding and potential information the children can include.		
Lesson 12	1 hour	Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? By the end of this lesson children will be able to: describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future.	Children are shown using Resources from the Collins teacher notes and youtube videos the dangers to sea turtles. Children write these in their book in note form or on large pieces of paper to then go in books or and photographical evidence. Children's Task To create and eye catching car bumper sticker to explain about helping sea turtles.	Collins teacher notes Teacher resource 22, 23 Into the sea book	Endangered animal Sea Turtle Conservation Atlantic
Lesson 13	1 hour	Why are sea turtles endangered and	As an extra task here to help this children with their understanding they can create a report about the Atlantic leather	Collins teacher notes	Atlantic

	<p>what is the Florida Turtle Conservation Society doing to protect them?</p> <p>By the end of this lesson children will be able to:</p> <p>investigate and observe sea turtles and explain how and why they are protected.</p>	<p>back turtle. This could be done in their books or as an ICT project in their computing lessons.</p>		<p>Conservation</p>
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Links to the National Curriculum

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

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Note: We have missed Ancillary question 3 here as its not required and children have no yet covered the Mayans, this is done in year 5.