

National Curriculum Objectives which are covered in this unit:

Locational knowledge

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Accra, Ghana)

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**highlight objectives covered*

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: To name the continents and oceans and locate them on a map</p> <p>https://youtu.be/35V2dm7JlwE https://youtu.be/-84U1EsZCbY https://youtu.be/X6BE4VcYngQ</p> <p>Using atlas, children colour each continent a different colour (not blue) and label each one. Then they label the oceans and colour them blue.</p>	<p>WALT: To name the four countries that make up the United Kingdom, their capital cities and the seas surrounding the United Kingdom</p> <p>Recap continent learning. Use Google Earth to zoom in from world view to UK view. Can you describe the location of UK using compass directions? What countries make up the UK? What can you remember from Y1 about these countries?</p> <p>https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jlv</p> <p>Using atlas, children colour and label UK countries, capital cities and seas.</p>	<p>WALT: To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Where are the hot and cold areas of the world? Why is this? What is the Equator? Using an atlas, children predict which areas of the world will have hot and cold climates. What will the temperature be like in Accra, Ghana? Ask the children in our link school in weekly Zoom meeting.</p>	<p>WALT: To identify the physical and human features of the area surrounding Oakbridge School in Accra, Ghana</p> <p>Recap last term’s learning about human and physical features. https://www.bbc.co.uk/bitesize/topics/-zqi3n9g/articles/zr8q7nb</p> <p>Look back in Topic books to see photos, maps and field work on the area around our school.</p> <p>Using iPads, children locate Oakbridge School using Google Earth and explore the surrounding area. Stick aerial photo and map in book and label human and physical features. Share findings with link school. What else can they tell us about their local area?</p>	<p>WALT: To compare the area surrounding our school with that surrounding Oakbridge School</p> <p>How does our local area compare to that of our link school? Using the annotated maps and photos of both areas, children write sentences identifying the similarities and differences. Provide sentence starters and conjunctions:</p> <p><i>On the Accra map...</i> <i>In the area around our school...</i> <i>Near our school...</i> <i>There is/are more...</i></p> <p><i>also, likewise, similarly, but, whereas, however</i></p> <p>Provide table with Accra/Islington headings to list features if required.</p> <p>Can you suggest why the features of each area is different? E.g. lots of hotels around Oakbridge as popular with tourists – hot, near the coast</p>
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<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1: Explorers – basic human and physical geography vocab, identifying continents and oceans, locating North and South Pole Year 1: United Kingdom - basic human and physical geography vocab, identifying continents and oceans, locating UK and its countries on a map, characteristics of the four countries of UK</p> <p>Year 2: Exploring Environments – local area field study findings</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 3: The Rainforest Year 3: Ancient Egypt Year 3: Fairtrade in our local area fieldwork Year 4: Ancient Greece Year 4: Italy Year 4: Local area habitats Year 5: Local area and pollution fieldwork Year 5: Ancient Islamic civilization and Rivers Year 6: Beyond Empire – Trade and Migration Year 6: From Coast To Coast</p>
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>Subject specific: continent, aerial, ocean, globe, key, atlas, city, country, town, village, compass, human feature, physical feature, land use, scale</p> <p>General vocab: environment, direction, identify, locate, feature, map, surrounding, area, symbol, differences, similarities</p>
<p><u>Cross-curricular links</u></p>	<p>English – use of conjunctions to compare areas, retell traditional Ghanaian story (The Spider Weaver) Food technology – make traditional Ghanaian dish ‘Red Red’ Computing – using Google Maps and Google Earth on iPads</p>
<p><u>Enrichment</u></p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p>Weekly Zoom meetings with children in link school in Accra, Ghana. How does the human and physical geography of their local area compare to ours?</p>
<p><u>Useful websites/resources</u></p>	<p>Google Earth/Maps – aerial photos, maps Atlases Globe</p> <p>https://youtu.be/35V2dm7JlwE</p> <p>https://youtu.be/-84U1EsZCbY</p> <p>https://youtu.be/X6BE4VcYngQ</p> <p>https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p>