Prior Learning

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	**Spring—Local Map Work** (Linked to Topic - London's Burnin')	**Summer - Comparing Countries around the World** (Linked to the Topic—Explorers)
Relevant Prior Learning In Year 1 the children will have identified some physical and human features in their local area. They will also be familiar with a globe and should know North and South and where the North and South Poles are.	**Relevant Prior Learning** Children will have added some simple details to a map of Stoneferry such as the school, familiar roads, shops and bridges. They will be familiar with aerial photographs of an area and will be able to identify features from these. The will know N, S, E and W and will know the 4 countries that make up the UK and where they are on a map. They will know that the capital of England is London.	**Relevant Prior Learning** Children will know the names of the waters which surround the UK and will have locate the continents of the World in Year 2 on a map. They will know where the Equator and N and S poles are too. Looking at an area of interest e.g. the seaside or local area, they have already identified specific physical and human features.

Geography Key concepts

Navigation	Fieldwork	Population	Economic Activity	Tectonic Activity	Human Features	Physical Features	Natural Resources	Sustainability	Climate and Landscape
									

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	Spring—Local Map Work (Linked to Topic - London's Burnin')	Summer - Comparing Countries around the World (Linked to the Topic—Football Frenzy)
Priority Key Concepts	**Priority Key Concepts**	**Priority Key Concepts**
		
Through the unit the children will also experience	**Through the unit the children will also experience**	**Through the unit the children will also experience**
		

Autumn - Physical and Human Features and Climate	Spring—Local Map Work	Summer - Comparing Countries around the World

Year 2 Cycle 2

Locational Knowledge	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather	Locational Knowledge	I can name the capital cities of England, Wales, Scotland and Northern Ireland	Locational Knowledge	I can name the continents of the world and locate them on a map, globe and atlas
I can name the continents of the world and locate them on a map, globe and atlas	I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop	Geographical skills and	I can create a simple map of my local area and use basic symbols in a key	Place Knowledge	I can name and locate the world's oceans on a map, globe and atlas
Human and Physical	I can identify similarities and differences between where I live and a place outside Europe	Human and Physical	I can use aerial photographs and plan to identify the key features and landmarks in my local area	Geographical skills and	I can identify similarities and differences between where I live and a place outside Europe
Place Knowledge	I can identify the location of hot and cold areas of the world	Responsibility	I can use simple compass directions and directional language to find a location on a map	Human and Physical	I can identify similarities and differences between two areas and sets of data
Responsibility		I understand how everyday actions can help reduce waste, save energy and make the world more sustainable	I can describe the facilities that a village, town and city may need, and give reasons	Responsibility	I can identify the location of hot and cold areas of the world
I understand some of the effects of climate change				I understand some of the effects of climate change	

End points

At the end of each unit the children will know and know how to:

Autumn - Physical and Human Features and Climate	Spring—Local Map Work	Summer - Comparing Countries around the World
• Describe human and physical features using the correct vocabulary • Identify similarities with locality and Australia • Locate hot and cold areas, • Locate and name continents • Understand the effect of climate change.	• The capital cities of England, Wales, Scotland and Northern Ireland • Interpret aerial photographs of local area • Make a simple map of local area with symbols and key • Locate places using compass directions • Describe facilities in a village, town or city	• Embed location and names of continents • Locate oceans on maps, globes, atlases • Compare and identify locality with a non European country • Compare data between locality and a non European country, linking to temperature

Year 2 Geography – Autumn term Cycle 2 – Physical and Human Features and Climate – linked to the topic – Let's Go Down Under

By the end of this unit of work children will know and know how to:

- Describe human and physical features using the correct vocabulary
- Identify similarities with locality and Australia
- Locate hot and cold areas,
- Locate and name continents
- Understand the effect of climate change.

Relevant Prior Learning

In Year 1 the children will have identified some physical and human features in their local area. They will also be familiar with a globe and should know North and South and where the North and South Poles are.

Priority Key Concepts to be addressed

- Additional Key concepts which will be experience

- **Areas highlighted in Red will be covered in Unit of Work**
- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, **the equator**, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)

- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Teaching sequence may include:

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources.
Identify and locate examples in other locations.

- **Physical and human geography (P& H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**
- Compare and contrast the features in difference locations around the world.

- **Skills and fieldwork (S& F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- **Apply their knowledge to the world around them locally and globally (AK)**

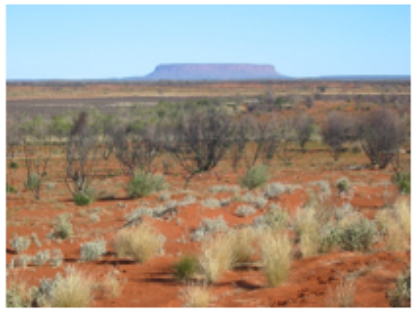
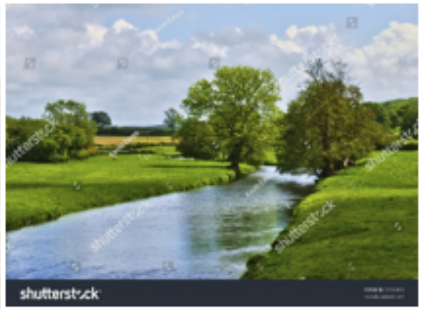
What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – **Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom**

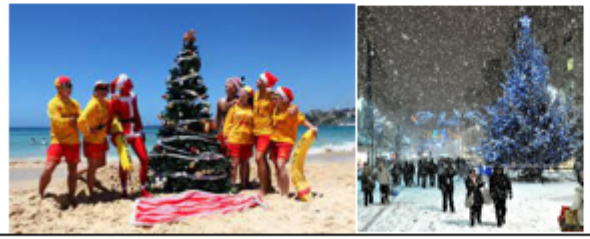
Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

Point in Teaching Sequence	**Key Concepts**	KPI's covered	Activities
GE, LS	**Navigation** **Written and Oral expression** **Second Order Concepts** Significance Enquiry	I can name the continents of the world and locate them on a map, globe and atlas	**Enquiry – What do the children already know about Australia?** World maps in pairs, can they find it on the map? Can they find Great Britain? What do they notice about here these two countries are? **S&L – Children discuss where the countries are trying to use directional language (North and South)** **Show a world map ond highlight for the chidlren in case they haven't found them.** **Children label UK and Australia on world map** **Discuss the distance between the countries two covers lots of other countries and groups of these countries are joined together to make CONTINENTS** **Watch the continent song** **How many continents can they remember from the clip. Play again and quiz the children.** Children to watch the continent song you tube clip: https://www.youtube.com/watch?v=K6DSMZ8b3LE Write these names on the board. **Outcome – children add the names of continents to appropriate areas of blank maps using atlases to identify them or label with support** **Vocabulary – continent, ocean, country, southern hemisphere, northern hemisphere – (need a globe)**
LS, LS	**Physical and human** **Written and Oral expression** **Second Order Concepts**	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather	**Enquiry – How are Australia and UK similar and different?** Show a range of images for Australia Deserts, barrier reef, rainforest, mountains, coast, oceans, valley, beach

	Similarity and difference		Ask which of these features are the same in England. What did they notice about the weather? Explain these are physical features – and define what this means. What other physical features can the children think of? Which of these would you expect to see in England? Show some more physical features in England. Discuss how much greener England is and discuss why this might be. **S&L -Predict – Which country do the children think has the hottest weather? Tell a partner why.** **Outcome - Children given two images one of an Australian landscape and one of an English and they will then label the physical features. Vocabulary needed on board.**   **Plenary – ensure that the children are clear on what a physical feature is.** **Discuss how are the countries similar, how are they different** **Vocabulary – physical, mountain, desert, bush, tree, river, lake, ocean**
P&H	Physical Features Human Features		Recap What is a physical feature?

W&O	**Second order concepts** **Significance** **significance**		Enquiry - What is a human feature? Show a slideshow of images of Physical and human images – children have to decide with a partner what it is a physical and then explain why they chose this. On the board ensure the children know what it is then add to a table of physical features. What else did the children see? What can they remember Write these on the other side of the table then show a slide with these all on the same page, e.g. road, building, statue, bridge, railway track Explain what a human feature is and how we can identify it. **Outcome – Show one more image of a landscape with a mixture of physical and human features. Have 10 labelled for the children to discuss.** **Children work in pairs to identify human and physical and write in the correct side of the table. Less able could have the images to stick**. *S& L Children to discuss each feature and put in the correct part of the table* *Outcome* *Children to have images that show the different formations of mountains. Children to explain what is happening in each picture in simple sentences given sentence stems to support them. Or children can just label the different type of formation* Plenary – Write a definition as a class of a physical and a human feature. Vocabulary – human, physical, feature, bridge, road, building, factory, statue

PK P&H W&O	Physical features Human Features Population **Second order concepts** Similarity and difference	I can identify similarities and differences between where I live and a place outside Europe	Quiz – Physical or human game. Which is the odd one out? **Collection of images of Hull and surrounding area and Sydney and surrounding area** **Choose, buildings, animals, vegetation, rivers etc to create choose the image sport, two clocks** **Outcome – discuss each of the images in pairs, then in tables.** **What is just in England, What is the same in both, what is only in Australia** **Children complete a Venn diagram with one overlapping region to represent their findings.** **S&L – Children share this ideas as a class** **Show a Santa in the Snow and a Santa in Sydney in the sun.** **S&L – Children to discuss what they see and why they think this might be.** Discuss the climate and seasons and how due to being on different sides of the world this affects what time it is but also what season it is. Show picture of Father Christmas in Sydney and discuss how people have BBQ's on Xmas day etc. Vocabulary - same, different 
S&F CLASS VISIT	Navigation PK LK	I can identify the location of hot and cold areas of the world	. *Vocabulary – hot and cold, temperature, climate*

	Second order concepts Similarity and difference **Enquiry:** (observing, collecting and interpreting data, drawing conclusions		Ask – what would a very hot place look like to live? What would a very cold place look like? Have an image of a desert, and an image of the arctic Where do the children think the very cold places and very hot places are in the world? Can they show this on a globe? Explain how the hottest places are along the Equator and explain what this is, locate on a World Map. Explore how the population in Australia live around the edges of the country as the middle is covered in desert and is too hot. Explain that coldest places are at the poles, locate these on a map. Explain that life in these conditions is extremely difficult – ask to chidlren to tell you why. Outcome – identify Hot and cold areas on a world map. Task – How has a polar bear and a fennec fox adapted to life in the different conditions.

Year 2 Geography – Spring term Cycle 2– Local Area Map Work linked to topic – London's Burnin'

By the end of this unit of work children will know and know how to:

- The capital cities of England, Wales, Scotland and Northern Ireland

- Interpret aerial photographs of local area
- Make a simple map of local area with symbols and key
- Locate places using compass directions
- Describe facilities in a village, town or city

Prior Learning to be reviewed:

Children will have added some simple details to a map of Stoneferry such as the school, familiar roads, shops and bridges.

They will be familiar with aerial photographs of an area and will be able to identify features from these.

The will know N, S, E and W and will know the 4 countries that make up the UK and where they are on a map. They will know that the capital of England is London.

Priority Key Concepts to be addressed

Additional Key concepts which will be experienced

Areas highlighted in Red will be covered in Unit of Work

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, **the equator**, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)

- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)
-

Teaching sequence may include the following areas.

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P& H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**
- Compare and contrast the features in difference locations around the world.

- **Skills and fieldwork (S& F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – **Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W& O) **Written and Oral Expression will form the basis for a number of lessons within this unit** Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

Point in Teaching Sequence	**Key Concepts**	KPI's covered	Activities
PRIOR LEARNING LESSON			***PRIOR LEARNING LESSON TO ADDRESS THE FOLLOWING AREAS*** *Children will have added some simple details to a map of Stoneferry such as the school, familiar roads, shops and bridges.* *They will be familiar with aerial photographs of an area and will be able to identify features from these.* *The will know N, S, E and W and will know the 4 countries that make up the UK and where they are on a map. They will know that the capital of England is London.*
Session 1	**Navigation** **Written and Oral expression** **Second Order Concepts** Significance Enquiry	I can name the capital cities of England, Wales, Scotland and Northern Ireland	***Stoneferry Starter – Who can find Hull on a map of UK?*** *What country is Hull in?* *Can the children name the other countries in UK?* ***Outcome – Using an atlas. Label these onto a map of UK.*** *On this map will be 4 dots to show the position of capital cities with a box linked to each dot. Explain that the dots represent special cities called "capital cities"* ***S& L – Ask – what is a capital city? What would you find there? Paired then group discussion*** ***Make notes as a class on a large sheet to show the children's ideas.*** ***Outcome – Children use UK atlas to find what the name of the capitals are based on the position of the dots on the map. They should already know England – London***

			Challenge – can children use the notes made as a class to write sentences explaining what a capital city is. Sentences stems may be needed **Outcome – correctly labelled map (not coloured) and extension sentences** **Vocabulary – country, UK, England, Wales, Scotland, Northern Ireland, capital**
LS, LS	**Physical and human Navigation** **Second Order Concepts** **Significance**	I can use aerial photographs and plan to identify the key features and landmarks in my local area I can create a simple map of my local area and use basic symbols in a key	**Stoneferry Starter – Join lines activity between UK country and capital city** **S& L – If you were describing what a visitor would see in Stoneferry, what would you tell someone they would see. This could be buildings, roads, roundabouts, parks, shops, rivers.** If children struggle prompt them to think ,,what would you find near… etc **Make a list of all of the things the children come up with.** Using Google Maps give pairs an aerial photo/image of the Stoneferry area

			 **S& L – Children identify any of the features that the class have named in pairs using the image.** *QN – What do they notice about how buildings, roads etc look from above.* *Why do they think maps are drawn like this.* **Outcome – To begin drawing a map of the local area** *Give children a blank map (ask Jon regarding this) Identify key buildings e.g. school, B and Q, Lorraine street, Rockford fields and demonstrate where these would be on the map. Children to draw the outlines of these only based on what they look like on the aerial photo and discuss the shapes they drew – recatangles. They may need support doing this. Then Identify Stoneferry Rd, Lorraine Street, the track, and Foredyke avenue.* **Outcome Children add these to the map** **Finally locate the River Hull and add this to the map.**

			(AT ALL STAGES MODEL THIS WITH THE CHILDREN) – No colouring please **Plenary** – discuss the map created and how it could be used to find your way around the local area. What other details could be added? Houses, roundabouts (If time add houses but remember to discuss what these look like from above) Do the children think Stoneferry always looked like this? **Vocabulary – local area, features, landmark, road, bird's eye, outline**
Session 3	Navigation Physical Features Human Features **Second order concepts** **Significance**	I can use simple compass directions and directional language to find a location on a map I can describe the facilities that a village, town and city may need, and give reasons	**Stoneferry Starter – Show an image of the map created in the last session. Can children tell their partner what the different arrows point to? Word bank needed to remind and support the children or some of the children.** Go on the playground and play N, S, E, W game. Identify where these directions are, explaining that the seaside is to the East and point in that direction. Back in class, using maps located in last session, discuss with the children which way North and East would be on the map. Explain that South would be opposite to North and West the same, then draw a compass rose on the map with this in mind. (Walking down Lorraine Street you are walking East) Ask some questions such as ...walking along the track in this direction you would be travelling ???? and repeat.

			Local area quick walk. Children will walk the route of their maps. They will take their maps with them using it to direct them along. At different stage stop, orientate maps and locate additional physical and human features. **Where appropriate add these to the maps.** **At all stages discuss, what direction are we walking in? Ensure all children are clear on this.** **Vocabulary – compass rose, direction, travelling, North, South, East, West, human, physical, feature, bridge, road, building, factory, statue**
Session 4	Physical features Human Features Population **Second order concepts** Similarity and difference Cause and consequence	I can describe the facilities that a village, town and city may need, and give reasons.	**Stoneferry Starter – Map of UK with Countries and capital cities labelled and a compass rose.** **Children work out what direction they would be travelling in from England to Scotland, Scotland to Northern Island, Wales to England, London to Edinburgh, Belfast to Cardiff** **Activity – Using the maps created ask the question:** What facilities are in our local area for the people? And in the city of Hull **S& L – Children discuss in pairs then share and record ideas onto a large piece of paper.** (shops, supermarket, factories, parks, houses, police station, post office, fire station, hospital, schools)

			Show images relating to our local area of these things. Explain that in a busy city there are lot of these because there are lots of people. Show the words, village, town, city **S& L** – Children discuss then put these in size order in relation to the number of people that live there. **S& L** – In pairs from the original list of facilities –children discuss what they would then expect to find in the town and village. e.g. would a village have a supermarket or cinema, but would it still need a police station and post office? **Outcome** Children use ticks to complete the table in pairs. **EXT – Children explain why villages don't need certain facilities but cities do.** **Collection of images of Hull and surrounding area and Sydney and surrounding area**

Facility	City	Town	Village
IMAGES OF DIFFERENT FACILITIES HERE			

			Vocabulary - **shops, factories, parks, houses, police station, post office, fire station, hospital, schools, facilities, city, village, town**
Session 5	Sustainability **Second order concepts** **Responsibility: Cause and Consequence** (how humans affect the earth positively and negatively	I understand how everyday actions can help reduce waste, save energy and make the world more sustainable	**Staneferry Starter – Odd one out** **3 slides – facilities in a village, town, city – children have to find the odd one out and explain this to a partner> This can be recorded if desired but otherwise could just be explained in books by class teacher** Show the recycle symbol What does it mean? Show some items and children to decide if they can be recycled or not Discuss the importance of recycling and why this is good for reducing waste. Discuss ways people could be persuaded to recycle more. Talk about posters and discuss the information that could be included and how it could be presented. **Outcome – Children create posters informing people of all the things they can recycle. The finished posters will then be displayed around the school and in parent notice boards and website.** **SUGGESTED VISIT – Energy Works site to see how products are recycled in Hull**

Year 2 Geography – Summer term Cycle 2– Comparing Countries around the world – Linked to the Topic Explorers

By the end of this unit of work children will know and know how to:

- the location and names of continents
- Locate oceans on maps, globes, atlases
- Compare and identify locality with a non European country
- Compare data between locality and a non European country, linking to temperature

Prior Learning to be reviewed:

Children will know the names of the waters which surround the UK and will have located the continents of the World. They will know where the Equator and N and S poles are too.

Looking at an area of interest e.g. the seaside or local area, they have already identified specific physical and human features.

Priority Key Concepts to be addressed

Additional Key concepts which will be experienced

Areas highlighted in Red will be covered in Unit of Work

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, **the equator**, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
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- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
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- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)

- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)
-

Teaching sequence may include the following areas.

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P& H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**
- Compare and contrast the features in difference locations around the world.

- **Skills and fieldwork (S& F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

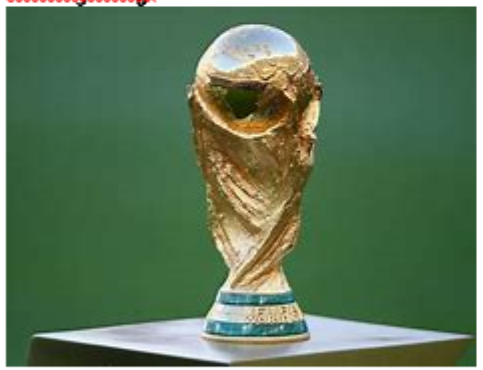
- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – **Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W& O) **Written and Oral Expression will form the basis for a number of lessons within this unit** Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

Point in Teaching Sequence	**Key Concepts**	KPI's covered	Activities
PRIOR LEARNING LESSON			***PRIOR LEARNING LESSON TO ADDRESS THE FOLLOWING AREAS*** *Children will know the names of the waters which surround the UK and will have located the continents of the World. They will know where the Equator and N and S poles are too.* *Looking at an area of interest e.g. the seaside or local area, they have already identified specific physical and human features.* ***Do children recall this learning, especially the continents of the world. Can they recall the various physical and human features from an image?***
Session 1	**Navigation** **Written and Oral expression** **Second Order Concepts** Significance Enquiry	I can name the capital cities of England, Wales, Scotland and Northern Ireland	***Stoneferry Starter – What is this?***  *Hopefully the children will recognise it as the World Cup. Explain that England has qualified for the World Cup which will be held in a country called Qatar. Explain that the best teams from around the world play one another.*

			Explain that in England's group are Iran, USA and another country TBC. **Outcome 1 – Using an atlas and blank world map, children first locate Iran and USA and then mark on world map and label** **Children complete the following sentences** **USA is a country in the continent of …….** **Iran is a country in the continent of ……...** **(Extension – children could mark on the continents of the world too.)** Show the children two pictures of USA and 2 of Iran How are they similar, how are they different? Give children time to evaluate the pictures, they should be encouraged to look at the landscape, types of buildings etc. **Outcome 2 – Children can do this orally or in writing> Children will – identify key differences from the images provided. (Teacher to decide best way of presenting this work.)** **Plenary – Children begin to think how the countries are similar or different to England. Locate England on a map and discuss its position in relation to the other two countries. Explain that the closer a country is to the centre of the earth Equator) the hotter it will be.**

<table>
<tr><td></td><td></td><td></td><td>Vocabulary – continent, desert, developed, buildings, technology, physical and human features</td></tr>
<tr><td>LS, LS</td><td>Population
Physical and Human features
Climate
Economic Activity

Second Order Concepts

Significance</td><td>I can identify similarities and differences between where I live and a place outside Europe</td><td>Staneferry Starter – World Map with 4 arrows pointing to England, Qatar, Iran and USA

Children recall which countries are which – vocab bank to be provided if needed.

Explain that in this lesson the children will be finding out more about England, Iran and USA.
Explain they are going to use the computers to find out about them

Type: facts about Iran for Kids – then scroll to the National Geographic link
Iran Country Profile - National Geographic Kids
United States (nationalgeographic.com)

Repeat for USA and England

Children to work in pairs to complete the following table

<table>
<tr><td></td><td>UK</td><td>USA</td><td>Iran</td></tr>
<tr><td>Continent</td><td></td><td></td><td></td></tr>
<tr><td>Capital City</td><td></td><td></td><td></td></tr>
<tr><td>Population</td><td></td><td></td><td></td></tr>
<tr><td>Money</td><td></td><td></td><td></td></tr>
<tr><td>Area</td><td></td><td></td><td></td></tr>
<tr><td>Mountains</td><td></td><td></td><td></td></tr>
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			<table><tr><td>Rivers</td><td></td><td></td><td></td></tr><tr><td>Natural resources</td><td></td><td></td><td></td></tr></table> MAKE IT CLEAR THAT ENGLAND IS A PART OF THE UK NOT THE UK S& L – enway around tables sharing any information they have found and adding to their tables. QN – What have the children found out? ACTIVITY 2 – Which country is the biggest? Which country has the smallest population? What do all 3 countries have in common? What do all 3 countries not have in common? Outcome – To begin to understand that countries are differnet based on their geographical position and resources. Plenary – What else could the children explore to compare the countries? Direct to the response – the Weather. Vocabulary – population, natural resources, rivers, mountains, currency (money), in common, different
Session 3	Navigation Physical Features Human Features Climate **Second order concepts**	I can use simple compass directions and directional language to find a location on a map	Stoneferry Starter – Guess Who – show a series of clues one by one that are taken from last lesson> Children have to use what they remembered to name the country from the clues provided.

	Significance	I can identify the location of hot and cold areas of the world I can identify similarities and differences between two areas and sets of data	Explain that the children are going to see images of the 3 places they are learning about in December. S& L – What do the children think they will see in each image with regards to the weather? Present the children with images of Iran, the North of USA, the South of USA, and England in December.(PPT) What do the children notice? What is similar and what is different? Locate the countries again ona world map and discuss why these similarities and differences may occur? - Collate ideas as a class on a large sheet of paper. Activity 2 Share with children the average temperatures for North and South of each country across the year. Children will write sentences (with support of sentence stems if needed) to compare the weather in 2 locations against each each other. e.g. In December the average temperature in the North of USA is lower than in England but in the South of USA it is much higher. In June the average temperature in Northern and Southern Iran is much hotter than in North and South England Children should see that summer months are hotter in all 3 countries but that Iran is the hottest, hence its desert like

			appearance. They should also see that the weather in Northern USA is the coldest. **Vocabulary – weather, snow, hot, cold, temperature**
Session 4	Physical features Human Features Population **Second order concepts** Similarity and difference Cause and consequence	I can identify similarities and differences between where I live and a place outside Europe	**Stoneferry Starter – Remind the children what the weather is like in the USA during the year. Discuss how the size of the country means that the weather in the North of the country is very different to the South** Provide the children with a series of maps and photographs at different times of the year in USA and England. **S& L – In groups the children think of ways the countries are similar and different.** AS a class share these ideas and make 2 lists Images should include physical and human features. **Outcome – Children complete a similar and different table** **Plenary – show some images of Tehran. How is it the same and different?** Vocabulary – similar, different, feature, physical, human, developed, poor, rich

Session 5	Sustainability **Second order concepts** **Responsibility: Cause and Consequence** (how humans affect the earth positively and negatively	I can identify the location of hot and cold areas of the world I understand some of the effects of climate change	**Stoneferry Starter – Show a world map. – Where do the children think are the hottest and the coldest parts of the world?** **Discuss** **Non-renewable resources – Oil** Explain that both Iran and USA have vast amounts of oil which they drill to extract from the Earth. Explain that this oil then is burnt in different ways cars, power and the result is a harmful effect on the climate. **Question – Should Iran and USA be forced to stop drilling for oil?** Class debate – split the class into a for and against side. Chair the debate and come to a conclusion. **Outcome – Children will come up with 3 reasons for and against following the debate and record in books.** **Videos, images could act as a stimulus for this debate** Pleanary – discuss alternative power sources and how they could be used to improve matters. E.g in a hot country like Iran – solar power could be used.

			Vocabulary – for, against, argument, non-renewable resources, oil, barrels