

Year 1 Geography	Term 1/2	Term 3/4	Term 5/6
	Unit 1- <i>Explorers (exploring our school and local area)</i>	Unit 2- <i>Fact or Fantasy? (Facts about the United Kingdom)</i>	Unit 3- <i>Beside the Seaside (local geography of our coast)</i>
National Curriculum Coverage	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>use basic geographical vocabulary to refer to human and physical features.</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use basic geographical vocabulary to refer to human and physical features</li> <li>Use simple compass directions (North, South, East and West)</li> </ul>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>use basic geographical vocabulary to refer to human and physical features</li> <li>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</li> <li>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.</li> <li>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.</li> </ul>
Lesson objectives & Knowledge taught	<p><b>1. What is Geography?</b></p> <ul style="list-style-type: none"> <li>Geography is the study of people and places</li> <li>Geographical features can be divided into human or physical features</li> <li>Physical features are natural; they would be here without people (e.g. seas, mountains, rivers, hills, cliffs)</li> <li>Human features are things built by people (e.g. houses, roads, bridges)</li> <li>There are both human and physical features of the geography of our school grounds.</li> </ul> <p><b>2. Where do I live? Name, locate and identify the United Kingdom on a globe and identify where Eastbourne is on the map of the UK.</b></p> <ul style="list-style-type: none"> <li>The United Kingdom is the name of the country we live in and it can be called The UK for short.</li> <li>What the United Kingdom looks like</li> <li>The town we live in is called Eastbourne</li> <li>Eastbourne is on the coast (by the sea)</li> <li>The sea that Eastbourne borders is called the English Channel</li> <li>The English channel separates the UK from the mainland</li> </ul> <p><b>3. What is the Geography of my local area? (history link)</b></p> <ul style="list-style-type: none"> <li>Different human features have been built around our school since it was established, including extra classrooms and playgrounds.</li> <li>The geography of areas can change over time</li> <li>An <i>aerial</i> photograph or map is a photo from above, looking down</li> </ul> <p><b>4. What is the human and physical geography of my local area?</b></p> <ul style="list-style-type: none"> <li>Downlands (the south downs) are chalk hills and are physical features</li> <li>Woodland is a physical feature</li> <li>Our school is a human feature, as are the local churches, roads, shops and cafes</li> <li>Some parks have human features built into them, but the trees and plants are all physical</li> </ul> <p><b>5. TRIP TO THE DOWNS</b></p> <ul style="list-style-type: none"> <li>Pashley is at the foot of the South Downs and we can walk to it directly from our school.</li> <li>The English channel is visible from the South Downs</li> <li>Eastbourne is a big town, with many human and physical features visible from the South Downs</li> <li>Trees (particularly hawthorn) on the Downs are bent into shapes by the strong winds</li> <li>Winds are stronger in high, exposed places</li> <li>Chalk lies below the surface of the soil and you can see it in places</li> </ul>	<p><b>1. To name, locate and describe the 4 countries of the UK</b></p> <ul style="list-style-type: none"> <li>The United Kingdom is the name of the country we live in and it can be called The UK for short.</li> <li>The UK is a union of 4 countries (England, Scotland, Wales, Northern Ireland)</li> <li>England is the largest country of the UK and it borders Wales and Scotland</li> <li>Northern Ireland is across the Sea on the island of Ireland</li> <li>Northern Ireland is part of the UK, but borders the Republic of Ireland which is a separate country.</li> <li>Scotland is the northern most country of the UK</li> </ul> <p><b>2. To name and locate the 4 capital cities of the UK.</b></p> <ul style="list-style-type: none"> <li>A capital city is an important city where a country's government works. A king, queen, president or prime minister will live there.</li> <li>England's capital is London. Wales' capital is Cardiff. Scotland's is Edinburgh. Northern Ireland's is Belfast.</li> <li>Their approximate locations in each country</li> </ul> <p><b>3. Identify differing human and physical geography in the 4 capital cities.</b></p> <ul style="list-style-type: none"> <li>Buckingham Palace, Big Ben, and the River Thames are all in London.</li> <li>Edinburgh castle, extinct volcanoes and Arthur's Seat are features of Edinburgh</li> <li>Cardiff has more castles than any other city in the world</li> <li>The Titanic Exhibition Centre and Belfast Harbour are features of Belfast</li> </ul>	<p><b>1. How does my local area differ from other parts of the UK?</b></p> <ul style="list-style-type: none"> <li>Eastbourne is a "coastal" town—where the land meets the sea</li> <li>Beachy Head is a headland on the south downs</li> <li>A headland is a narrow piece of land which sticks out from the coast into the sea</li> <li>The cliff faces of the south downs are white because of the chalk</li> <li>Eastbourne has a pier (a structure built out into the sea for walking on), a seafront, a bandstand and beaches</li> <li>The sea at Eastbourne is the English Channel</li> <li>London is inland</li> <li>Some features of London, (e.g. has a large river called the Thames, buildings are very tall, has an underground railway)</li> <li>London is much larger than Eastbourne. It is a city, not a town</li> </ul> <p><b>2. Name and locate the 4 seas surrounding the UK</b></p> <ul style="list-style-type: none"> <li>The sea is one body of water. It covers over 70% of the Earth</li> <li>Different parts of the sea have different names (seas or oceans)</li> <li>The UK is bordered by 4 seas:</li> <li>The English Channel to the south, separating UK from the mainland</li> <li>The North Sea (to the east)</li> <li>The Irish Sea to the west, (between Great Britain and Ireland)</li> <li>The Atlantic Ocean (west)</li> </ul> <p><b>3. Use a map to navigate and to find information.</b></p> <ul style="list-style-type: none"> <li>Maps are drawings of an actual place that use lines and symbols to represent real life objects</li> <li>Maps are usually drawn from an <i>aerial</i> view (from above, looking down)</li> <li>Maps include symbols which are explained in the "key"</li> </ul> <p><b>4. Use simple compass directions</b></p> <ul style="list-style-type: none"> <li>A compass shows four directions; north, south, east and west</li> <li>These are marked on the compass using the letters N S E and W</li> <li>Compasses can be used to find your way—"navigating"</li> <li>The arrow on the compass will always point to north</li> <li>You need to turn your body/hand so the arrow lines up with the N for north</li> <li>South is opposite to north</li> <li>East is opposite to west</li> <li>Some maps include compass directions</li> </ul>

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	Unit 1- <b>Explorers (exploring our school and local area)</b>	Unit 2- <b>Fact or Fantasy? (Facts about the United Kingdom)</b>	Unit 3– <b>Beside the Seaside (local geography of our coast)</b>
Lesson Objectives & suggested activities	<p><b>1. What is Geography?</b> Children work with a range of images showing human or physical features and varied people around the world, children sort these images into groups of their choice. Children use the pictures to help them finish the sentence ‘Geography is the study of...’ (ultimate answer ‘people and places’). Introduce the terms human and physical geography and explain. <b>Activity</b>– Explore school grounds to discover H&amp;P features, take photos and record PV (floor-book).</p> <p><b>2. Where do I live? Name, locate and identify the United Kingdom on a globe and identify where Eastbourne is on the map of the UK.</b> Explore Google Earth as a class, zooming in on Pashley Down. Identify the different parts of the school and use street view to see the way into school. Zoom out to see Eastbourne and continue to zoom out to see the whole of the UK. A small pin should still be on Pashley to help children see where our school is. Introduce the children to the UK and the English Channel and identify Eastbourne by the pin. <b>Activity</b>– Circle the UK on a world map. Draw an arrow to where we live on a map of the UK. (2 groups can be finding the UK in Atlases before swap if additional support needed).</p> <p><b>3. What is the Geography of my local area? (history link)</b> Use Google Earth to explore the school grounds again. Use the time slider on the top bar to see how the school has changed over the past 10-15 years. Identify different H&amp;P features which you can see around the school. <b>Activity</b>- Children have an areal picture of the school grounds. Children have to label what they can see (word bank).</p> <p><b>4. What is the human and physical geography of my local area?</b> Use Google Earth to explore the local area around Pashley. Identify that the local area has housing, roads, parks, downland, churches, schools, shops and restaurants. <b>Activity</b>- Give children a A3 image of the local area on flipchart paper. Children work in groups to label the different uses of the local land.</p> <p><b>5. TRIP TO THE DOWNS</b>—Follow up on the human and physical geography of the local area by exploring the downs and observing geographical features of Eastbourne.—Questionnaire.</p>	<p><b>1. To name, locate and describe the 4 countries of the UK</b> Using world maps and atlases, identify the United Kingdom, which is a union of 4 countries (England, Scotland, Wales, Northern Ireland). Demonstrate the location of them and refer to their shapes. Refer to their directions (NESW). <b>Activity</b>—Can children reassemble a puzzle of the countries? Chalk out a giant map of the UK on playground. Children play aeroplanes and fly to the countries called out. Refer to directions. (Floor-book)</p> <p><b>2. To name and locate the 4 capital cities of the UK.</b> Recap the countries of the UK and label an A3 map using cut out labels. Introduce children to the term “capital city” and explain its meaning. <b>Activity</b>—Using the video (<a href="#">blue</a>, below), introduce the children to each capital in turn (London, Cardiff, Edinburgh, Belfast), allowing children to plot them onto the map as they watch. EXT—draw any geographical features they spotted on the video alongside the corresponding capital on the map.</p> <p><b>3. Identify differing human and physical geography in the 4 capital cities.</b> Recap the UK countries again, using Google Earth. Did they label them correctly before? Use the YouTube song to recap the names of the capitals. Get the children to point to the capitals on their maps along with the song. Explore postcards from each capital. Do the children spot any features? Use Google Earth to zoom in and out on each capital in turn. Take PV about the Human and Physical geography the children notice in each. Record on a flipchart table for each capital (floor-book)</p>	<p><b>1. How does my local area differ from other parts of the UK?</b> Explain the Eastbourne is a “coastal” town —meaning where the land meets the sea. Explore some the features of our local coastline, including the cliffs, by looking at photographs, postcards and Google Earth. Name Beachy Head and refer to it as a headland. Now compare with London, looking at it’s location on Google Earth and then watching the video section from last term. What are the differences children identify? Record on a flipchart table. (floor-book)</p> <p><b>2. Name and locate the 4 seas surrounding the UK</b> Refer back to Eastbourne being a coastal town. What was the name of the sea that we live by? Record the English Channel on a large map of the UK. What about the other parts of the UK? Explain that although the sea is one body of water, covering over 70% of Earth, different parts of it are given different names. <b>Activity</b>—Get children to find the other 3 seas surrounding the UK (North Sea, Irish Sea, Atlantic Ocean) using atlases in pairs. Label these onto the large map. Re-do UK puzzles. Can children label the seas using whiteboard pen? EXT– add capitals.</p> <p><b>3. Use a map to navigate and to find information.</b> Explore our woodlands using simple maps. Can the children find hidden items by using the symbols? Explain that the “key” tells you what the symbols mean. In class, explore an aerial map or photo of Eastbourne. Can the children identify the pier? The bandstand? What can they see on the key? Use language of left/right, near/far, next to, etc. Can children devise a simple map of the classroom using a key?</p> <p><b>4. Use simple compass directions</b> Introduce the four directions and explore how a compass can point you to north wherever you are standing. Practise finding north in the classroom with the compasses. Label the directions on the walls. South is always opposite to North. Take the compasses to the woods and draw a simple compass key onto their maps from last time. Practise walking NESW and referring to locations in the woods in respect of where they are to each other (“... is west of the ...”) Demonstrate the compass on Google Earth of Eastbourne. “The pier is south of...”</p> <p><b>5. Trip to the beach - Identify features of the coast and use compasses to refer to their directions</b> Take compasses to the beach. Which direction is beachy head? Which direction is the pier. Which direction are we facing when we look out to sea?</p>
Skills used	Team work, literacy, critical thinking, communication, ICT	Team work, literacy, critical thinking, communication, ICT	Creativity, fieldwork, literacy, team work, communication, critical thinking
Vocabulary to be retained	<a href="#">Eastbourne</a> , <a href="#">England</a> , <a href="#">United Kingdom (UK)</a> , <a href="#">fields</a> , <a href="#">cliffs</a> , <a href="#">sea</a> , <a href="#">coast</a> , <a href="#">river</a> , <a href="#">Downs</a> , <a href="#">hills</a> , <a href="#">farmland</a> , <a href="#">town</a> , <a href="#">city</a> , <a href="#">village</a> , <a href="#">roads</a> , <a href="#">atlas</a> , <a href="#">country</a> , <a href="#">ocean</a> , <a href="#">globe</a> , <a href="#">English Channel</a> , <a href="#">physical</a> , <a href="#">human</a> , <a href="#">geography</a>	<a href="#">United Kingdom</a> , <a href="#">England</a> , <a href="#">Scotland</a> , <a href="#">Wales</a> , <a href="#">Northern Ireland</a> , <a href="#">London</a> , <a href="#">Edinburgh</a> , <a href="#">Cardiff</a> , <a href="#">Belfast</a> , <a href="#">capital city</a>	<a href="#">Coast</a> , <a href="#">inland</a> , <a href="#">cliff</a> , <a href="#">Beachy Head</a> , <a href="#">headland</a> , <a href="#">English Channel</a> , <a href="#">sea</a> , <a href="#">ocean</a> , <a href="#">Downs</a> , <a href="#">town</a> , <a href="#">symbol</a> , <a href="#">compass</a> , <a href="#">North</a> , <a href="#">South</a> , <a href="#">East</a> , <a href="#">West</a> , <a href="#">London</a> , <a href="#">coastline</a> , <a href="#">key</a> , <a href="#">symbol</a> , <a href="#">North Sea</a> , <a href="#">Atlantic Ocean</a> , <a href="#">Irish Sea</a>
Prior learning to recall	Understanding the world in EYFS– local geography and school setting	Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps Use world maps, atlases and globes to identify the United Kingdom and its countries	Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps. The four capitals of the UK. Use world maps, atlases and globes to identify the United Kingdom and its countries. Recap human and physical geography.
Useful links	<a href="https://geology.com/world/world-map.shtml">https://geology.com/world/world-map.shtml</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxn">https://www.bbc.co.uk/bitesize/subjects/zcdqxn</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxn">https://www.bbc.co.uk/bitesize/subjects/zcdqxn</a> <a href="https://www.youtube.com/watch?v=v6ollwsJPE">https://www.youtube.com/watch?v=v6ollwsJPE</a> <a href="https://www.youtube.com/watch?v=p6vmFINIEPE">https://www.youtube.com/watch?v=p6vmFINIEPE</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxn">https://www.bbc.co.uk/bitesize/subjects/zcdqxn</a> <a href="https://www.youtube.com/watch?v=v6ollwsJPE">https://www.youtube.com/watch?v=v6ollwsJPE</a>
Assessment <b>WT</b> <b>ARE</b> <b>GD</b>	<p><b>Cold Task</b>— flipchart: “Tell me about our local area” <b>Can I explain the difference between human and physical geography?</b> <b>Can I also name some of the H/P geography of my local area?</b> <b>Can I also identify the UK on a world map and use this to identify the rough location of Eastbourne?</b> Trip to the downs—identifying physical and human features</p>	<p><b>Cold Task</b>—Label a map of the UK (repeat this activity at the end of the unit) <b>Can I name the four countries of the UK?</b> <b>Can I identify the four countries and name the capital cities of the UK?</b> <b>Can I name the capital cities of the four countries, show their approximate location and/or describe some of their human or physical geography?</b></p>	<p><b>Cold Task</b>— Flipchart: What does this show? (an aerial map of Eastbourne seafront) <b>Can I name some features you can see at the coast and spot some on a map?</b> <b>Can I also name and identify the four seas surrounding the UK?</b> <b>Can I find the four directions on a compass and refer to the location of coastal features using these?</b></p>

Year 2 Geography	Term 1	Term 2	Term 6
	Unit 1- <i>Start with Art (Global geography facts)</i>	Unit 2- <i>Artists around the world (Mexico focus linked to Frida Kahlo)</i>	Unit 3- <i>Bee Happy- How Weather Effects Our Lives</i>
National Curriculum Coverage	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to human and physical features. (recap and spiral)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify daily and seasonal 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.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> </ul>
Lesson objectives & Knowledge taught	<p><b>1.To name, and locate the world's seven continents</b></p> <ul style="list-style-type: none"> <li>A continent is a large area of land (land mass)</li> <li>There are 7 continents on Earth —Asia, Africa, North America, South America, Antarctica, Europe and Australia</li> <li>The UK is part of the continent of Europe, but separated from the mainland by the English Channel</li> </ul> <p><b>2. To name and locate the world's five oceans.</b></p> <ul style="list-style-type: none"> <li>The world is covered by 71% water, called the sea</li> <li>Smaller parts of the sea have been given different names</li> <li>The sea is divided into 5, large main areas called oceans</li> <li>The oceans are: Pacific, Atlantic, Indian, Arctic and Southern</li> <li>The UK borders the Atlantic Ocean</li> </ul>	<p><b>1. To locate the continent of North America and the country of Mexico.</b></p> <ul style="list-style-type: none"> <li>Mexico is a country in the continent of North America</li> <li>Mexico is in the south of North America</li> <li>North America is across the Atlantic Ocean from the UK</li> <li>Mexico is a much larger country than the UK (about 8 times larger) with many more people</li> </ul> <p><b>2. To identify and describe the human and physical similarities and differences between Eastbourne and a city/town in Mexico.</b></p> <ul style="list-style-type: none"> <li>Mexico City is the capital city of Mexico</li> <li>Mexico City is surrounded by mountains and volcanoes</li> <li>The main language of Mexico is Spanish. You can see this on the road signs</li> <li>Mexico City is a huge city with many tall buildings and busy roads</li> <li>Frida Kahlo's <i>La Casa Azul</i> is in Mexico city and is one of the most popular tourist attractions</li> <li>Buildings in Mexico City are very colourful and vibrant</li> </ul> <p><b>4. Identify the equator and understand why weather isn't the same everywhere in the world.</b></p> <ul style="list-style-type: none"> <li>The climate is the "average weather conditions"</li> <li>The can be divided into different climate zones (where similar weather occurs)</li> <li>The equator is an imaginary line around the middle of the earth. It is halfway between the north and south poles</li> <li>The northern hemisphere is the half of the word that is north of the equator</li> <li>The southern hemisphere is the half of the word that is south of the equator</li> <li>Mexico is much closer to the equator than the UK</li> <li>Countries nearer the equator have hotter weather year round</li> <li>Mexico has a tropical climate, with a rainy and dry season. There is little temperature change from season to season.</li> </ul> <hr/> <p><b>TERM 3</b></p> <p><b>1. What is the weather? SCIENCE LINK—USE ALONGSIDE WEATHER EXPERIMENT.</b></p> <ul style="list-style-type: none"> <li>The weather is the way the air and the atmosphere feels and can change at any moment in time.</li> <li>Elements of the weather include temperature, wind, and the conditions (sun, rain, fog, snow, etc)</li> <li>Elements of the weather can be observed and measured</li> <li>A thermometer measures the temperature—how hot or cold it is</li> <li>A rain gauge measures the amount of rainfall over a period of time in mm that have been collected</li> <li>An okta grid measures cloud coverage</li> </ul>	<p><b>TERM 3</b></p> <p><b>2. How has the weather changed at our school? SCIENCE LINK—USE ALONGSIDE WEATHER EXPERIMENT</b></p> <ul style="list-style-type: none"> <li>The weather is the way the air and the atmosphere feels and can change at any moment in time.</li> <li>Elements of the weather include temperature, wind, and the conditions (sun, rain, fog, snow, etc)</li> <li>Elements of the weather can be observed and measured</li> <li>A thermometer measures the temperature—how hot or cold it is</li> <li>A rain gauge measures the amount of rainfall over a period of time in mm that have been collected</li> </ul> <hr/> <p><b>TERM 6</b></p> <p><b>1. How does the weather change through the four seasons of the year?</b></p> <ul style="list-style-type: none"> <li>The four seasons are Spring, Summer, Autumn, Winter</li> <li>The seasons affect the weather across the world</li> <li>Recall of Y1 science—Weather in different seasons</li> <li>In climate zones nearer to the equator, seasonal temperature doesn't change much</li> <li>Tropical climates have a wet season and a dry season</li> <li>The wet season is the time of year when most of a region's average annual rainfall occurs</li> <li>The dry season is the time of year when little rain falls</li> <li>Plants and trees struggle to grow in the dry season</li> </ul> <p><b>2. What is a desert?</b></p> <ul style="list-style-type: none"> <li>A desert is a very dry place, where there is no more than 25cm of precipitation a year</li> <li>Precipitation is water that falls to Earth (either rain, snow, sleet or hail)</li> </ul> <p><b>3. What are the similarities and differences between the Sahara Desert and Antarctica?</b></p> <ul style="list-style-type: none"> <li>Antarctica is the coldest and most southerly continent on Earth</li> <li>The Sahara Desert is located in Africa</li> <li>SD is the largest hot desert on Earth, and one of the hottest places on earth</li> <li>The Sahara Desert is huge. It covers an enormous area of Africa and is still growing. If the Sahara were a country it would be the fifth largest country in the world.</li> <li>Antarctica is located at the very south of the globe and the south pole is at its centre</li> <li>Antarctica is cold because it is far from the equator and gets very little direct sunlight.</li> <li>Antarctica is in fact land covered by ice up to 5 km thick in places.</li> <li>It is the driest place on Earth and the world's largest desert.</li> <li>It is also the coldest and windiest place on Earth.</li> </ul>

Year 2 Geography	Term 1	Term 2	Term 6
	Unit 1- <b><i>Start with Art (Global geography facts)</i></b>	Unit 2- <b><i>Artists around the world (Mexico focus linked to Frida Kahlo)</i></b>	Unit 3- <b><i>Bee Happy- How Weather Effects Our Lives</i></b>
Lesson Objectives & suggested activities	<p><b>1. To name, and locate the world’s seven continents</b> Using Google Earth, locate the UK and recap prior knowledge of the countries and capital cities. Explain that the UK is part of a larger land mass called a continent, and our home continent is Europe. Briefly explore Europe and some of the countries using Google Earth. Give children maps, atlases and globes and tell them there are 7 continents on Earth. Can they find them all? List their names and any additional facts. Look at a world map and describe their positions using compass directions. <b>Activity</b>—Giant map on playground of world’s continents (draw in advance) to play aeroplane games (chn “fly” to different continents using your instructions) OR beebots on world map—Can you get your beebot to a particular continent from a starting place? (floorbook)</p> <p><b>2. To name and locate the world’s five oceans.</b> Chn complete a simple puzzle of the 7 continents. Play a race game (first to put finger/counter on a particular continent). Look at the Earth on Google Earth or on a map. Discuss how the continents make up the land, but what is the rest of the earth? 71% is water. The sea is divided into 5 main areas called “oceans.” Can the children find the five oceans on a world map/atlas? They learned the Atlantic in Y1. <b>Activity</b>— Add these to the puzzles by placing name labels and repeat the game. Use Google Earth to sail the oceans to different continents, allowing children to see the nature of the pacific ocean in 3-D, to avoid misconception that there are “two” pacific oceans (as you might see on a 2-D map).</p>	<p><b>1. To locate the continent of North America and the country of Mexico.</b> Recap the 7 continents using world map. Find North America and describe it’s position in relation to other continents using compass directions. Children then to explore North America using the atlases. Can they find the country of Mexico? Compare the size of Mexico to the UK using a globe. What do they notice? <b>Activity:</b> Use non-fiction texts and clips from websites below (on iPads) to discover facts about Mexico. Record on flip (floor-book)</p> <p><b>2. To identify and describe the human and physical similarities and differences between Eastbourne and a city/town in Mexico.</b> Use Google Earth to find Eastbourne. What can the children remember about Eastbourne from Y1? Zoom out and cross the Atlantic ocean (refer to this!) to go to North America. Locate Mexico and zoom in on Mexico City. What do they notice? Should notice that it is not on the coast! It is a huge, varied city, far bigger than Eastbourne. Pick out any P or H geography the children spot (find La Casa Azul!). Send children to tables to explore photos of Mexico City (particularly focus on Coyoacan-Frida’s home area of the city). What can they tell about Mexico City? Its features and weather conditions? How does it contrast with photos of Eastbourne? Why do they think they are so different? Are there any similarities? Record on sugar paper or flipchart. <b>Read some fiction and non-fiction texts about life in Mexico.</b></p> <p><b>3. What is the weather? SCIENCE LINK—USE ALONGSIDE WEATHER EXPERIMENT.</b> Show children a range of images which show different weather conditions (resource 1). Discuss what weather is (the atmosphere conditions at any given moment in time) and how this can change. How has the weather changed since breaktime? Since you work up? Since yesterday? Since the weekend? Since the summer holiday? Why? Introduce children to a thermometer and rain gage. <a href="https://www.bbc.co.uk/bitesize/clips/zppdfr">https://www.bbc.co.uk/bitesize/clips/zppdfr</a> Show children what they record and chose somewhere in school to place them. A reading will need to be taken every morning for a month to support learning in a future lesson. Record the temperature and rain level each day and inset information on a data collection sheet. <b>Activity-</b> All children make an Oktas Grid to measure cloud coverage that day.</p> <p><b>4. Identify the equator and understand why weather isn’t the same everywhere in the world.</b> Recap the continents, looking at a map and at a globe. Use compass directions when discovering the continents. What is a continent? What is a country? Explore a world climate zones map with the children. What do they notice whilst exploring the key? Introduce the equator and what that means. Locate North America and Mexico, highlighting it’s closer proximity to the equator than the UK. Demonstrate how sunlight hours work using a globe and a torch and that countries close to the equator have hotter weather year round. Explore images of the climate in Mexico (tropical with a rainy and dry season, and little temperature fluctuation from season to season). <b>Activity-</b> Children stick in a picture of the climate zone map and highlight where Mexico is. Write or take PV regarding the equator and its affect on weather there.</p>	<p><b>1. How does the weather change through the four seasons of the year?</b> Start by watching these time lapse videos <a href="https://www.youtube.com/watch?v=lmIFXIXQQ_E">https://www.youtube.com/watch?v=lmIFXIXQQ_E</a> <a href="https://www.youtube.com/watch?v=mzNURZbalss">https://www.youtube.com/watch?v=mzNURZbalss</a> What changes can you notice throughout the year? Make the connection between the changes and the seasons (Winter, Spring, Summer and Autumn). The same location can look/feel different because of the seasons. Remind children of climate zones. Explain that in some parts of the world, near the equator, the temperature doesn’t change all that much from season to season. Instead it is the presence of rain that affects the location (they have wet/dry seasons). Show a picture of African Savannah in the wet and then the dry season <b>Activity</b>— Draw/stick a blank tree outline into book. Split into 4 sections They add drawing/colour to/around the tree to depict the seasons in the UK. Repeat for a tree in the African Savannah, split into two for wet/dry seasons.</p> <p><b>2. How has the weather changed at our school? SCIENCE LINK—USE ALONGSIDE WEATHER EXPERIMENT (may be covered in a different term)</b> Look through the data collected everyday showing the rain fall and temperature at school. Draw conclusions as a class to answer experiment question. <b>Activity</b>— Identify the warmest/wettest and least warm/least wet days recorded. Are there any patterns to spot in the data?</p> <p><b>3. What is a desert?</b> Children look at images of Antarctica and Sahara Desert and sort into two groups (don’t reveal the name of the locations yet). Discuss what is the same and what is different. Flipchart the similarities and differences under two columns (don’t reveal the names of their identity yet). Tell children the names of the locations and explore on Google Earth. Identify their location in relation to the Equator. Share with the children that they are both deserts as a desert is a dry place (No more than 25 centimeters of precipitation a year). <b>Activity-</b> Children stick images of Antarctica and SD into books. Compare and contrast the images by writing or PV, and all children to define what a desert is.</p> <p><b>4. Where on Earth is Antarctica?</b> Use a large world map and a globe to recap the continents and oceans using compass directions. Each pair has a world map and play a race game to put their finger on the correct part of the map (e.g. put your finger on the Indian ocean). Locate Antarctica on the map and its surrounding ocean. Explore Antarctica by watching parts of the clips (below in blue). Why is it so cold in Antarctica? What do we know about the equator? How would it compare with life in the UK or in Mexico? Encourage children to explore Antarctica in small groups using the Non-Fiction texts. Report back facts. Cover these key facts- Antarctica is in fact land with mountains and valleys covered by ice up to 5 km thick in places. 70 per cent of the world’s fresh water is stored in the ice of Antarctica. It is the driest place on Earth and the world’s largest desert. It is also the coldest and windiest place on Earth. It is surrounded by the Southern Ocean. The South Pole lies at its centre. <b>(floor book— photos, flipchart, PV)</b></p>
Skills used	Team work, literacy, critical thinking, communication, ICT	Numeracy, organization, team work, literacy, critical thinking, problem solving, comparing/ contrasting, speculating	Fieldwork/data collection, Data representation, critical thinking, problem solving, comparing/ contrasting
Vocabulary to be retained	<a href="#">North America</a> , <a href="#">South America</a> , <a href="#">Africa</a> , <a href="#">Europe</a> , <a href="#">Asia</a> , <a href="#">Australia</a> , <a href="#">Antarctica</a> , <a href="#">Continent</a> , <a href="#">Ocean</a> , <a href="#">Atlantic</a> , <a href="#">Indian</a> , <a href="#">Arctic</a> , <a href="#">Pacific</a> , <a href="#">Southern</a>	<a href="#">Weather</a> , <a href="#">North Pole</a> , <a href="#">South Pole</a> , <a href="#">Season</a> , <a href="#">Town</a> , <a href="#">City</a> , <a href="#">Mexico</a> , <a href="#">Mexico City</a> , <a href="#">Spanish</a> , <a href="#">Language</a> , <a href="#">Equator</a> , <a href="#">Hemisphere</a> , <a href="#">climate</a> , <a href="#">temperature</a>	<a href="#">Equator</a> , <a href="#">North Pole</a> , <a href="#">South Pole</a> , <a href="#">Antarctica</a> , <a href="#">Mountain</a> , <a href="#">valley</a> , <a href="#">desert</a> , <a href="#">climate</a> , <a href="#">temperature</a>
Prior learning to recall	The United Kingdom is made up of four countries and surrounded by 4 seas. The four countries that make up the UK are England, Scotland, Wales and Northern Island. Eastbourne is the town we live in, in England	The UK is a country in Europe Eastbourne is our hometown and the physical/human geography of it, learned in Y1 North America is one of the 7 continents. A continent is continuous expanse of land An ocean is the body of salt water that covers 70% of Earth’s water What human/physical features are	Experienced different weather conditions Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas Know that continents are land (and their names), oceans water, and there are many countries Know that temperatures decrease the further away from the Equator
Useful links	<a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a> <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a> <a href="https://www.youtube.com/watch?v=j1eWxEjSMj8">https://www.youtube.com/watch?v=j1eWxEjSMj8</a> <a href="https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j">https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j</a>	<a href="https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead">https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead</a> <a href="https://www.literacyshed.com/day-of-the-dead.html">https://www.literacyshed.com/day-of-the-dead.html</a> <a href="https://www.bbc.co.uk/bitesize/clips/zxf7sbk">https://www.bbc.co.uk/bitesize/clips/zxf7sbk</a> <a href="https://www.bbc.co.uk/programmes/b007r6km/clips">https://www.bbc.co.uk/programmes/b007r6km/clips</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxnb">https://www.bbc.co.uk/bitesize/subjects/zcdqxnb</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-antarctica/zj9c382">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-antarctica/zj9c382</a> <a href="https://www.bbc.co.uk/bitesize/topics/zww2wnb">https://www.bbc.co.uk/bitesize/topics/zww2wnb</a> <a href="https://www.youtube.com/watch?v=slujRh4g6lw">https://www.youtube.com/watch?v=slujRh4g6lw</a> <a href="https://www.youtube.com/watch?v=FQbWtF9ghkg">https://www.youtube.com/watch?v=FQbWtF9ghkg</a>
Assessment <b>WT</b> <b>ARE</b> <b>GD</b>	<b>I can name several continents and oceans.</b> <b>I can name all 7 continents and 5 oceans.</b> <b>I can identify/label all 7 continents and all 5 oceans on a map.</b>	<b>I can identify North America and the United Kingdom on a map of the world.</b> <b>I can also identify the equator and describe the climate in places nearer to the equator than the UK.</b> <b>I can also describe some human features in Mexico and discuss how and why they differ from Eastbourne.</b>	<b>I know the location of the Equator, the North Pole and the South Pole. I can describe weather conditions using symbols.</b> <b>I also can describe how and why weather changes over time and use instruments to collect weather data.</b> <b>I can also describe how energy from the sun affects the temperature around the world (e.g. at the equator there is more energy from the sun hence hotter.)</b>