**Spring Term Overview – Geography**

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| **Spring Term Book – One Day On Our Blue Planet** |
| **Topic(s) - Continents and Oceans (with a focus on oceans)** |  **Guide Time = 6 weeks** |
| **Assessment:** | End of Unit assessment – Can the children name all 5 oceans and identify them on a globe or atlas?Can the children create a simple fact poster about their chosen animal? Where do they live? What is their habitat like? What ocean surrounds the land the animal is from? |  **Very Important Points (VIPs):*** The five oceans are: Pacific ocean, Atlantic ocean, Indian Ocean, Southern Ocean and the Arctic ocean.
* The oceans surround the seven continents.
* A globe shows where there is land and sea on Earth.
* A habitat is where an animal lives.
* The artic is a cold place to live.

**Fat Questions:*** Why do you think Amundsen and Scott didn't travel to a different continent?
* What special skills might you need to be an explorer in the Antarctic?
* What dangers might you need to be prepared for as an explorer?
* How might global warming effect the oceans and its inhabitants?
* What would it be like if we didn't have any oceans and the world was just covered in land?
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| **Links to prior learning (sequencing) and canon book** | Year 1 and 2 children have explored the seven continents of the world and the climates they have. They have also looked at the physical and human features of these continents. |
| **Links to other learning (cross fertilisation)** | The World Beyond Us:Know the 5 oceans and the animals that live in them.The continents continue to evolve and change shape, because of the impact of the Oceans around them.The World Around Us:Understand the ocean surrounding some of the UK Atlantic Ocean.Modern Britain:Have the continents changed over time?Has the climate in the different continents always been the same, or is it different now to how it was 1,000 years ago? Healthy Bodies:How does diet in different continents vary? Which continents are the healthiest and why?How do different cultures stay keep physically and mentally well? Does this vary from continent to continent? Culture:How does culture vary from continent to continent?How does culture vary within the same continent?Explore traditional music from different cultures and locate them according to continent on the world map.Technology in ActionWhat do scientists research in Antarctica?Do all continents have access to the same technology?How do cartographers monitor and record the changing shapes of continents? |
| **Links to future learning** | Some links to Summer term when they will be looking at extreme climates (Lila and the secret of rain) and looking at the UK's surrounding seas (The lion and the unicorn). |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Throughout this unit the children will learnt the 5 oceans and where to locate them on an atlas or globe. This will help promote an awareness of the world around us and where the UK fits into the world. Through looking at the continents in terms of habitats will allow children to understand how conditions of a continent will determine what animals will live there. When looking at the Antarctic, the children will get a closer look at what it was like for the explorers during their expeditions to the Antarctic. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning**  | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/****Vocabulary** | **Greater Depth/SEND**  | **Misconceptions** | **Activities and Resources** |
| Identify and name the five oceans of the world. | The seven continents are surrounded by oceans.A globe shows where there is land and sea on earth. There are five Oceans and they are the Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean and the Arctic Ocean | To continue to name and locate the world's sevencontinents and five oceansTo use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied  | Pacific OceanIndian OceanAtlantic OceanSouthern OceanArctic OceanAtlasGlobeSphere | GD – To label the oceans and the surrounding continents. Also to add the equator line using their prior knowledge from last half term.SEND – stick on the label to the right ocean. Having a word bank and an atlas to support if needed. | The world is flat. (Like on an atlas)The Earth has one big ocean. | LO:- To identify and name the five oceans of the world.Year 1 – To locate and label the oceans of the world using a word bank.Year 2 – To use an atlas to help locate and label the oceans of the world. Deepening the MomentHow do you think people came to know the different oceans and continents?  |
| Identify the most suitable habitats for different animals | Animals live in different continents depending on their habitats and surroundings needed to survive. A habitat is a place where something lives | To continue to name and locate the world's sevenContinents and five oceansLink to science objective: identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  | Pacific OceanIndian OceanAtlantic OceanSouthern OceanArctic OceanAtlasGlobeSphereInhabitants | GD – To include some facts about the different continents surrounding the oceans that they might rememberSEND – cut and stick the correct animal in the correct category. Maybe only give two categories | The world is flat. (like on an atlas)The Earth has one big ocean. | LO:- To identify the inhabitants of the oceans.Year 1- To sort the ocean animals into their different categories. Year 2 – To write a fact file about the ocean. Deepen the moment:Why wouldn’t you find a tiger in the ocean? |
| To understand the conditions in the Antarctic. | The Antarctic is a cold place to live and lots of penguins and seals live there because of these conditions. | To continue to name and locate the world's sevenContinents and five oceans | ExpeditionAntarcticExplorers | GD – To explain why they would need to take those certain things and explain who the conditions can affect a personSEND – To Label a picture of the Antarctic with single words to describe its conditions. |  | LO:-To understand the conditions in the Antarctic.Year 1 – To say what they would bring on an expedition to the Antarctic. Year 2 – To explain the things they would take on an expedition to the Antarctic and why.Deepen the moment:What do you think Amundsen and Scott had to do to prepare for their expeditions to the Antarctic? |
| Context (big picture learning) Through this unit the children will learn about the world around them and where they fit in to it. They will develop a wider knowledge of the oceans and the creature that inhabit the water and how they navigate their lives in comparison to their own. The children will also learn about another continent and how their conditions have affected and can affect other humans such as Amundsen and Scott. |

**Trust shared>Primaries>KS1>Planning Cycle B>Spring 1>Geography>Lesson 1 / 2 / 3**