

TERM 5 OVERVIEW YEAR 1 and 2 – Geography

Term 2 Book – Lila and the Secret of the Rain		
Topic(s) - Continents and Climates		Guide Time = 3 lessons
Assessment:	<p>A VIP quiz with a variety on questions based on the topics covered.</p> <p>Work evaluation of independent task: Can the children produce a simple weather report.</p> <p>Teachers will also use AfL based upon children's participation in discussions.</p>	<p>Very Important Points (VIPs):</p> <p>The equator is an imaginary line around the centre of the Earth.</p> <p>The Earth is divided into two equal parts and these are called the Northern and Southern Hemispheres.</p>
Links to prior learning (sequencing) and canon book	<p>Y1 and 2 - Children have learned to identify physical and human geographical features, compared the coast and the city and learnt the 7 continents and 5 oceans/</p> <p>Yr 1 and 2 – Children will have experience of using map skills and directions from Spring 1 in Computing when they used directional algorithms.</p> <p>Yr 2 – Children will have experience of drawing maps and keys from their time in Year 1.</p> <p>This unit links to our canon text through the overarching theme of transport and travel – finding their way from one place to another using maps.</p>	<p>That when it is Summer in the Northern Hemisphere it is Winter in the Southern Hemisphere.</p> <p>The equator appears on maps and globes.</p> <p>Weather patterns are different depending on where you are in relation to the equator.</p> <p>The further away from the equator you are the colder it is.</p> <p>The closer you are to the equator, the hotter it is.</p> <p>That you can record the weather using a thermometer to see how warm or cold it is.</p>
Links to other learning (cross fertilisation)	<p><u>The World Beyond Us:</u> Can you name the seven continents? Did you know, the continents continue to evolve and change shape, because of the impact of the Oceans around them.</p> <p><u>The World Around Us:</u> If someone from another country looked at a map of PonteFract, do you think they would want to visit? Why? What do you think they would want to visit?</p> <p><u>Modern Britain:</u></p>	<p>A rain gauge can measure the amount of rain that has fallen.</p> <p>That rainfall is important for things to survive.</p> <p>Some countries are much hotter than others and have less rainfall and this can cause a drought.</p>

	<p>Has the map of the UK changed over time? <u>Healthy Bodies; Healthy Minds:</u> How does diet in different continents vary? Which continents are the healthiest and why? How could a runner find out how far he has run by using a map? <u>Culture:</u> 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. <u>Technology in Action</u> What do scientists research in different countries? Do we measure the temperature the same in all countries?</p>	<p>Weather is different depending on season.</p> <p>Fat Questions:</p> <ul style="list-style-type: none"> - Who decides where the continents are? - All continents are land... so are all continents the same? - The Arctic is the ice at the top of the Earth. Why isn't the Arctic a continent? - Has the climate always been the same or is it changing? - The continents are defined by where the land meets the sea. Have they always been these shapes, or have they changed over time?
<p>Links to future learning</p>	<p>Map work will link to directional algorithms in the coding topics. It will also cross-fertilise with their future work on position and direction in maths.</p> <p>During the summer term children will continue to use maps to look at naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Throughout this unit the children will explore maps, atlases and globes. This will promote awareness of where we are in the world, and the world around us. The time spent exploring maps, will provoke awe and wonder in the children and inspire them to ask questions about the world.</p> <p>50 Things: Find their way with a map and compass. Children may also use maps when on trips to wildlife centres, places of worship, parks and libraries.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1: To explore a map to locate the Northern and Southern Hemisphere.	Children will identify and locate the Northern and Southern Hemisphere and the continents found in each one.	<p>Use world maps, atlases and globes to identify the UK, as well as the countries, continents and oceans studied at this key stage.</p> <p>Know about how and cold areas of the world in relation to the equator and North and South poles.</p>	Equator, North Pole, South Pole, Ocean, Continents, map, Northern Hemisphere, Southern Hemisphere	<p>GD – Children to understand the fundamental differences between ‘hot’ continents. Are all hot continents the same? Are all cold continents the same?</p> <p>SEND – adult support for practical activities if necessary.</p>	<p>Children may need help understanding that the map, atlas and globe all show the same thing but in slightly different ways.</p> <p>Y2 children will need to ensure they colour code the four climate zones correctly first before moving onto the second part.</p>	<p>Starter Which Hemisphere? Using a Globe and the World Map teach children about the Northern and Southern Hemisphere and model how to locate some major countries. Throw an inflatable globe to children in the class, call out ‘North or South’ and ask them to name a continent, country or ocean within that hemisphere on command. Look for children who can locate a continent/country/ocean within the correct hemisphere.</p> <p>Task Children will locate hot and cold countries and discuss how the weather affects the different animals that live there.</p> <p>Y1 – children colour code the four climate zones which are identified on the activity sheet. Children that need extra support could colour code just hot and cold climates. Then children cut out and stick animals to the relevant countries/climate zones using the climate zones map produced in the first activity.</p> <p>Y2 – children draw the four climate zones using an atlas then colour code and create their own key. Extend children to label continents, major countries oceans and the equator. Then children will sort a range of animals into the four climate zones on their climate map.</p>

						<p><u>Deepen the moment</u> Where would you like to live; in a hot or cold climate?</p> <p>Encourage children to give reasons, can they choose a country they would like to live in and locate it on the map.</p>
<p>Lesson 2: To compare differences and similarities between the UK and Kenya.</p>	<p>What are the similarities and differences between the UK and Kenya?</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Use world maps, atlases and globes to identify the UK, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Northern Hemisphere, Southern Hemisphere Weather UK, Africa Kenya England Tropical Temperate Climate</p>	<p>GD – write full sentences comparing the two countries.</p> <p>SEND – Could work in pairs or name only one or two differences.</p>	<p>Children may mix the photographs up.</p>	<p>Starter Ask pupils where they live. Establish the city, country and continent. Explain that they will be looking at what it is like to live in a completely different country and continent. Use a world map to locate Africa and elicit that Africa is a continent like Europe which has lots of countries.</p> <p>Y1 – Children to complete their worksheet. Explain that they should look closely at the photos and list three differences and three similarities between the UK and Kenya.</p> <p>Y2 – Children to complete their worksheet. Explain that they should look closely at the photos and list three or more differences and three or more similarities between the UK and Kenya.</p> <p>LA/ SEN- Sort pictures</p> <p><u>Deepen the moment</u> What are the similarities and differences that were found between the UK and Kenya? Were there any surprises?</p>

<p>Lesson 3: To record weather patterns in a simple graph or chart.</p>	<p>Why do we record weather?</p>	<p>To identify seasonal and daily weather patterns in the UK.</p>	<p>Weather, the UK, changes, seasons, daily or day to day, weather recording, observation (looking), temperature/ thermometer, weather types (sun, rain, thunder, snow, wind etc).</p>	<p>SEND – Children to find pictures of what the weather is like today.</p> <p>GD – Promote child to 'team leader' in their group, whose job it is to oversee the weather walk</p>	<p>The weather is the same everywhere in the world.</p>	<p>Recap where we live and what the weather is like. Recap why the UK is colder than other countries.</p> <p><u>Starter</u></p> <p>Children to complete the weather sentence worksheet. Children to look at the pictures and describe the weather. E.g. The weather is...</p> <p>Children complete the weather diary with more information/observation required.</p> <p>Y1 – Children go on a weather walk. Draw/write what they can see, hear and what the weather is like today.</p> <p>Y2 – Children go on a weather walk. Write what they can see, hear, how the weather has changed from Winter and draw/describe the weather today.</p> <p>Create a simple chart to show what the weather/ temperature has been like over the week. (Google weather for the week if they haven't kept a daily diary). Research what the weather is like in Kenya, and compare to the UK.</p> <p><u>Deepen the moment</u></p> <p>If you were to swap places with someone from Kenya for a week, what would you pack to wear? What would you advise them to pack?</p>
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Context (big picture learning)

The world is made up of land and sea.

The land is split up into different continents; there are 7 in total.

Some continents are joined by land, some are surrounded by ocean.

The climate on each continent varies and is dependent on how close to the equator, North or South Pole it is.

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