

# ST.HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING



## Cycle B

Mrs Garcia, Mrs Pallister & Mrs Rutherford Years 1 & 2

**Big question: What is the United Kingdom? Why is the United Kingdom special?**

### Basic geographical knowledge

- 1) **Location and position of country to the equator:** Children can locate Lincoln, which is in England, which is above the equator. Children can locate and name the 7 continents and oceans and understand their position in relation to the equator.
- 2) **Location of country from Lincoln, compass directions:** Children can name and locate the 4 countries and the UK's surrounding seas that are part of the United Kingdom and can use simple compass references to determine the location of each country.
- 3) **Climate/Weather:** Children understand that the UK has seasons, and the climate and weather are determined by the seasons. (Reference to location of countries and counties further up North as they are further away from the equator, weather and climate will be wetter and colder.)
- 4) **Bordering countries:** Children will recognise that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland.
- 5) **Prior Skills: Children write down initial ideas/prior learning of topic, as well as what they would like to know.**

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
<p><b>1)</b> Can I use my map skills to locate and name the seven continents of the world and its seas'?</p>	<p>Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.</p> <ul style="list-style-type: none"> <li>• How many different answers could we give to the question 'Where do you live?' Invite children to share their ideas, e.g., the road they live on, the country they live in, the planet they live in, etc.</li> <li>• Show children the picture of the planets on the slides. What is our planet called? Which one is our planet? Invite children to share their ideas.</li> <li>• Show children the world map on</li> </ul>	<p><b>Lower ability:</b> Cut out the pieces of the World Jigsaw and give a set to each child. Challenge children to put the jigsaw pieces back together to complete the map of the world and stick-on worksheet 1A. Children to then colour in the map and label where they live.</p> <p><b>Middle ability:</b> On worksheet 1B, children to use the words in the word box to help them complete the labels on the world map. When finished, children to mark where they live. When finished, children can check if they were correct on the World Map.</p>	<p>Continent Ocean Landmass Countries North America, South America, Europe, Asia, Africa, Oceania and Antarctica. The Atlantic Ocean,</p>

	<p>the slides. What is this map showing? Explain that this map shows how all the land on Earth is split into seven continents and five different oceans. Can you name any of the continents? Invite children to share their ideas, then show them the labelled map on the slides.</p> <ul style="list-style-type: none"> <li>• Where are we on this map? Invite children to come and point to where they think the UK is, then check on the slides.</li> <li>• Show children the questions on the slides. How many of these can you answer now? Invite children to share their ideas.</li> </ul> <p><b>Plenary:</b> We live in the United Kingdom which is a group of countries. Can you name the country we live in? Can you name the other countries in the United Kingdom? Invite children to share their ideas. •</p> <p><b>Assessment Questions:</b> Do children know what a continent is? • Can children name and locate the seven continents/ five oceans? • Can children identify the UK on a world map</p>	<p><b>Higher ability:</b> On worksheet 1C, children to use the words in the word box to help them label the world map. When finished, children to mark where they live. When finished, children can check if they were correct on the World Map.</p> <p><b>Challenge:</b> Provide children with the Wheel Templates. Children to draw a picture and write a sentence for each of the circles, e.g., the name of my planet is Earth. • When finished, support children in attaching the templates one on top of the other so that the largest is at the bottom and the smallest is at the top. Pierce a hole in the marked circle, then attach with a split pin. Children can then move each of the circles to reveal their pictures and sentences.</p>	<p>The Pacific Ocean, The Indian Ocean. The Southern Ocean, The Arctic Ocean. Scale, compass, North Southeast, West</p>
<p><b>2) Can I use my map skills to locate and identify the countries, capital cities and seas of the UK?</b></p>	<p>Children will find out how the UK is split into four countries and that each country has its own capital city, they will also be able to name and locate the UK's surrounding seas. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.</p> <p>To be able to identify the countries and capital cities of the UK. Show children the questions on the slides about where we live. How many of these questions do you remember the answer to? Invite children to share their ideas.</p> <ul style="list-style-type: none"> <li>• Explain that we live in the United Kingdom which is in Europe. Show children the UK on a world map and then the map of the UK itself. Do you know how many countries are in the UK altogether? Do you</li> </ul>	<p><b>Lower ability:</b> Read through the Information Sheet with the children. As a group, challenge children to sort the country names, capital city names and national flags on the Game Cards into countries.</p> <p><b>Middle ability:</b> Provide children with the Information Sheet showing four children from each of the UK countries explaining the features of their country. Children to then answer the questions on worksheet 2A.</p> <p><b>Higher ability:</b> Provide children with the Information Sheet showing four children from each of the UK countries explaining the features of their country. Children to then answer the questions on worksheet 2B.</p>	<p>United Kingdom, UK, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff Capital city, city, North Sea, Atlantic Ocean, English Channel, Irish Sea, Scale, compass, North South East, West</p>

	<p>know what the countries are called? Invite children to share their ideas, then go through the information about the countries and capital cities on the slides. Show children the cities and countries and challenge them to match them up.</p> <ul style="list-style-type: none"> <li>• On the map, point to whereabouts in the UK you live. Which country are we in? What is our capital city?</li> </ul> <p>Is the capital city of our country the nearest capital city to us on the map?</p> <p><b>Plenary:</b> Can you think of any ways that the countries of the UK are different from each other? Can you think of any ways they are similar to each other? Invite children to share their ideas.</p> <p><b>Assessment Questions:</b></p> <ul style="list-style-type: none"> <li>• Do children know that the United Kingdom is made up of different countries?</li> <li>• Can children name the countries and capital cities of the UK?</li> <li>• Can children identify the national flags of each of the countries of the UK</li> </ul>	<p>Separate worksheet will be needed to identify the seas around the UK, differentiate as per year group.</p> <p><b>Challenge:</b> When children have finished, they could play a memory game with the Game Cards. Children to play in pairs. They lay out all the cards on the table then one child closes their eyes while another takes away a card. The first child then has to identify which card is missing.</p>	
<p><b>3) Can I research and identify features and characteristics of the countries of the UK?</b></p>	<p>Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.</p> <p>Children will understand the difference between human and physical geography and refer back to and build upon prior learning in previous geography topic.</p> <p>Show children the map of the UK on the slides. How many of these labels can you fill in? Invite children to share their ideas, then check on the slides.</p>	<p><b>Lower ability:</b> Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3A, children to complete the sentences for each of the facts.</p> <p><b>Middle ability:</b> Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3B, children to answer the questions about the four countries of the UK.</p> <p><b>Higher ability:</b> Before the lesson, stick up the Fact Cards around the classroom. On worksheet 3C,</p>	<p>Unique features, characteristics, landscape, hills, mountains, countryside, royal family, Queen Elizabeth, Loch Ness, bagpipes, tartan, Mount Snowdon, hill, mountain,</p>

	<ul style="list-style-type: none"> <li>• Explain that even though each of the countries belongs to the UK, they all have their own features and characteristics. What do you think the differences between each of the countries might be? Invite children to share their ideas, then go through the information on the slides.</li> <li>• Have you ever been to another country in the UK? What was it like? What did you see and do? Invite children to share their ideas.</li> </ul> <p><b>Plenary:</b> What do you think is the most interesting fact you have learnt today? Invite each child to give one fact that they didn't know before the lesson.</p> <p><b>Assessment Questions:</b> Can children name the four countries of the UK? • Can children name the capital cities of the UK? • Can children identify some features and characteristics of the UK?</p>	<p>children to answer the questions about the four countries of the UK</p> <p><b>Challenge:</b> Provide children with the Picture Cards showing various scenes and landscape in each of the four countries of the UK. Give children some time to look through them to see what they can see, then group them according to countries. • Using the Word Mat to help, if necessary, children to then describe what they can see on each picture, using as much vocabulary as possible.</p>	<p>language, war, independent, Giant's Causeway, volcano, rose, thistle, daffodil, shamrock, national flag, Union Jack, human and physical features, river, soil, vegetation.</p>
<p><b>4) &amp; 5) Where do I live? Including trip to Lincoln City Centre</b></p>	<p>To explore the town, we live in. Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.</p> <p>What country do we live in? What city, town, village do we live in? Invite children to share their ideas. • Show children the map of the UK on the slides with some major cities named. Where do we live on this map? What cities are we near? Point to your location on the map so that children can answer the questions.</p> <ul style="list-style-type: none"> <li>• Explain that there are lots of different settlements in the UK from small hamlets and villages to large cities. Go through the information on the slides about some of the differences between a village, town and city. Is</li> </ul>	<p><b>Lower ability:</b> Before the lesson, take some photos of the local area and print them off so children can look at them. Children to then choose the word that best describes their local area for each of the sentences on worksheet 4A. Children can then draw a picture of a part of their locality and write a description.</p> <p><b>Middle ability:</b> Show children how to use an interactive map, such as Google Maps. Help children to identify green spaces, roads, rivers, train stations, etc. Support children in typing in the name of your town and using the map to explore the locality. Children can then use what they have found out to complete the sentences on worksheet 4B.</p> <p><b>Higher ability:</b> Show children how to use an interactive map, such as Google Maps. Help children to identify green spaces, roads, rivers, train stations, etc. Support children in typing in the name of your</p>	<p>City Centre, rural, urban, town, village, shop, Lincoln Cathedral, city, The Brayford Pool, town, village, shop, Lincoln Castle, bus station, train station, sketch, sketch maps, compass, purpose, buying, selling, trade, factory, office, port harbor, transport</p>

	<p>the area we live in rural or urban? How would you describe the area we live in? Invite children to share their ideas. Make reference to our local beach/river and our local vegetation.</p> <p><b><u>Exploring our city</u></b></p> <p>Arrange to take children on a walk around the local town centre to see what they can see. Encourage children to look out for what buildings there are, what the landscape is like and what other features they can see. Is it clean or is there lots of litter and graffiti? Are there lots of busy shops? Is there a lot of public transport?</p> <p><b><u>Plenary:</u></b> Show children a map of the local area, e.g., using Google Maps. What other towns are near us? Have you been to these areas? What are they like? What can you do there? Invite children to share their ideas.</p> <p><b><u>Assessment Questions:</u></b></p> <ul style="list-style-type: none"> <li>• Do children know the difference between a village, town and city?</li> <li>• Can children locate their local area on a map of the UK?</li> <li>• Can children use a variety of sources, including maps, to help them explore the local area?</li> </ul>	<p>town and using the map to explore the locality. Children can then use what they have found out to write six facts about their local area on worksheet 4C, using the questions as a prompt.</p> <p><b>On Trip:</b> All children complete sketch maps of town centre.</p> <p>Once back in the classroom, challenge children to draw a picture of what they have seen with labels to show what they have spotted. Higher-ability children could then write a corresponding description to go with their picture.</p>	
<p><b>6) Can I use my observational skills to describe where I live?</b></p>	<p>Children will consolidate their understanding of where they live and extend this to thinking about the road and house they live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.</p> <p>Explain that every building has an address so that it can be easily identified. This usually consists of a house name or number, a road name, a town, county,</p>	<p><b><u>Lower ability:</u></b> On worksheet 5A, children to complete each of the boxes to show where they live, then complete the road name label and the picture of their house.</p> <p><b><u>Middle ability:</u></b> On worksheet 5B, children to complete each of the questions to describe where they live.</p>	<p>Address, postcode, postman, street name, city, village, town, postbox, e-mail, map</p>

country and postcode. Do you know what your address is? Invite children to share their ideas. • Show children a map of the local area. What can you see? Do you know where your house is? Spend some time exploring the map and where different children live as a class. • How would you describe what your road is like? Go through the questions on the slides and ask children to discuss their ideas as a class.

**Plenary:**

Imagine an alien from outer space came into our classroom and asked us where we lived. What could we tell him? Invite children to share their ideas, drawing on what they have learnt throughout the last few lessons. Encourage children to think about the continent, country, town, street, etc.

**Assessment Questions:**

- Do children know what addresses are used for?
- Can children write their own address?
- Can children describe where they live?

**Higher ability:** On worksheet 5C, children to complete the fact file explaining where they live and what it is like.

**Challenge:**

How do you think the postman knows where to deliver letters to? Discuss how postmen use the address on envelopes to find the correct house. • Tell children that today they are going to write a letter and post it to see how long it takes to arrive. Give each child an envelope and support them in writing their addresses. They can use the Address Guide if necessary. You may need to have a list, particularly for postcodes. • Ask children then to draw a picture or write a letter. Make sure children know that their picture or letter is being sent to their home address. • Put a picture/letter in each envelope and post • When children have received their letters, discuss how they felt when they received them and how long it took for the letters to arrive.

Children complete quiz to confirm and consolidate knowledge. Gaps in learning identified in order to reteach and revisit.