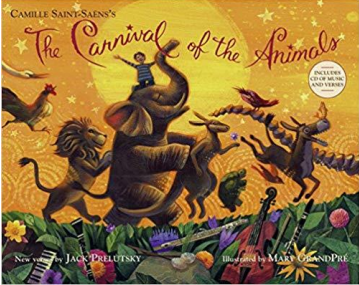


**PRIOR LEARNING AND STARTING POINTS:**

EYFS- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

From September 2022: Understanding the World – The Natural World- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

INTENT	IMPLEMENTATION	IMPACT
<p><b>NC OBJECTIVES/KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to name and locate the world's seven continents and five oceans</li> <li>• Pupils will use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>• Pupils should develop knowledge about the world.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Learn names of the continents through learning songs to help remember them.</li> <li>• Use maps/globes/atlases/digital maps to locate the continents.</li> <li>• Label maps with the continents.</li> <li>• Learn names of the oceans through learning songs to help remember them.</li> <li>• Use maps/globes/atlases/digital maps to locate the oceans.</li> <li>• Label a world map with the five oceans.</li> <li>• Using songs and research, pupils will learn some key physical features of each continent.</li> </ul> <p><b>CHALLENGE BY:</b></p> <ul style="list-style-type: none"> <li>• Pupils to research what it is like in different regions of the world</li> <li>• Pupils take on lead roles within group work.</li> <li>• Pupils to create a case study of a continent or ocean.</li> </ul> <p><b>SUPPORT BY:</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Use visual prompts and props to support learning of new ideas</li> <li>• Verbally explain answers</li> <li>• Use songs and mnemonics for sticky learning</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS WILL KNOW</b></p> <ul style="list-style-type: none"> <li>• The names of the seven continents.</li> <li>• The names of the five oceans.</li> </ul> <p><b>PUPILS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the seven continents of the world.</li> <li>• Use world maps, atlases and globes to identify the five oceans.</li> </ul> <p><b>WILL UNDERSTAND</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences through studying the physical geography of different continents.</li> </ul>
<p><b>VOCABULARY:</b> Europe, Africa, Asia, Australia, Antarctica, North America, South America, Atlantic, Pacific, Southern, Indian, Arctic, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather, polar, global, habitats</p> <p><b>Higher Level Vocabulary:</b> Region, characteristics,</p>	<p><b>RICH READING OPPORTUNITY:</b></p> 	<p><b>LINKS TO LATER LEARNING:</b></p> <p><b>Key Stage 1:</b> Year 2 – Autumn – Further local study - Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p><b>Key Stage 2:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b>LINKS TO LATER LEARNING: NEXT PHASES:</b></p> <p><b>Key Stage 3:</b> Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features; extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p><b>Key Stage 4</b> Locational knowledge and contextual knowledge of the world's continents, countries, regions and their physical, environmental and human features should be developed across the whole specification and should include: appreciation of different spatial, cultural and political contexts; recognition of important links and inter-relationships between places and environments at a range of scales from local to global.</p>
<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Use maps/globes/atlases/digital maps to name and locate the seven continents and five oceans of the world.</li> <li>• Use key geographical language to describe the physical features of the continents.</li> </ul>	<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• Can pupils name and locate the 7 continents and 5 oceans?</li> <li>• Can pupils tell you some features of the continents and oceans, eg climate, geographical features, animals that live there etc?</li> <li>• Can pupils identify different similarities and differences about the continents and oceans?</li> </ul>	<p><b>LINKS TO LATER LEARNING: NEXT PHASES:</b></p> <p><b>Key Stage 3:</b> Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features; extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p><b>Key Stage 4</b> Locational knowledge and contextual knowledge of the world's continents, countries, regions and their physical, environmental and human features should be developed across the whole specification and should include: appreciation of different spatial, cultural and political contexts; recognition of important links and inter-relationships between places and environments at a range of scales from local to global.</p>
<p><b>SMSC THREAD:</b> <u>Social:</u> Societies in countries <u>Moral:</u> Climate change and associated issues <u>Spiritual:</u> Vastness of the world <u>Cultural:</u> Countries and culture</p> <p><b>VALUES:</b> Unity, Belonging, Peace</p> <p><b>PREPARATION FOR ADULTHOOD:</b> Map reading, general knowledge of</p>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>What are the seven continents of the world?</b></li> <li>• <b>Can you locate the continents?</b></li> <li>• <b>What are the 5 oceans called?</b></li> <li>• <b>Can you locate them?</b></li> <li>• <b>In what ways are the continents and oceans similar and different from each other?</b></li> <li>• <b>Which animals live in this habitat?</b></li> </ul>	<p><b>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</b> Science – Animals and their habitats, weather (seasonal changes) English – Carnival of the animals, Tinga Tinga Tales books</p>

