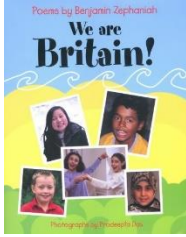




Term 1		The United Kingdom and Beyond
<p>PRIOR LEARNING AND STARTING POINTS: Year One: Pupils have used world maps, atlases and globes to identify the seven continents of the world and identify the five oceans. They are beginning to understand similarities and differences through studying the physical geography of different continents. Pupils have studied some of the features of their local area.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p>NC OBJECTIVES/KNOWLEDGE: Pupils will:</p> <ul style="list-style-type: none"> develop knowledge about the world, the United Kingdom and their locality. name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 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 use basic geographical vocabulary to refer to key physical and human features. 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Locating and labelling the UK (four countries) on a map (world map and then UK map). Create a postcard from London and compare country and city. Labelling British landmarks of the 4 UK countries on a map Research some characteristics of the 4 countries in the UK (e.g. national animal/flower/famous landmarks/famous people, etc.) Case study on an area of a country from a non-European country. Compare an area of Britain with a non-European country and identify the similarities and differences. <p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Pupils to research their own landmarks in Britain and beyond to make comparisons with EL work together to present to rest of class on country or landmark <p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Use visual prompts and props to support learning of new ideas Verbally giving answers 	<p>OUTCOMES: PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> the names, location and characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> compare the UK to a country from a non-European country use a map or globe. <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> similarities and differences between the four countries of the United Kingdom similarities and differences between the UK and another country
<p>VOCABULARY: United Kingdom, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Europe, Africa, Asia, Australia, North America, South America, Antarctica, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean and Arctic Ocean. Map, atlas, globe, city, town, village, country</p> <p>Higher Level Vocabulary: Contrast, industry, urban, rural, climate</p>	<p>RICH READING OPPORTUNITY:</p> 	<p>LINKS TO LATER LEARNING: Key Stage 1: Year 2, Spring Term: Further map and atlas work, comparing oceans and seas. Key Stage 2: Pupils will: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>LINKS TO LATER LEARNING: NEXT PHASES: Key Stage 3: 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; understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. Key Stage 4: Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world; 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</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom, 5 oceans and continents. Use aerial photographs and plans to recognise landmarks and human and physical features. Use geographical language to discuss similarities and differences. 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Are pupils able to identify the 4 countries of the UK, their capital cities and some significant landscapes or features of each? Are they able to use a map, globe or atlas to find these locations? Are pupils able to discuss similarities and differences of the countries? Are pupils able to compare the UK with another country? 	<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP: English – Katie in London and Katie in Scotland, Mrs McCool and the Giant Cuhullin (Ireland), The Egg (Wales – Dragon), Meerkat Mail (Africa), If you give a Moose a muffin (North America), Biblioburro (South America), Oliva (Europe) Maths – Positional/directional language History – Landmarks RE – Traditions in other cultures Science - Habitats</p>
<p>SMSC THREAD: Social: People in society Moral: Political factors and associated issues. Spiritual: Landmarks with spiritual connections Cultural: Cultures differing across countries VALUES: Belonging, Unity, Peace, Understanding, Tolerance PREPARATION FOR ADULTHOOD: General knowledge of countries, Map reading</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> What are the countries of the United Kingdom? How is London different from Shefford? Can you name and describe some of the features of that country? How are the countries different and similar to each other? How is an area of the UK different from another area in another country? Can you use a map or atlas to find the UK, the seven continents and the 5 oceans? 	