



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	<ul style="list-style-type: none">What is our area like?What is it like living by the sea?What is it like to live in a rainforest?What is it like to live in a dry place?What is life like in large cities?		To name and locate the world’s seven continents. To learn about the human and physical geography of a small area in several non-European countries.	World, United Kingdom, England, Wales, Scotland, Northern Ireland, landmark, home, different, Continent, country, city, capital, landmark, same, different, similar	Discuss where they live and compare and contrast.
	Technical Questions		To read images, maps, atlases and globes. To ask and answer questions. To use basic geographical vocabulary. Disciplinary Knowledge Use a wide variety of geographical terms.	Technical Vocabulary	Field Work Opportunities
	Can you find where we live on this map?	Why are the houses made like this in Timbuktu?		Africa, hot, dry, glass, steel, brick, concrete, wood, Timbuktu, Mali, mosque, climate, Equator, school, car, coach, plane, buildings, high street, Sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurf/surfboard, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat, mountains, harbour, sea, coast, remote, hot, wet, tall trees, animals, noisy, sun, Rainforest	Historic examples might be immigration into cities and districts in East London, North Manchester, North Birmingham, East Glasgow, or many more small city, town or localised examples. This might lead to a fieldtrip to investigate these links, or you might like to invite a guest speaker to talk to your class.
	What are the benefits of living at the coast?	What makes a place a city?			
	How would you feel if you lived in the rainforest?	What are the similarities and differences between these places?			
Lesson Breakdown					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
<u>Learning Objective</u> To describe the location and place that we live in as part of the UK. <u>Success Criteria</u> <ul style="list-style-type: none">I know which country of the UK I live in.I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area.I can describe the main characteristics of the part of the UK that I live in.	<u>Learning Objective</u> To understand what the coast is like, and to see it through the eyes of someone who lives there. <u>Success Criteria</u> <ul style="list-style-type: none">I know what a beach is, and where my nearest coastline is.I know what life might be like there, and the jobs of a lifeguard.I can draw and/or describe being by the seaside.I know the seas surrounding the UK.	<u>Learning Objective</u> To understand what living in a rainforest is like, and to compare it with our own lives. <u>Success Criteria</u> <ul style="list-style-type: none">I know what a rainforest is and can name a significant one in the world.I know what life might be like for people who live in a rainforest.I can describe an imaginary visit to a rainforest.	<u>Learning Objective</u> To understand how and why different buildings are built to suit different places, using the example of Timbuktu. <u>Success Criteria</u> <ul style="list-style-type: none">I understand how (and why) different buildings are built in different places.I can describe the building materials and important buildings in Timbuktu/Mali.I can compare it with how my school was built.	<u>Learning Objective</u> To understand what a city is, and to locate world cities on a map. <u>Success Criteria</u> <ul style="list-style-type: none">I know what is similar about three cities that are found in different continents.I can explain where in the world these cities are.I understand what a capital city is.	

<u>Star Knowledge</u> To know their local landscapes and streetscapes and those they will find on a regional, national and global basis. Tourism can have a positive and negative effect on a location. Locations change over time and nature is often compromised.	<u>Star Knowledge</u> The UK is an island, therefore it has a very long coast. It is quite a long way to travel all around the coastline. Reinforce that we live on an island, and that it is only ever a maximum of seventy miles before we reach the sea wherever we are in the UK! It is not that far from one side of the island to the other. Jobs can depend on the area you live.	<u>Star Knowledge</u> Some places in the world are very remote, such as parts of the continent of South America. The Amazon rainforest spans multiple countries; it is not just in Brazil. The area covered by the Amazon River and rainforest is called the Amazon Basin, and it has a diversity of landscapes: remote towns, threatened tribes as well as busy cities. Consider the type of habitat that a rainforest is.	<u>Star Knowledge</u> Human geography and the way we view locations can be influenced by the building styles we see. Give the children a sense of how local materials (what is readily available) ingenuity and the history of why buildings in some parts of the continent are still built this way, even if there are other, stronger building materials.	<u>Star Knowledge</u> Contrasting somewhere small (your locality) with a big city it is likely to throw up more differences than similarities, so work to draw parallels with both the human and physical geography. Discuss similarities, eg. Transport. Compare MK to London. MK is a smaller city but was given city status even though it doesn't have a cathedral.
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Flashback 4

<u>Last lesson</u> If you could live anywhere in the world, where would it be, and why?	<u>Last Topic</u> Tell me somewhere you go often and somewhere you rarely go.	<u>Last lesson</u> What landmark is MK known for?	<u>Last Topic</u> Tell me somewhere that is close to here and somewhere far away?	<u>Last lesson</u> What jobs are there to do at the coast?	<u>Last Topic</u> What does this symbol mean in a plan? _/ _	<u>Last lesson</u> What does the word tribe mean?	<u>Last Topic</u> If I was to draw a map of the high-street, what would I need to include?	<u>Last lesson</u> How is this house (mud hut) different to yours?	<u>Last Topic</u> What did we see when we went for a walk around school?
<u>Last year</u> What are the differences between where we live and others?	<u>Last Key Stage</u> What does it look like in my home?	<u>Last year</u> What animals would you see at the seaside?	<u>Last Key Stage</u> What can you do at the beach?	<u>Last year</u> Can you name these rainforest animal noises?	<u>Last Key Stage</u> How would you feel if you didn't have a TV?	<u>Last year</u> What did the three little pigs build their houses from?	<u>Last Key Stage</u> What material is stronger, rock or sand?	<u>Last year</u> What could I use to help me find my way if I got lost?	<u>Last Key Stage</u> Can you find where we live on this map?