



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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.</p>	<ul style="list-style-type: none">● What are our local wonders?● Are mountains wonders of the world?● Which rivers are natural world wonders?● What are the ancient world wonders?● Which landmarks are new world wonders?		<p>Can identify and name the relevant continents.</p> <p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p> <p>Can identify multiple weather types.</p> <p>Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p> <p>Write sentences about different weather types using good vocabulary.</p> <p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the wonders (of the world).</p> <p>Can give reasons for choices.</p> <p>Correctly use most of the key vocabulary given in the unit.</p> <p>Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the wonders (of the world).</p>	<p>Trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. green, red, blue, white, dark, bright, high, long, wide, wonder, deadly, freezing, wild, up-and-down, high-flyer, rollercoaster, cold mountain, hill, ridge, cliff, highland, moor, mound, rivers, rocks, snow, ice Asia, Africa, North America Nigeria, USA, China, San Francisco, Hong Kong, Lagos Edinburgh, London, Cardiff, Belfast</p>	<p>Thinking about any holidays they've been on and the 'wonders' they've seen.</p> <p>Any family members live somewhere else in the world, what is there?</p>
	Technical Questions	Orange paper questions			
	<p>Have you ever seen any of these UK 'Wonders'?</p> <p><i>Assess children's responses based on the images you've shown and their recount.</i></p> <p>Imagine you are a mountain climber. How would you feel when you reached the top?</p> <p><i>Eg. Proud of yourself for achieving something so great, relieved that your hard work paid off, worried about your return journey</i></p> <p>What is the difference between a river and a desert?</p> <p><i>Rivers are made of water, deserts lack water</i></p> <p>How have the 'Wonders' changed over time?</p> <p><i>Natural forces such as earthquakes and weathering can weaken the structures and cause significant changes to their original form over time</i></p> <p>Why do you think these are considered 'Wonders'?</p> <p><i>They are believed to represent perfection</i></p> <p>Can you find where we live in the atlas?</p> <p><i>Assess children's ability to use the atlas and locate the UK</i></p>	<ol style="list-style-type: none">1. What river flows through Newport Pagnell? The Great River Ouse.2. What is the Highest Mountain in the world called? Mount Everest3. Why can't people live on Mount Everest? It's too cold for food to grow and not enough oxygen to breathe.4. What's the difference between seas and Oceans? Seas are smaller than oceans.5. What does the word ancient mean? Very old6. Which of these is not an ancient wonder? The Great Pyramid, Tickford bridge or The statue of Zeus.7. True or false- London is bigger than Hong Kong. True <p>NB: If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.</p>		Technical Vocabulary	Field Work Opportunities
				<p>Everest, UK River wonderful, desert, major world rivers: Congo, Yangtze, Amazon, Nile, Volga, Mississippi Botanical garden, opera house, arena, museum, stadium, hotel, place of worship, shops. Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa Physical features: Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica</p>	<p>There is an opportunity to use fieldwork in the first lesson. There are also opportunities for your class to go on virtual fieldtrips using Street View™/Streetside™ technologies online. Much of the learning will be through interpreting images and video. Having different, unusual and contrasting views of places (selected by you and given, or for children to discover themselves) is important to give a variety of information to the children. As well as the 'usual' atlases children might use, there is scope for using a wider range of atlases in this unit.</p>

			<p>Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.</p> <p>Disciplinary Knowledge</p> <p>Can locate the UK and name the countries of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p>		
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<u>Lesson Breakdown</u>				
<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
<p><u>Learning Objective</u> To revise the human and physical geography of our local area' and identify the UK's 'wonders'.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I understand what human and physical geographical elements there are in my local area and the UK. I know why a 'wonderful' location might be special. I can compare and contrast different locations using place knowledge. 	<p><u>Learning Objective</u> To identify and describe the world's highest mountain, giving reasons why it is a physical wonder.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I understand what human and physical geographical elements there are in my local area and the UK. I know why a 'wonderful' location might be special. I can compare and contrast different locations using place knowledge. 	<p><u>Learning Objective</u> To identify the major rivers in different continents of the world. To know the difference between a river and a desert.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I know what a river is and how it is different to a desert. I can name some of the world's major rivers. I know what these rivers are like (place knowledge). 	<p><u>Learning Objective</u> To identify ancient world wonders, and compare them with those built in the last hundred years.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can name an 'ancient' and old-world wonder. I can locate the 'modern' world wonders. I can compare the ancient world wonders with those built in the last hundred years. 	<p><u>Learning Objective</u> To identify new world wonders in the UK and beyond.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I know three major world cities: Hong Kong, San Francisco and Lagos. I know what types of landscapes they are. I understand what I would see there.

<p><u>Star Knowledge</u> To name their environment (Newport Pagnell) and acknowledge the different 'wonders' they observe. Eg. Tickford Bridge, St Peter and St Paul's church, Great River Ouse.</p>	<p><u>Star Knowledge</u> To understand how this location is different to the one they live in. Comparisons- the temperature is so cold that no food can grow there. Climbers need to bring oxygen supply because there isn't enough to breathe.</p>	<p><u>Star Knowledge</u> To know local rivers- eg. The Great River Ouse and the river Ouzel. Seas are smaller to oceans and located where land and ocean meet. There is a different balance of salts in rivers and oceans.</p>	<p><u>Star Knowledge</u> The difference between ancient and modern wonders is that they were not decided by one man, but by millions of people around the world. Important buildings made by people with money survived because of the materials they were able to use.</p>	<p><u>Star Knowledge</u> To compare different places around the world (eg. Hong Kong and London). Difference- Hong Kong is smaller than London and has less people. Similarity- They both have lots of tall buildings and are expensive to live in.</p>
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Flashback 4

<p><u>Last lesson</u> Why do places have traditional foods?</p> <p>Food that is common (easily found) in their local area.</p>	<p><u>Last Topic</u> Where does food come from?</p> <p>Chn responses ranging from- shops, farms to plants and animals.</p>	<p><u>Last lesson</u> Name a local 'wonder'.</p> <p>Children's responses- Tickford bridge, Churches</p>	<p><u>Last Topic</u> What does it mean to process food?</p> <p>When food is changed from natural state to packaged</p>	<p><u>Last lesson</u> What's the biggest mountain in the world called?</p> <p>Everest</p>	<p><u>Last Topic</u> What can be made from wheat?</p> <p>Children's responses- eg. Bread, cereals</p>	<p><u>Last lesson</u> True or False- rivers only have fresh water.</p> <p>False</p>	<p><u>Last Topic</u> What two different types of food can you get from cows?</p> <p>Milk and meat</p>	<p><u>Last lesson</u> What does the word ancient mean?</p> <p>Old/from the past</p>	<p><u>Last Topic</u> Name different parts of the UK.</p> <p>England, Scotland, Wales and Northern Ireland</p>
<p><u>Last year</u> Where would you find an emperor penguin?</p>	<p><u>History</u></p>	<p><u>Last year</u> Describe the home of an Asian panda.</p>	<p><u>History</u></p>	<p><u>Last year</u> Where do whale sharks migrate to?</p>	<p><u>History</u> What can souvenirs tell us?</p>	<p><u>Last year</u> Can you point to the continent, Africa?</p>	<p><u>History</u> What's the difference between seaside holidays now and</p>	<p><u>Last year</u> Why do some animals migrate?</p>	<p><u>History</u> True or False- People with money went abroad, people with</p>

Antarctica	<p>Why was there a decline in UK holidays?</p> <p>Package holidays were offered and people started going abroad.</p>	Temperate forests (dense with bamboo) in China.	<p>Was the first recorded picture in 1894 or 1984?</p> <p>1894</p>	Along the gulf of Mexico.	What holidays were like in the past?	Provide a map/globe and assess if the child has pointed to the correct area.	<p>when our grandparents went?</p> <p>Children's responses-eg. Swimming clothes</p>	In search of food or better living conditions during certain seasons.	<p>less money went to the seaside in the UK.</p> <p>True</p>
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