

# ADVENT TERM 1 – CYCLE A

## GEOGRAPHY – Year 2 and Year 1 - Medium Term Planning – Continents and Oceans (Essential mapping skills)

| <u>LESSON 1</u>   | <u>LESSON 2</u>  | <u>LESSON 3</u>  |
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| <b>Recap &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> </ul>  | <b>Recall &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> <li>The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> </ul>  | <b>Recall &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> <li>The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> <li>The cardinal compass points are North, East, South and West.</li> </ul>  |
| <b>GEORGRAPHICAL SKILLS</b><br><b>LOCATIONAL KNOWLEDGE</b><br><br><b>LEARNING INTENTION:</b><br>To know that a map is a picture or drawing of an area of land. (Y1 recap)<br><br>To know that an atlas is a book of maps and charts.<br><br>To know that there are seven continents and five oceans in the world.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>Name and locate the world's seven continents and five oceans with support<br><b>Year 2</b><br>Name and locate the world's seven continents and five oceans.<br><br><b>Aim:</b> | <b>GEOGRAPHICAL SKILLS</b><br><br><b>LEARNING INTENTION:</b><br>To know that there are four cardinal compass points.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>Use simple compass directions (North, South, East and West)<br><b>Year 2</b><br>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br><br><b>Aim:</b><br>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). | <b>GEOGRAPHICAL SKILLS</b><br><br><b>LEARNING INTENTION:</b><br>To know that maps use symbols and keys to provide more information.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>Use and construct basic symbols in a key. (with support)<br><b>Year 2</b><br>Use and construct basic symbols in a key.<br><br><b>Aim:</b><br>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). |

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| Develop contextual knowledge of the location of globally significant places, both terrestrial and marine.   |   |   |
| <b>Key Vocabulary:</b><br>Map, chart, atlas, continent, ocean   | <b>Key Vocabulary:</b><br>Cardinal, compass points, North, South, East, West  | <b>Key Vocabulary:</b><br>Map, symbol, key, icon, geographical feature  |
| <b>Key Knowledge:</b><br><b>Child:</b> <ul style="list-style-type: none"> <li>• An atlas is a book of maps and charts.</li> <li>• An ocean is a large sea.</li> <li>• There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans.</li> <li>• The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Seas include the Black, Red and Caspian Seas.</li> <li>• The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</li> </ul> | <b>Key Knowledge:</b><br><b>Child:</b> <ul style="list-style-type: none"> <li>• The cardinal compass points are North, East, South and West.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• A compass is an instrument that is used for finding a direction.</li> </ul>                            | <b>Key Knowledge:</b><br><b>Child:</b> <ul style="list-style-type: none"> <li>• Maps use symbols and a key.</li> <li>• A key is the information needed to read a map.</li> <li>• A symbol is a picture or icon used to show a geographical feature.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• A map is a picture or drawing of an area of land or sea that can show human and physical features.</li> </ul> |
| <b>Scaffolding:</b><br><br>Collins First Atlas<br>Collins Primary Atlas   | <b>Scaffolding:</b><br><br>Compass poster<br>Compass points   | <b>Scaffolding:</b><br><br>Maps with keys   |
| <b>Learning Task:</b><br>Ask the children 'What is an atlas?' Invite them to share any thoughts and ideas they have before explaining that an atlas is a book of maps and charts that show areas of the world. Explain that this includes larger physical features, such as continents, countries, oceans and seas and  | <b>Learning Task:</b><br>Display the <a href="#">Compass poster</a> . Ask the children whether they know what is and how it is used. Encourage them to name the four cardinal points and explain how and why they are used. Ask the children to join in with a physical activity, moving to north, south, east and west | <b>Learning Task:</b><br>Display the <a href="#">Whitby map</a> . Explain that the map has a key that helps us to identify and locate human and physical features. Ask the children what they can see on the map, encouraging them to use the key to help them name specific features and their location. Ask children questions about the map,   |

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| <p>smaller physical features, such as rivers, mountains and lakes. Organise the children into pairs and give each pair a simple atlas, such as the <a href="#">Collins First Atlas</a>. Model how to use the contents page to find different places and features. To consolidate their understanding, ask the children to work in their pairs to complete the <a href="#">Using an atlas question sheet</a>. At the end of the session, use the <a href="#">Using an atlas answer sheet</a> to collaboratively mark the children's work and address any misconceptions.</p> | <p>areas of the classroom using the <a href="#">Compass poster</a> as a guide. Give the children the <a href="#">United Kingdom map</a> and ask them to answer the <a href="#">Compass directions question sheet</a>, using the compass points to help. At the end of the session, invite the children to share and compare their answers.</p> | <p>for example, 'Where is the railway station located?' and 'How many lighthouses are there on this map?' Ask the children to work in pairs to discuss and then complete the <a href="#">Using a key recording sheet</a>. At the end of the session, group the children together to share and compare their work and answer more questions about features on the map.</p> |
| <p><b>Extension:</b></p>  | <p><b>Extension:</b><br/>Use compass points to travel around the world – give the children a starting point and a route made up of compass points.</p>   | <p><b>Extension:</b><br/>Draw their own map, with a key and symbols, showing geographical features.</p>   |

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**GEOGRAPHY – Year 2 and Year 1 - Medium Term Planning – Continents and Oceans (Essential mapping skills)**

| <b><u>LESSON 4</u></b>   | <b><u>LESSON 5</u></b>  | <b><u>LESSON 6</u></b>   |
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| <b>Recall &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> <li>The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> <li>The cardinal compass points are North, East, South and West.</li> <li>Maps use symbols and a key.</li> </ul>   | <b>Recall &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> <li>The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> <li>The cardinal compass points are North, East, South and West.</li> <li>Maps use symbols and a key.</li> </ul> <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks.</p> | <b>Recall &amp; retrieval:</b> <ul style="list-style-type: none"> <li>An atlas is a book of maps and charts.</li> <li>The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.</li> <li>The cardinal compass points are North, East, South and West.</li> <li>Maps use symbols and a key.</li> <li>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks.</li> <li>The Equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.</li> </ul> |
| <b>PLACE KNOWLEDGE</b><br><b>HUMAN AND PHYSICAL GEOGRAPHY</b><br><br><b>LEARNING INTENTION:</b><br>To know that characteristics of a country includes their human and physical features.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>Use basic geographical vocabulary to refer to key physical and human features with support.<br><br><b>Year 2</b><br>Use basic geographical vocabulary to refer to key physical and human features. | <b>HUMAN AND PHYSICAL GEOGRAPHY</b><br><br><b>LEARNING INTENTION:</b><br>To know that the equator is an imaginary line that divides the world into two equal parts.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>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 with support.<br><br><b>Year 2</b>                                 | <b>GEOGRAPHICAL SKILLS AND FIELDWORK</b><br><br><b>LEARNING INTENTION:</b><br>To know that orienteering maps are used to help us find our way around a course.<br><br><b>Skills: Disciplinary Knowledge</b><br><b>Year 1</b><br>Follow a course on a map.<br><b>Year 2</b><br>Follow a course on a map.<br><br><b>Aim:</b><br>Interpret a range of sources of geographical information, including maps and globes.   |

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| <p>Aim:</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>   | <p>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.</p> <p>Aim:</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>   |  |
| <p><b>Key Vocabulary:</b></p> <p>Characteristic, country, capital city, landscape, landmark, population, size, mountain, hill, lake, valley, forest</p>   | <p><b>Key Vocabulary:</b></p> <p>Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, climate, hotter, colder</p>   | <p><b>Key Vocabulary:</b></p> <p>orienteering, map, control point, route, course, cardinal points</p>  |
| <p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks.</li> <li>England is the biggest country in the United Kingdom.</li> <li>It has flat and hilly areas, mountains and lakes.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>The United Kingdom is split into four countries.</li> <li>England is the largest country. It has a population of 56 million people.</li> <li>Northern Ireland is the smallest country.</li> </ul> | <p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The Equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.</li> <li>The North Pole is the most northern point on Earth.</li> <li>The South Pole is the most southern point on Earth.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>The half above the Equator is called the Northern Hemisphere.</li> <li>The half below the Equator is called the Southern Hemisphere.</li> </ul> | <p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Orienteering is a sport that uses a map to go from point to point.</li> <li>The aim of orienteering is to complete the course in the quickest time</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>This means competitors need to choose their route and plan it carefully.</li> <li>Participants are given a topographical map, usually a specially prepared orienteering map, which they use to find control points.</li> <li>A control point is where you check in and get your next clue when orienteering.</li> </ul> |

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| <ul style="list-style-type: none"> <li>It has a population of two million people. There are mountains, rolling hills and the UK's largest lake.</li> <li>Scotland is the second largest country.</li> <li>It has a population of five million people.</li> <li>It has mountains, forests and moorland. Wales is the third largest country.</li> <li>It has a population of three million people. It has mountains, valleys, forests and marshes.</li> </ul>  | <ul style="list-style-type: none"> <li>Places nearer the Equator are hotter, and places further away from the equator are colder.</li> </ul>  | <ul style="list-style-type: none"> <li>They are marked on the map that the competitors read. At each control point, there is: something easy to see, a unique mark, symbol or control code, a way for the contestant to record that they have found it,</li> <li>The location of these control points is kept secret from competitors.</li> </ul> |
| <b>Scaffolding:</b><br>Google Earth<br>UK map<br>photographs   | <b>Scaffolding:</b><br>Globes<br>World map<br>atlas   | <b>Scaffolding:</b><br>Adults to support.<br>Maps<br>Paired / group work  |
| <b>Learning Task:</b><br>Use <a href="#">Google Earth</a> to show an aerial view of the United Kingdom. Ask the children to describe its observable characteristics, for example, it is an island, it is relatively small and it is surrounded by seas and oceans. Give the children the <a href="#">Characteristics of the United Kingdom information sheet</a> and the <a href="#">Characteristics of the United Kingdom table</a> . Ask the children to collect data from the information sheet and record it in the table to find out about how the countries compare. Ask the children, in turn, to compose and articulate a statement about the United Kingdom. Use photographs from each country showing different characteristics. | <b>Learning Task:</b><br>Organise the children into groups and give each group a globe. Invite the children to share any knowledge they have of what a globe shows and how it can be used. Ask the children to work together to locate each of these features on their globes; the equator, the North and South Poles and the Northern and Southern Hemispheres. Ask questions to prompt their thinking, for example 'Which countries are located on the equator? Which countries are far away from the equator? Can you name a country in the Northern Hemisphere?' Ask the children to complete the <a href="#">World map</a> and allow them to use their globe for reference before sharing their answers.<br>Discuss about the different climates near the Equator. | <b>Learning Task:</b><br>Use an orienteering activity to follow a course in school grounds.   |
| <b>Extension:</b>  | <b>Extension:</b>   | <b>Extension:</b><br>Can they plot a route themselves?  |

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| Use dual coding to retrieve and present to each other about the United Kingdom, drawing upon their prior learning. |  |  |
| <b>Assessment</b><br>Cumulative Knowledge quiz, plus skills assessment.  |  |  |