**Geography. Medium Term Planning**

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| **Term:** Autumn 2 | **Year:** 1 and 2 | **Theme:** Continents and Oceans |

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| **National Curriculum** | **Wk** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key vocab** |
| Name and locate the world's seven continents and five oceans.  Use world maps, atlases and globes to identify the continents and oceans.  Use world maps, atlases and globes to identify the continents and oceans.  Name and locate the world’s seven continents and five oceans.  Use world maps, atlases, and globes to identify the continents and oceans.  Use simple compass directions and locational and directional language to describe the location of features and routes on a map  Name and locate the world's seven continents and five oceans.  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.  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **1** | I can locate where I live in the world | Understand where I am in the world. | **Where in the world am I?**  This lesson covers pupils' prior knowledge of where they live in the world and then builds on this by exploring where they live on a wider scale. Talk to the children about where they live. Do they know which city, county, country and continent they live in? Open the OddPod (Oddizzi’s map) on Oddizzi. Locate your country and use the zoom function to locate your city. Zoom out to talk about the county. Discuss your country’s size compared with others round the world. (Alternatively, you can use Google Maps.)  Pupil Activities Whole class activity: Read through the Knowledge Organiser for this topic as a class. Pupils work in pairs to order the vocabulary cards in order of size (smallest to largest). They then fill in the 'Me in the world' sheet to think about places in terms of scale. Support: Provide children with the names of each place for them to fill in independently for the 'me in the world' | Country,  Continent,  World,  County |
| 2 | I can name the seven continents.  I can locate the seven continents on a map. | Locate on a map the seven continents | **Where are the world's continents?**  Main Teaching Points:  This lesson covers the naming and locating of the seven continents.  Continents and Oceans PowerPoint -Slides 12 to 17  Whole class activity:  Pupils review the location of each continent by labelling the map.  They then use the instructions on the second sheet to colour each continent in a different colour, colour the oceans and answer the  directional questions.  Pupils then complete a mind map based on what they already know about each continent. This could be country names,  languages spoken, etc. | Map,  World,  Continent,  Land |
| 3 | I can name the five oceans.  I can locate the five oceans on a map. | Locate on a map the oceans that link the continents. | **Where are the world's oceans?**  Main Teaching Points This lesson covers the naming and locating of the five oceans. Continents and Oceans PowerPoint -Slides 18 to 24 Pupil Activities Whole class activity Pupils review the location of each ocean by labelling the map. They then answer the questions on the second sheet. Pupils cut out the ocean flash cards and match each ocean to the correct image and description. | Ocean,  Land,  World |
| 4 | I can name the seven continents.  I can locate the seven continents on a map | Describe where different continents are located. | **How can I show the continents and oceans on a map?**  Main Teaching Points This lesson builds on lesson 2's knowledge of the location of each continent. Continents and Oceans PowerPoint -Slides 25 to 31 Pupil Activities Whole class activity Provide each child with a cut-up version of the jigsaw map. They then use their locational knowledge to rebuild the map and label the continents and oceans. Extension: Using their understanding of the location of each continent, children use the sentence strips to add detail to their map. Support: Pupils only have some of the map cut up and they fill in the blanks. | Location,  North,  East,  West,  South |
| 5 | I can identify the physical features of a continent.  I can identify the human features of a continent | Spot the physical and human features of a continent. | **What are the main features of each continent?**Main Teaching Points This lesson explores the definition of human and physical features, famous features around the world and the continents they are located in. Online Pages: Explore the world - places - continents Continents and Oceans PowerPoint -Slides 32 to 38 Pupil Activities Whole class activity Split the class into seven groups. Provide each group with a pack of images from one continent. Ask them to sort the images into human and physical features. Pupils then move around the room until they have sorted the images for each continent. Extension Activity Children use the Word Ban sheet to describe vocabulary they have acquired throughout the unit to their peers. | Human,  Physical,  Features,  Map,  Continent |
| 6 | I can share a fact about Antarctica. | Share my understanding of the continent of Antarctica | **What is special about Antarctica?**  Main Teaching Points This lesson looks at Antarctica as a continent, using filmed material from the 2041 Virtual Fieldwork Resource, including its physical features, wildlife and climate. This provides a model for children's investigations of other continents in the following lesson. Pupil Activities Explain that we are going on a journey to a continent unlike any other. We are going to meet Jenny Cooke, her daughter Olive and the explorer Robert Swan. As you watch the films they have made, think about what this continent is like … the weather, the animals that live there, the colours and sounds you see. We will be talking more about this later. Are you wrapped up warm? Let's go! Watch introductory film without interruption. Watch again up to 1 minute 25 seconds. Ask the children: • What did you notice during Jenny's introduction? • What animals did you see? • What was the weather like? • What was Jenny wearing and why? Note the main points on a whiteboard or large sheet of paper. Explain that Olive was 14 when she made this journey with her mum. She used her camera every day to film her adventures so that she could show you what it is like to visit Antarctica. She is going to show us what it is like in the coldest, driest and windiest continent on Earth!  Now, watch the film, Olive goes to Antarctica from 2 minutes, 55 seconds … when the group first arrives in Antarctica, stopping as follows: 04.18 Layers, layers, layers. Ask – why does Olive need so many layers? Have you been anywhere where you had to wear lots of layers to keep warm? 06.17 Putting yourself in the picture. Children talk with a partner: if you could put yourself in the picture, what would you see, hear, smell and feel? Pairs feed back to the whole class. Note the main points on the whiteboard/paper. notice? 07.30 Sunset over Antarctica. Working in pairs, and using the whole class notes as prompts, children record some of the things they have noticed on an ice crystal spinner. This hexagonal proforma can be printed onto card. Children put a spent match or cocktail stick through the centre. They spin it, and if it lands on an unused side, they record something they have noticed in pictures or in writing. Remember, no two ice crystals or snowflakes are ever exactly alike! • The landscape – the place itself • Animals, plants and people • The weather • Colours and sounds • How people travelled Plenary: based on these things, what is it like in the continent of Antarctica? Add any additional points to the whole class whiteboard/ sheet of paper. | Crystals,  Continent,  Physical features |
| ASSESSMENT WEEK | 7 |  |  | Assessment lesson related to the previous lessons. |  |