

Our Intent is: To support our children to engage in enquiry about, "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

Nicky Nook Class Spring 1 & 2 Year B

Etymology – united- from **Late Latin unitus**, past participle of unire "to unite, make into one"



The United kingdom
By
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Key Concept: Our Country

Key Questions:

Where is The United Kingdom?

What countries are in the United Kingdom?

What are the features of the countries in the United Kingdom?

Unit Overview:

To identify the United Kingdom on a map.

To name the countries in the United Kingdom

N.C. LINKS: Place knowledge
Pupils should be taught to:

- 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

Subject Vocabulary:

Town

Country

Geographical Enquiry

Map, sketch map, plan, birds eye view, position, location, direction, route, path,

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<p>To name and describe the capital city of the United Kingdom.</p>	<p>Countryside Island Capital City Landmark United Kingdom (UK) Population</p>	<p>direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Understand the difference between a town and the countryside. • Use vocabulary about town and countryside. • Understand a journey line. • Understand what an aerial view shows. • Identify key features of the countries of UK • Name capital cities in UK. • Describe London using key vocabulary, • Compare two cities London and Brasilia. 	<p>Building on Prior learning from EYFS: <i>Communication – talk about the features of different places (familiar/other places), talk about</i> patterns and change in relation to places with which they are familiar. <i>Mapping</i> – know about features of different places, recognise and talk about the features in familiar/other places. <i>Fieldwork</i> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons. <i>Enquiry – comment and ask questions about familiar places/other places and about</i> familiar/other people. <i>Use of Technology</i> – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find</p>	<p>Building on Prior learning from this year:</p> <ul style="list-style-type: none"> • Name features of the local area. • Observe features of local area. • Describe where the features are on a local map. • Identify different housing in the local area. • Identify the different jobs that people do in the local area. • Identify things that they might like to change in the local area.

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information about different locations and places.

Key Skills (Disciplinary)

- Name and locate significant places in their locality, the UK and wider world.
- Describe some places and features using basic geographical vocabulary.
- Ask and answer simple geographical questions.
- Ask and answer simple geographical questions when investigating different places and environments.
- Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
- Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
- Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
- Use a range of sources such as simple maps, globes, atlases and images.
- Know that symbols mean something on maps.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.
- Create their own simple maps and symbols.

Sequence of Lessons:

1. **Town and Country.** L.O. to understand the difference between a town and the countryside. To use key words about town and countryside.
2. **Welcome to the UK.** L.O. to name the countries in the UK. To locate the UK on a map.
3. **Up, Up and Away.** L.O. to understand a journey line. To understand what an aerial view shows.
4. **Let's explore the UK.** L.O. to identify key features of the countries in UK. To use aerial photos to see these features.
5. **Travelling Ted Tours London.** L.O. to name the capital cities of the countries of UK. To describe London using key words.
6. **How is Brasilia different to London?** L.O. to compare London to Brasilia.

Enhancements:

End of Unit Outcome:

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Google earth search
Travelling Ted (children can take the bear on their travel and take pictures of the bear in different locations).

To produce a fact file or a travel brochure all about London.

Oral Assessment:

Where is The United Kingdom?

What countries are in the United Kingdom?

What are the features of the countries in the United Kingdom?

What is the difference between a town and the countryside?

What are the capital cities of the countries of UK?

Can you describe London using key words?

How are London and Brasilia different to each other?