

**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  
Geography**

**Nicky Nook Class  
Summer 1  
Year A**

Etymology – landmark - "object set up to mark the boundaries of a kingdom, estate, etc

**Key Concept: Let's go to China**

**Key Question: True or False: All countries in the world are the same.**

**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.



**Books About China for Kids By Trent Harding**

**Vocabulary:**

**Unit Overview:**

Where is China?

Chinese New Year

Landmarks in China

School/Farming/Food

**Subject Vocabulary**

China, Chinese New Year, Compare, Contrast, Landmarks , school, farming, food Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season, weather, vegetation,

**Geographical Enquiry**

Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left,

***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.***

	<p>summer, autumn, winter, spring, wind, rain, snow, sun, hot, warm, cold City, town, village, factory, farm, house, office shop.</p>	<p>right, near, far, pattern, characteristics.</p>
<p><b>New Knowledge Progression:</b></p> <p>To be able to find china on a map in relation to the UK.          To understand what the main cities and land marks are in China.          To compare life in China and the UK.          To compare the difference in food and culture in China.          To Compare a day in school.</p>	<p><b>Building on Prior learning from EYFS:</b>  <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><b>Building on Prior learning when B follow A:</b></p> <ul style="list-style-type: none"> <li>• To know where Kenya is in the world.</li> <li>• To locate Kenya on a world map.</li> <li>• To understand what it is like to live in Kenya.</li> <li>• To understand what a National park is.</li> <li>• To understand elements the Maasai culture.</li> <li>• To use photos to ask question about a place.</li> <li>• To compare life in Kenya to life in the UK.</li> </ul>

***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.***

information about different locations and places.

**Key Skills (Disciplinary)**

- Name and locate some places in their locality, the UK and wider world.
- Describe places and features using simple geographical vocabulary.
- Make observations about features that give places their character.
- Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
- Observe and describe daily weather patterns.
- Use a range of sources such as simple maps, globes, atlases and images.
- Draw, speak or write about simple geographical concepts such as what they can see where.
- Express views about the environment and can recognise how people sometimes affect the environment.

**Sequence of Lessons:**

1. **Where is China?** I can understand where China is in the world. I can locate China on a world map.
2. **Exploring China.** I can draw a simple map. I can understand what life is like for people in China.
3. **Ted Tours Beijing!** I can compare what life is like in different countries (China and the UK)
4. **My School Your School.** I can ask questions to find out what places are like. I can compare school life in China (Beijing) and the UK (my own school)
5. **From Dragons to Dim Sum.** I can understand what Chinese culture is like.
6. **Fabulous Farming.** I can understand the different types of farming in China.

**Enhancements:**

Experience Chinese culture through food and festivals.

**End of Unit Outcome:**

Create a fact file about the similarities and differences between China and England, including food, culture and traditions.

**Oral Assessment:**

**Are all countries in the world are the same?**

**Where is China?**

***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.***

**What is farmed in China?**

**What do you know about life in China?**