



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

 <h2 style="text-align: center;">Forton Primary School Geography</h2>	
<p>Nicky Nook Class Autumn 2 Year A</p>	<p>N.C. LINKS: Locational knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
<p>Key Concept: What a Wonderful World Key Question: What will we see on our journey around the world?</p>	
<p>Etymology – continent - "continuous tract of land,"</p>	
<p> My Very Important World By DK</p>	<p>Subject Vocabulary:</p> <p>Continents, countries, oceans, landmarks, climate, capital cities, North Pole, South Pole, equator.</p>
<p>Unit Overview:</p> <p>Continents and Oceans</p> <p>Europe – Landmarks</p> <p>Climate</p>	<p>Geographical Enquiry</p> <p>Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.</p>

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New Knowledge Progression:

- There are seven continents and five oceans.
- To name and locate the seven continents and five oceans.
- To name and locate the North Pole and the South Pole in relation to the equator.

Building on Prior learning from EYFS:

Communication – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.

Mapping – know about features of different places, recognise and talk about the features in familiar/other places.

Fieldwork – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.

Enquiry – comment and ask questions about familiar places/other places and about familiar/other people.

Use of Technology – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.

Key Learning linked to Working Scientifically

Building on Prior learning when B follow A:

- To know where Kenya is in the world.
- To locate Kenya on a world map.
- To understand what it is like to live in Kenya.
- To understand what a National park is.
- To understand elements the Maasai culture.
- To use photos to ask question about a place.
- To compare life in Kenya to life in the UK.

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Explore/observe – look closely at/notice.

Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.

Record – draw pictures, take photographs, make models or scrapbooks.

Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.

Explain – talk about why things happen/occur; talk about how things work.

Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet).

Equipment and measures – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).

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Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.

Test – make suggestions, show resilience, work with others.

Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.

Key Skills (Disciplinary)

- Describe some places and features using basic geographical vocabulary.
- 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.
- Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
- Use a range of sources such as simple maps, globes, atlases and images.
- Know that symbols mean something on maps.

Sequence of Lessons:

1. To name and locate the continents and oceans of the world.
2. To locate continents, countries and oceans of the world accurately.
3. To understand the features of the continents of the world.
4. To understand how a journey can be made around the world.
5. I know what a journey line is.

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6. To understand the location of hot and cold countries around the world.
7. To locate the continent, we live in and describe some of the key features.
8. To observe aerial photographs.

Enhancements:

Use Google Earth to locate the continents and oceans around the world.

End of Unit Outcome:

Research and present information on a poster about the different continents, countries and oceans of the world.

Oral Assessment:

What would we see on a journey around the world?

Can you name and locate the continents and oceans of the world on a map?

Can you describe features of the continents of the world?

How could you make a journey around the world?

Can you locate the hot and cold countries around the world on a map?

Can you find the continent, we live in on a map and describe some of the key features?