

## KS1 Geography Medium Term Planning

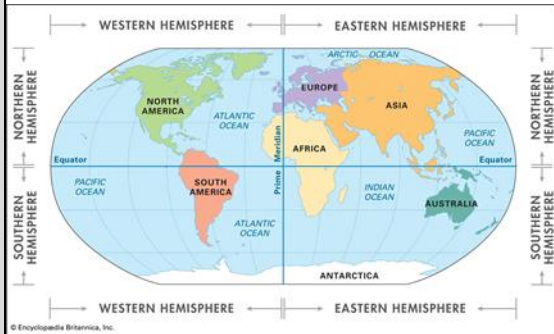
<b>Year A</b>	Years 1 and 2	<b>Term:</b>	Spring 1	<b>Unit:</b>	Hot and Cold Climates
<b>Big Question:</b>	How does the climate affect life on different continents?				
<b>Prior Substantive Knowledge</b>	<p>Children are able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children can explain some similarities and differences between life in this country and life in other countries.</p> <p>KS1 children understand that the earth surface is made up of land and sea and can locate this on the map.</p>	<b>Cross-curricular</b>	<p>Links with geography based information texts studied in English.</p> <p>Additional links with Art when looking at traditional techniques from different continents visited e.g. aboriginal art. Links to colour wheel- warm and cool colours.</p>		
		<b>Key Vocab</b>	<p>Equator - an imaginary line forming a circle around Earth halfway between the North and South poles, dividing earth into two equal parts.</p> <p>Hemisphere- A hemisphere is half of a sphere, or ball. In geography the word hemisphere describes one half of the Earth.</p>		
Fruits	<p><b>Uniqueness-</b> Children will learn about the uniqueness of each different environment we study, from the landscapes, the climate to the people and cultures.</p> <p><b>Treat Others with Respect</b> -Throughout the unit children will learn about different ways of life that are vastly different from their own, particularly when learning about aboriginal cultures and traditions. They will also learn about the beauty, awe and wonder of the world but also the harshness of some of the world's contrasting environments- Children will discuss people's reasons to work/live in different continents despite the challenges they present. E.g. Antarctica too harsh to take your family to live but scientists and geographers live there for months at a time to carry out research.</p>	<b>Essential vocab</b>	<p>Continent- a large solid area of land. Many continents are split into different countries.</p> <p>Climate- The weather found in a certain place over a long period of time is known as the climate.</p> <p>Capital city: often called the capital, this is a city where the government of a country functions. All prominent offices like parliament are situated in the capital. The Capital is usually a large city but not always the largest in the country.</p> <p>Population: The number of people living in a certain place.</p>		
<b>Substantive Knowledge:</b>				<b>Disciplinary Knowledge (Think like)</b>	
<b>Declarative Knowledge (Know what)</b>		<b>Procedural Knowledge (Know how)</b>		<b>Enquiry and investigation</b>	
<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>		<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> </ul>		<ul style="list-style-type: none"> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the</li> </ul>	

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<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Small area of the United Kingdom.</li> <li>• Small area in a contrasting non-European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Locate land and sea on maps.</li> </ul> <p><b>Geography Skills- Use of ICT and Technology</b></p> <ul style="list-style-type: none"> <li>• Use simple electronic globes/maps.</li> <li>• Do simple searches within specific geographic software.</li> <li>• Use a postcode to find a place on a digital map.</li> <li>• Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>	<p>world and their environment e.g. 'What is it like to live in this place?'</p> <ul style="list-style-type: none"> <li>• Investigate through observation and description.</li> <li>• Recognise differences between their own and others' lives.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>• Notice and describe patterns.</li> </ul>
<p><b>Teacher Knowledge</b></p>	<p>A continent is a large solid area of land. Earth has seven continents. In order from largest to smallest, they are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. Australia is part of a larger area called Oceania or Australasia. It includes many islands in the Pacific Ocean.</p> <p>Continents around the world have different climates. An area's climate determines what kinds of plants can grow and what kinds of animals can survive there. Many factors affect climate. These factors include the Sun, oceans, winds, land types, clouds, and human activities.</p> <p>Within this unit we will focus on how sunlight affects climate by hitting Earth unevenly. Places near the Equator receive lots of strong sunlight throughout the year. This gives them a hot climate year-round. Places far from the Equator get less strong sunlight, and so they are cooler.</p> <p>We will also look at how oceans affect climate. Land near an ocean usually has a milder climate than an inland area. The ocean warms the land in winter and cools it in summer. This happens because water cools and heats more slowly than land.</p> <p>A hemisphere is half of a sphere, or ball. People use the word to describe one half of Earth. Geographers, or people who study Earth, have divided the planet into two sets of two hemispheres. These are the Northern and Southern hemispheres and the Eastern and Western hemispheres. Within this unit of work we will look at the Northern and Southern Hemispheres.</p> <p>An imaginary line called the equator divides the Northern and Southern hemispheres. It runs east and west around Earth's middle. Places north of the equator are part of the Northern Hemisphere. Places south of the equator are in the Southern Hemisphere.</p>	

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The Northern Hemisphere includes North America, Central America, Europe, and mainland Asia. About half of Africa and a small part of South America are also in the Northern Hemisphere. The rest of Africa, most of South America, and all of Australia and Antarctica lie in the Southern Hemisphere.



During the unit children will locate the capital city of Australia and England. The Capital is a city where the government of a country functions. Capitals are usually large cities but not always the largest city in a country. Some countries have more than one capital. E.g. Bolivia has two capital cities, and South Africa has three.

Population is the number of people living in a certain place. Populations are always changing. The most basic reasons populations change are births, deaths, and migrations. Migration is the movement from one place to another. Climate also effects population, for example, Antarctica is the coldest place on earth, so cold that people do not permanently live there.

Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Location knowledge	What 7 continents make up the world?	<p>Listen to the information on each slide and discuss this with your talk partner.</p> <p>Listen to and join in with the continents song (You will know this from last year)</p> <p>Join in with the class and name the different</p>	<p>After being introduced to Eddie (explorer and wild life photographer) this morning, we have another important message sent to class. Eddie the explorer was ready to set off on his next journey but he came across a problem! When he unravelled his map, he found that it was not labelled. He doesn't want to risk going in the wrong direction. Over the next few weeks he will be visiting some of the worlds continents but he needs the map to travel to the correct place.</p> <p>Together, learn about the continents- use power point.</p> <p>Sing the song together.</p>	<p>Children label the 7 continents on their own individual world map.</p> <p>Extension- use the world maps, available in our role play area to locate the 5 oceans and label them on their own maps.</p>	<p>Multisensory lesson input- Songs and actions used to embed 'sticky knowledge', larger scale meaningful visuals used.</p> <p>Thematic approaches to create interest and motivate learning- this hook will likely help to engage all learners but</p>

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		<p>coloured continents on the map.</p> <p>Now name the continents and locate them on your small map with your talk partner.</p> <p>At your table, label each continent on your own map. Use the word bank to help you.</p>			particularly those with attentional needs.
<p><b>Enquiry and investigation</b></p> <p><b>Place knowledge</b></p>	<p>How does Australia compare and contrast with the UK?</p>	<p>Join in with the continents song and watch the video.</p> <p>Together with your class /partner, locate Australia on the world map.</p> <p>Look at the images and listen to the information about Australia.</p> <p>Use the books contents page and / or use search engine to find</p>	<p>Today we have another exciting message arrive from our link explorer. The message recaps our prior learning. Eddie is so grateful for the maps the children have labelled for him. Because of their hard work, he was able to follow the map and he has now arrived safely in Australia.</p> <p>Together look again at the larger scale world map on the IWB. Can we name all 7 of the continents? Let's do it together. Sing the song if needed (it's a firm favourite).</p> <p>Together locate which continent Eddie is now on the map and show where he has travelled from. What do we notice about this continent in comparison to Europe? Discuss that this is the furthest continent away from us in the UK.</p>	<p>Children to create an information page about Australia which will include: the population, the capital city, the climate, famous human and physical landmarks, the flag and native wildlife etc....</p> <p>Children will be split into groups and adult support available as well as use of simple information texts and</p>	<p>Multi-sensory lesson input as detailed above.</p> <p>Lesson ensures low entry with solid recap- this ensures the class start a appoint where all learners can access and feel secure in their learning before moving on. This creates cognitive links for children, reducing overload.</p> <p>Additional visuals, maps and globes are available for children to support</p>

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		<p>facts for each section of your information page.</p>	<p>The message continues with Eddie explaining how amazing it is here in Australia and he wants to share everything he has found out about this wonderful place.</p> <p>Together share the information he has sent to us (PowerPoint from twinkl) and discuss. What is the same/similar to life here in the UK? What is different? Discuss the physical and human features of the environment as well as population and climate.</p> <p>Together as a class, look at a weather report for Australia today then look at today's weather report for Padiham. Together make a comparison of the weather in each contrasting place.</p>	<p>short information videos to help children to find their answers.</p>	<p>learning and understanding and extend where needed.</p>
<p>Mapping</p> <p>Locational knowledge</p>	<p>Why do different continents have different climates?</p>	<p>Locate the equator line on your map</p> <p>Label the equator line</p> <p>Locate the north pole on your map and label it.</p> <p>Locate the south pole on your map and label it.</p> <p>Look at the key on your map.</p> <p>Identify where the hottest section of the world is and colour these sections in red.</p>	<p>Eddie has arrived safely in Antarctica and has sent us a letter and some new information. In his letter he explains that it was so hot in Australia but so cold here in Antarctica. He just can't work out why. He has sent us the new enquiry question: Why do different continents have different climates?</p> <p>Together recap what this means-weather typical for a place that commonly occurs.</p> <p>Can the children help him to find out about the different climates around the world so he can plan better for his next trip and make sure he takes the correct clothing and equipment?</p> <p>Refer back to our lesson looking at the 7 continents and think back to our class discussions about hot and cold countries. Show the larger world map in the IWB and locate the 7 continents again. What pattern did we/do we notice about where the countries are on the map?</p>	<p>Equator lesson- children to have their own maps, locate and draw the equator on the map and locate and label the north and south pole. Children to colour code the map using the key in terms of climate and how closely each country is to the equator.</p>	<p>Thematic approaches continue to motivate and engage the children and generate interest and intrigue.</p> <p>Larger scale visuals used on the IWB and smaller A4 versions for the table tops.</p> <p>Labels already pre-written for some children to place and stick in the correct place on the map.</p>

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		<p>Then identify the warm/moderate climates and colour these sections in orange.</p> <p>Finally identify the coldest areas closest to the poles and colour these in blue.</p>	<p>Show on the board the equator line. Countries near to the equator are hotter because the sun rays are over it for most of the time. This means that the farther away from the equator, the colder the climate. Show the children where this is on the globe and together locate the north and south poles of the globe.</p> <p>Show the children the colour coded map and how the simple key works.</p>		
<p>Place knowledge</p> <p>Enquiry and investigation</p> <p>Communication</p> <p>Use of ICT and Technology</p>	<p>How does the climate affect Antarctica?</p>	<p>With your team, use the books contents page to find the information you need.</p> <p>Turn to the correct page number.</p> <p>Look at the images and read/listen to the information.</p> <p>Select the information you want to record and write it down/ say aloud/ draw a picture on your group page.</p> <p>And / or</p> <p>With your team, use search engine to find</p>	<p>Links to English lesson when the children asked questions about Antarctica.</p> <p>Now that we know more about why Antarctica is so cold, Eddie has sent us a new question. 'How does the climate affect Antarctica?' We are going to be geographers today and explore the human and physical features of Antarctica. Eddie has asked us to focus on how the climate affects the landscape and life on Antarctica.</p> <p>To help us, he has sent us a parcel full of information books that will help us to learn more about the continent Antarctica. He has also asked us to use the ipads to gather our information.</p> <p>Children to work in small groups and use information and the I pads to find facts about Antarctica-each group supported by an adult.</p> <p>We will then come back together and each group will present their findings to the class.</p> <p>During the plenary we will discuss as a class, the similarities and differences in Antarctica and Australia, particularly around the</p>	<p>3 groups with an adult leading each one.</p> <p>Each group will investigate a different area and present their findings to the class.</p> <p>Use three main areas to investigate are:</p> <p>1 General information about Antarctica?</p> <p>2 The animals and people who live there (children will find out that no people permanently live in Antarctica) This group to focus on how animals have adapted</p>	<p>Variety of accessible information sources including books- visuals with labels, videos. Speech t text can also be used where needed.</p> <p>Mixed ability groups supported by an adult. Formal written recording is not needed here, removing that barrier for some children.</p> <p>Models of animals also available for children to explore and use alongside visuals and information sources.</p>

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		<p>facts about your area of research.</p> <p>Look at the images and read/listen to the information.</p> <p>Select the information you want to record and write it down/ say aloud/draw a picture on your group page</p>	<p>people who live there and why- the type of animals that live there and how they have adapted due to their surroundings.</p>	<p>to survive there when humans cannot?</p> <p>3.How icebergs are formed (and other ice berg related facts)</p>	
<p>Place knowledge</p> <p>Locational Knowledge</p> <p>Communication</p>	<p>How does the climate affect life on different continents?</p>	<p>For each continent discuss with your group:</p> <ul style="list-style-type: none"> <li>• How close it is to the equator.</li> <li>• The climate</li> <li>• The landscape</li> <li>• The Population- how many people permanently live there?</li> </ul>	<p>Eddie the explorer has left us his explorer backpack with a note. Open the back pack and peep inside to create suspense. Invite a child to come up and pull a question out of the bag. These questions will relate to all of our key questions answered throughout the unit. Together answer each of the questions.</p> <p>Reintroduce our overall big enquiry question for the unit: How does the climate affect life on different continents?</p> <p>What have we learned about the climate in different continents? Why are some continents warmer or colder than others? What does that mean for people who live there?</p>	<p>The children will work in smaller groups to encourage good quality discussion. For each area visited by Eddie and studied by us: Europe (specifically England where we live), Australia and Antarctica, the children will discuss proximity to the equator, the climate- how this affects the landscape (e.g. lots of moderate weather and rainfall means England is lush and green and so lots of crops can be grown</p>	<p>Final piece reflects all of the children's prior learning, this reduces cognitive load and allows all children to feel confident about the session, their own knowledge and understanding.</p> <p>Group discussions and alternative recording methods- mind mapping.</p> <p>Visual cues used for each question/area of discussion.</p>

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		<ul style="list-style-type: none"><li>• What animals live there?</li></ul> <p>You, your team mates or adults will write down your thoughts and ideas into the formats.</p>		<p>and grazing animals farmed in green fields), population and native animals. Group mind maps will be created and shared.</p>	
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