

Subject: Geography;	
<u>How do Geographers Describe Our World?</u>	
Prior learning: What are the countries of the UK? What makes them special? (KS1 Cy 1, T2) How does Weather effect our lives? (KS1 Cy 1, T5) What is special about where I live? (KS1 Cy 2, T2) What are continents and oceans? (KS1 Cy 2, T5)	
Key Concept/ Theme: Geographical Skills Unit/ Location	
Next Steps in Learning: How do Geographers Organise Earth? (UKS2, Cy T1)	
Vocabulary: village, town, city, county, region, country, continent, equator, tropic, poles, settlement, Atlas, compass, map, globe	
1.	<i>How and why do Geographers use Atlases?</i> Prior learning reconnection: What do Geographers do? What skills have you learned so far? Using, following and drawing maps, using keys, atlases, compasses and directions, drawing Let's learn to use atlases to locate and describe places Explore and then discuss Atlas use. What features help you? Highlight index, continents, different maps of topography, flags etc. Activity: Atlas Treasure Hunt- Using an Atlas, can you find? Which page is... Which continent is ____ in? Which sea is East of Italy? etc. Future learning links: Look at Globe- how are they similar and different to Atlases?
2.	<i>What is the difference between continents and countries? (May take two lessons)</i> Reconnect: What continents can you name? Discuss and explain the differences between continents and countries (many countries which are smaller make up a continent) Can they name any countries and think about what continent they are in? Italy, France, USA, Brazil, China etc. Importantly ENSURE they know UK is part of Europe.

	Activity; Use an Atlas to locate countries in each continent (SEND; 1 country, jigsaw continents activity/ use simple map not entire atlas) Also have globe available to explore Activity 2; (challenge) Find features/links/ additional facts about each continent; largest, smallest, coldest, hottest,
3	<i>How do geographers describe the size of places?</i> Let's learn to use Geographical Language to describe places Reconnect; Can you name the continents from the largest to the smallest? How could you describe Africa? Explain geographers call different size places different names. Which is bigger- continent or village? What is the difference? (amount of people/ size of area) Introduce words on large cards; village, town, city, county, country, continent Order places from smallest to largest and vice versa altogether Activity; Ordering activity independently (SEND cut and stick above communicate in print words with pictures) most- demonstrate own knowledge Activity 2 (challenge); Apply this to a variety of specific examples- e.g. Chiddingly, East Sussex, England, UK, Europe, Northern Hemisphere East Hoathly, Hailsham, London, Spain, Africa
4	<i>How can we describe places using compass directions?</i> Let's learn the points of a compass Reconnect; Ordering language Explore compass directions. What do we know? (Should know N,S,E,W) Revise 4 points of the compass. Explore acronyms Never Eat Shredded Wheat etc. Link N and S to a globe and explain the world is cut into Northern and Southern hemispheres and is split by the equator Look at Map of Africa- South Africa is in the South and Egypt is in the North. Look at the UK, England is South- How could we explain the other countries in relation to each other? Move on to 8 points of the compass – Explain that N and S are dominant and hence you have NE, SE, NW, NE Activity- Label 8 compass points.

	Activity 2 – Challenge Apply this to a map. Pupils describe locations on the map using compass points. (Differentiate complexity of map)
5	<i>How can we describe locations using grid references?</i> Let's learn to use 4 (and 6) figure grid references to describe locations on maps Reconnect; Compass points Revise map symbols learned in KS1 Explore how to use grid references using simple maps in a guided session Activity; Extend to finding locations on a simple map using known symbols (and key) Activity 2 Applied Challenge; OS Maps Explore local area- can they give grid reference for some local features? Model and review on visualiser in plenary
6	<i>How are places related?</i> Reconnect; Grid References To know and recognise similarities and differences between regions To know key climate zones and link them to a map of the world Explain how geographers link places that are similar and split them from areas that are different. There are lots of ways to do that using physical or geography. One way is by looking at the weather. Explore Polar, Equatorial, Desert and Temperate zones- what is similar and different? Activity; Colour climate zones on world map
End points: To describe locations in the world using accurate geographical language To use geographical sources with increasing accuracy To relate places using size and climate	