

KS1 Geography Curriculum Plan – Cycle B

**HUMAN AND PHYSICAL GEOGRAPHY (6 lessons)**

Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment – Crucial Knowledge
<p><u>EYFS:</u> Understanding the world around them. Visiting local parks, the library and school visits.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• To understand the terms human and physical features.</li> <li>• Use their understanding of human and physical features to identify and sort.</li> <li>• An understanding of the area around them and how it differs from other parts of the country.</li> </ul>
Key Concepts	Links Made	Vocabulary
<p><b>KC1 - locational knowledge</b> <b>KC3 – human and physical geography</b> <b>KC4 – geographical skills and fieldwork</b></p>	<p>History – Local areas</p>	<p>Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, church, cathedral, beach, coast, coastal, sea, port, harbour, pier</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
<b>HUMAN AND PHYSICAL GEOGRAPHY (6 lessons)</b>				
KC3 – human and physical geography	<b>To understand human and physical features</b>	<p>Understand and use term physical features</p> <p>Understand and use term human features</p> <p>Use new vocabulary to explain if common features are human or physical</p> <p>Identify key human and physical features</p>	<p><b>Retrieval: (Discussion)</b>  <i>Ask children to discuss features of local areas that they know of including; library, parks, shops. Refer back to last school visit. What do they remember about these places? What do they do in these places?</i></p> <p><b>Lesson:</b>                      Use PowerPoint to introduce the concept of physical and human features. Ensure that children understand that some features are human (made by people) and some are physical (naturally occurring).</p> <p>Give children <a href="#">pictures</a> (with names of features) and ask them to talk in a group and decide which each of the images of features is - physical or human.</p> <p>Complete <a href="#">human and physical features quiz</a> as a class</p>	<p><a href="#">Human and Physical Features PowerPoint</a>                      Physical and human features sorting cards</p> <p><b>Vocab:</b>  <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

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<p>KC3 – human and physical geography KC4 – geographical skills and fieldwork</p>	<p><b>To identify human and physical features</b></p>	<p>Identify human and physical features in the school grounds</p> <p>Use new vocabulary to explain if common features are human or physical</p> <p>Recreate human or physical features</p>	<p><b>Retrieval: (Observation)</b> <i>Thinking back to weather charts in FS, can the children correctly identify the weather over the past week using key vocabulary? Ext: Discuss why the weather is this way based on the seasons.</i></p> <p><b>Lesson:</b> Talking partners – What are physical and human geography features? Go outside with an ipad / camera. Ask children to identify features which are physical or human take photographs of features, and discuss ideas. Share ideas once back in the classroom of human and physical features. Create a display and look at photos. Encourage children to create features seen last week and this in construction or creative areas.</p>	<p>iPad/camera</p> <p><b>Vocab:</b> Physical feature, human feature, natural</p>
<p>KC3 – human and physical geography</p>	<p><b>To know the features of a village</b></p>	<p>Identify key human and physical features in the local area</p>	<p><b>Retrieval: (Recall)</b> <i>Name the 4 seasons. Ext: Do they know any features of the seasons?</i></p> <p><b>Lesson:</b> Ask children to think about the place where they live, the village of Kiveton. If someone new started in our class, what places would they tell them to visit? The woodand / Traditional sweet shop / The train station? Create a class list Which other features are there? <a href="#">Look at the slide show.</a> Introduce sorting activity in continuous provision.</p>	<p>Large sheet of paper, pens, Village slide show</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop</p>

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<p>KC3 – human and physical geography KC4 – geographical skills and fieldwork</p>	<p><b>To create a map</b></p>	<p>Use knowledge of human and physical features to create a map  Understand and implement the term 'aerial'</p>	<p><b>Retrieval: (Recall)</b> <i>Using <a href="#">quiz</a>, can the children identify human and physical features?</i></p> <p><b>Lesson:</b> Introduce aerial photographs and use the slideshow to recognise landmarks in Kiveton Park.  Challenge children to create their own maps and aerial photos. They could use bricks and photograph from above etc.</p>	<p>Aerial photos slides</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, church</p>
<p>KC3 – human and physical geography</p>	<p><b>To know the features of a city</b></p>	<p>Identify key human and physical features in the wider area</p>	<p><b>Retrieval: (Observation/Discussion)</b> <i>This week's weather: What's similar and different since we last looked? What do we notice? What's the temperature like? What season are we in? What season is next? Should we expect the weather to get hotter or colder?</i></p> <p><b>Lesson:</b> Talk about how our school is in the village of Kiveton and Kiveton is in the City of Sheffield. What places would we see if we went into Sheffield city centre? Show slides with various Sheffield landmarks. Discuss with the children what they know about them. Have they visited any of them? When? Are they used for special occasions? What were the human and physical features of landmarks in Sheffield? Do they recognise them? Have they ever been to Sheffield and seen them?</p>	<p><a href="#">City slide show</a></p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, transport, church, cathedral</p>

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<p>KC3 – human and physical geography</p>	<p><b>To know the features of a coastal town</b></p>	<p>Identify key human and physical features in further areas.  Compare human and physical features to our local or wider areas.</p>	<p><b>Retrieval: (Practical recall)</b> <i>Features of a village. Write down (or discuss) as many features of a village that they can think of.</i></p> <p><b>Lesson:</b> Introduce Cleethorpes to the children. Explain Cleethorpes is a seaside town.  Share images of Cleethorpes and look at which key geographical features are human and physical.  Discuss with the children what they know about them. Have they visited any of them?</p>	<p>Town Slide show</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, transport, church, beach, coast, coastal, sea, port, harbour, pier</p>
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SEASONAL WEATHER (2 lessons)		
<p style="text-align: center;"><b>Prior Knowledge</b></p> <p><u>EYFS:</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p style="text-align: center;"><b>National Curriculum Objectives Covered</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p style="text-align: center;"><b>End of Unit Assessment – Crucial Knowledge</b></p> <ul style="list-style-type: none"> <li>• To identify and monitor seasonal and daily weather patterns</li> <li>• Recognise and identify the physical changes of nature throughout different seasons.</li> </ul>
<p style="text-align: center;"><b>Key Concepts</b></p> <p><b>KC3 – human and physical geography</b></p>	<p style="text-align: center;"><b>Links Made</b></p> <p>Science – Seasonal changes.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Spring, Summer, Autumn, Winter, changes, sunshine, holidays, daylight Leaves, colours, squirrels, spider webs, horse chestnut, silver birch, oak, conkers, harvest, Pumpkin</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
<b>SEASONAL WEATHER (2 lessons)</b>				
KC3 – human and physical geography	<b>To understand seasonal weather</b>	<p>Name the 4 seasons</p> <p>Know that winter starts in December and ends in February.</p> <p>Talk about the features of winter in the UK</p>	<p><b>Retrieval: (Knowledge harvest – Vocab)</b> Physical, human, city, village, town, mountains, rivers etc. Can the children use them in context, do they know the meaning?</p> <p><b>Lesson:</b> Recap the seasons (science lessons) and recap that there are 4 over the year.</p> <p>We are looking at Winter which starts in December and ends in February: What do the children already know about it? Create a list.</p> <p>Watch BBC video and add any new learning to the list. <a href="https://www.bbc.co.uk/bitesize/articles/zmgf3j6">https://www.bbc.co.uk/bitesize/articles/zmgf3j6</a></p> <p>In nature, it can feel like a very quiet time. A lot of the birds have flown away, or migrated, to warmer countries. Some animals go to sleep for months and months, called hibernation. Even the trees are taking a rest, they shed their leaves completely.</p> <p>Children create a seasonal winter picture, labelling features of winter. Deeper learning, could use explanations of why things happen in Winter.</p>	<b>Vocab</b> Spring, Summer, Autumn, Winter, Changes, sunshine, holidays, daylight,
KC3 – human and physical geography	<b>To understand seasonal weather</b>	<p>Name the 4 seasons</p> <p>Know that winter starts on 22<sup>nd</sup> December</p> <p>Talk about the features of Winter in the UK</p>	<p>Recap the 4 seasons. Which are we in? What will come after?</p> <p>We are looking at Winter which starts on 22<sup>nd</sup> December -20<sup>th</sup> March: What do the children already know about it? Create a list</p> <ul style="list-style-type: none"> <li>• What weather will we see?</li> <li>• What do we see animals do? Why?</li> <li>• What do people do differently?</li> <li>• What does winter look like?</li> <li>• What happens to the days?</li> <li>• What do people wear to adapt to the change in weather?</li> </ul>	<b>Vocab</b> Leaves, spider webs, frost, silver birch, oak, Spring, Summer, Autumn, Winter, Changes, icicles, migrate

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		Identify signs of winter	<ul style="list-style-type: none"><li>• What happens to the plants?</li></ul> Through the week, take note of the weather and compare it to what you might see in Summer. Suggest what we may see more of in the coming months during the winter season. Reflect back on this in March to compare the differences in weather. Go to the playground to look for signs of winter. Take pictures.	
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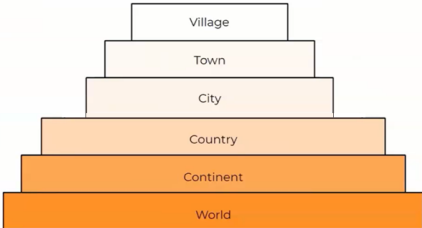
**LOCATIONAL KNOWLEDGE – OCEANS AND CONTINENTS (11 lessons)**

Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment – Crucial Knowledge
<p><u>EYFS:</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Name and locate the world’s seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<ul style="list-style-type: none"> <li>• Know what a continent is and how it is different to countries/cities.</li> <li>• Know and understand the term ocean.</li> <li>• Name and locate the continents on a map, atlas or globe</li> <li>• Name and locate the oceans on a map, atlas or globe</li> <li>• To understand the globe is split into hemispheres</li> </ul>
Key Concepts	Links Made	Vocabulary
<p><b>KC1 - locational knowledge</b> <b>KC4 - Geographical skills and fieldwork</b></p>		<p>UK, England, Northern Ireland, Wales, Scotland, seas, North Atlantic Ocean, North Sea, Irish Sea, English Channel, Continent, Europe hemisphere, northern, southern, equator, continent, land, water, ocean, sea, village, town, city, country, world Ocean, Atlantic, Pacific, Southern, Indian, Arctic population, landmark, location</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
<b>Locational Knowledge (Oceans and continents) 11 lessons</b>				
KC1 – locational knowledge	<b>To know where we live</b>	To understand and use the terms village, town, city, country	<p><b>Retrieval: (Recall)</b>  <i>Where do we live? Recap learning from last term about villages, towns, cities.</i></p> <p><b>Lesson:</b>                      Use world maps, atlases and globes to identify the United Kingdom.                      Use laptops/ipads to explore Kiveton, Sheffield, England and the UK on google maps</p>  <p>An option for learning Y2: Have the children create physical examples of where they live on cut out circles. Each child is given the name of their street and pictures of aerial maps of their town/country (and continent in the next session). This can then be completed in the next session for ordering after class example using strips of paper. It can then be attached together. (Can be simplified to less)</p>	<p>Maps                      Atlases                      ipads/laptops</p> <p><b>Vocab</b>                      UK, England, Northern Ireland, Wales, Scotland, seas, North Atlantic Ocean, North Sea, Irish Sea, English Channel, Continent, Europe</p> <p><a href="#">Circles and maps for activity</a></p>
KC1 - locational knowledge KC4 - Geographical skills and fieldwork	<b>To name and locate the world's 7 continents</b>	<p>Identify land and water on a map</p> <p>Understand the term continent and know how it is different to</p>	<p><b>Retrieval: (Observation)</b>  <i>This week's weather: What's similar and different since we last looked? What do we notice? What's the temperature like? What season are we in? What season is next? Should we expect the weather to get hotter or colder?</i></p> <p><b>Lesson:</b>                      Look at <a href="#">world map</a> on board, children have own copy in front of them. Check children can identify land and water.</p>	<p>World map on screen  <a href="#">Copies of map</a> for children  <a href="#">Terms to order</a></p> <p><b>Vocab</b>                      hemisphere, northern, southern, equator,</p>

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		<p>a country and the world</p> <p>Locate the equator</p> <p>Locate the northern and southern hemispheres</p> <p>Name the 7 continents and locate them on a map</p>	<p>Show how the world map is actually a flattened map of the globe by using an orange. Demonstrate how once the orange is peeled, it can be laid flat and that is the crust of the earth. Make comparisons with an arial map of the globe.</p>  <p>Create class vocab list and introduce <b>continent</b> (a very large area of land, made up of lots of countries)</p> <p>Give children strips saying village, town, city, country, continent, world to cut to size and order:</p>  <p>Point out and explain the <b>equator</b> (imaginary line that runs around the middle of the world. This is where the earth is hottest). Children locate on their maps. Introduce vocab <b>northern hemisphere</b> and <b>southern hemisphere</b></p> <p>Compare maps and globe so children understand they represent the same thing</p> <p>Introduce names of the seven continents (Europe, Asia, Africa, Antarctica, Australia/Oceania, North America, South America). Children practise naming and locating on their maps (keep these maps in books for future lessons)</p>	<p>continent, land, water, ocean, sea, village, town, city, country, world</p>
<p>Continue in a second lesson</p>				

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<p>KC1 - locational knowledge KC4 - Geographical skills and fieldwork</p>	<p><b>To name and locate the world's 5 oceans</b></p>	<p>Name the 7 continents and locate them on a map</p> <p>Understand that most of our planet is water not land</p> <p>Know and understand the term ocean</p> <p>Name the 5 oceans and locate them on a map</p>	<p><b>Retrieval: (Practical)</b> <i>Look at <a href="#">world map</a> on the board, children have own copy in front of them. Check children can identify the 7 continents.</i></p> <p><b>Lesson:</b> Use map/globe to show how much of our planet (approx. 70%) is water Add <b>ocean</b> to class vocab list (a huge body of salt water. Bigger than a sea). Introduce each ocean at a time, children find on maps (in size order):</p> <p>Pacific – largest Atlantic Indian Southern Arctic - smallest</p> <p>While explaining, keep referring to vocab from previous session – <b>equator, northern hemisphere, southern hemisphere, continent</b>. Compare maps and globe so children understand they represent the same thing – show how pacific ‘wraps’ around the world, and that’s why it’s there twice on a flat map End of lesson quiz - children colour in true/false grid. Consolidate if needed using <a href="#">Oceans and continents song</a></p>	<p>Maps and globes <a href="#">Oceans true/false sheet</a></p> <p><b>Vocab</b> Ocean, Atlantic, Pacific, Southern, Indian, Arctic</p>
<p>KC1 - locational knowledge KC4 - Geographical skills and fieldwork</p>	<p><b>Use world maps, atlases and globes to identify continents - Europe</b></p>	<p>Name the 7 continents and locate them on a map</p> <p>Name the 5 oceans and locate them on a map</p> <p>Talk about the continent of</p>	<p><b>Retrieval: (Recall)</b> <i>Display oceans true/false quiz from previous lesson on board. Children answer on whiteboards</i></p> <p><b>Lesson:</b> Introduce that the UK is in the <b>continent</b> of Europe. This is made up of several countries. Children use their world map from continents lesson to locate Europe and talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?</p>	<p><a href="#">Oceans true/false sheet</a> <a href="#">Europe fact file sheet</a></p> <p><b>Vocab</b> Continent, country, hemisphere, northern, southern, equator, population, landmark, location</p>

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		Europe using the terms location, population, landmark	Watch <a href="#">Europe video</a> , pausing to clarify and question. Children complete Europe fact file sheet.	
KC1 - locational knowledge KC4 - Geographical skills and fieldwork	<b>Use world maps, atlases and globes to identify continents - Africa</b>	Name the 7 continents and locate them on a map  Name the 5 oceans and locate them on a map  Talk about the continent of Africa using the terms location, population, landmark	<a href="#">Oceans and continents song</a> to recap  Use maps from continents lesson to locate Africa. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?  Look at <a href="#">map of Africa</a> on the board and ask children to use it to name 3 countries in Africa with their partner. Share with rest of class.  Watch <a href="#">Africa video</a> , pausing to clarify and question. Children complete Africa fact file sheet in pairs.	<a href="#">Africa fact file sheet</a>  <b>Vocab</b> Continent, country, hemisphere, northern, southern, equator, population, landmark, location
KC1 - locational knowledge KC4 - Geographical skills and fieldwork	<b>Use world maps, atlases and globes to identify continents - Asia</b>	Name the 7 continents and locate them on a map  Name the 5 oceans and locate them on a map	<b>Retrieval: (Practical)</b> <i>Show blank map of the world, choose children at random to label oceans and continents (can write on in pen or stick on pre-written words)</i>  <b>Lesson:</b> Use maps from continents lesson to locate Asia. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?	Blank world map <a href="#">Asia fact file sheet</a>  <b>Vocab</b> Continent, country, hemisphere, northern, southern, equator, population, landmark, location

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		Talk about the continent of Asia using the terms location, population, landmark	<p>Look at <a href="#">map of Asia</a> on the board and ask children to use it to name 3 countries in Asia with their partner. Share with rest of class.</p> <p>Watch <a href="#">Asia video</a>, pausing to clarify and question. Children complete Asia fact file sheet in pairs.</p>	
KC1 - locational knowledge KC4 - Geographical skills and fieldwork	<b>Use world maps, atlases and globes to identify continents - Australia/ Oceania</b>	<p>Name the 7 continents and locate them on a map</p> <p>Name the 5 oceans and locate them on a map</p> <p>Talk about the continent of Australia using the terms location, population, landmark</p>	<p><a href="#">Oceans and continents song</a> to recap</p> <p>Use maps from continents lesson to locate Australia/Oceania. Explain that it is usually called Australia – the same as the country, but is also referred to as Oceania or Australasia and that different parts of the world use different names for it. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?</p> <p>Use Oceania GoJettors powerpoint to find and discuss facts about the continent. Children create poster about Australia/Oceania using facts from the lesson</p>	<p><a href="#">Powerpoint</a></p> <p>Paper and crayons for posters</p> <p><b>Vocab</b> Continent, country, hemisphere, northern, southern, equator, population, landmark, location</p>
KC1 - locational knowledge KC4 - Geographical skills and fieldwork	<b>Use world maps, atlases and globes to identify continents - North America</b>	<p>Name the 7 continents and locate them on a map</p> <p>Name the 5 oceans and</p>	<p><a href="#">Oceans and continents song</a> to recap</p> <p>Use maps from continents lesson to locate North America. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?</p> <p>Use North America GoJettors powerpoint to find and discuss facts about the continent</p>	<p><a href="#">North America Powerpoint</a></p> <p><b>Vocab</b> Continent, country, hemisphere, northern, southern, equator,</p>

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		<p>locate them on a map</p> <p>Talk about the continent of North America using the terms location, population, landmark</p>	<p>Answer <a href="#">North America quiz</a> as a class (Need a google login to access this quiz)</p>	<p>population, landmark, location</p>
<p>KC1 - locational knowledge KC4 - Geographical skills and fieldwork</p>	<p><b>Use world maps, atlases and globes to identify continents - South America</b></p>	<p>Name the 7 continents and locate them on a map</p> <p>Name the 5 oceans and locate them on a map</p> <p>Talk about the continent of South America using the terms location, population, landmark</p>	<p><a href="#">Oceans and continents song</a> to recap</p> <p>Use maps from continents lesson to locate South America. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?</p> <p>Watch <a href="#">South America video</a>, pausing to clarify and question. Children complete South America fact file sheet.</p>	<p><a href="#">South America fact file sheet</a></p> <p><b>Vocab</b> Continent, country, hemisphere, northern, southern, equator, population, landmark, location</p>
<p>KC1 - locational knowledge KC4 - Geographical</p>	<p><b>Use world maps, atlases and globes to identify</b></p>	<p>Name the 7 continents and locate them on a map</p>	<p><a href="#">Oceans and continents song</a> to recap</p> <p>Use maps from continents lesson to locate Antarctica. Children talk about it with a partner – what ocean is it near? What other continents is it connected to by land? Is it in the northern or southern hemisphere? Is it near the equator or not?</p>	<p>Paper and crayons for posters</p> <p><b>Vocab</b></p>

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skills and fieldwork	<b>continents - Antarctica</b>	Name the 5 oceans and locate them on a map  Talk about the continent of Antarctica using the terms location, population, landmark	Watch <a href="#">Antarctica video</a> , pausing to clarify and question. Children create poster about Antarctica using facts from the lesson.	Continent, country, hemisphere, northern, southern, equator, population, landmark, location
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**Place Knowledge - comparing UK and a contrasting non-EU country (6 lessons)**

<p><b>Prior Knowledge</b></p>	<p><b>National Curriculum Objectives Covered</b></p>	<p><b>End of Unit Assessment – Crucial Knowledge</b></p>
<p><u>EYFS:</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between the UK and Kenya</li> <li>• Compare human and physical features in the UK and Kenya</li> </ul>
<p><b>Key Concepts</b></p>	<p><b>Links Made</b></p>	<p><b>Vocabulary</b></p>
<p><b>KC2 - Place knowledge</b> <b>KC4 - Geographical skills and fieldwork</b> <b>KC3 - Human and physical geography</b></p>		<p>Continent, country, map, globe, locate, identify, hemisphere, equator, close, far away, distance, developed, town, city, village, apartment, house, compare, Aerial map, landmark, similarity, difference, Climate, comparison, similar, different, Physical geography, human geography, landmarks, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
<b>Place Knowledge - comparing UK and a contrasting non-EU country (6 lessons)</b>				
KC4 - Geographical skills and fieldwork	<b>To understand the geographical similarities and differences between the UK and Kenya</b>	<p>Identify Africa on a world map</p> <p>Locate Kenya on a map of Africa</p> <p>Compare the UK and Kenya: distance, geographical features, housing</p> <p>Remember key facts about Kenya</p>	<p>Where is Kenya? Which continent is it in? Children use <a href="#">world maps</a>/globes to locate. Children talk about it with a partner – what countries is it near? Is it in the northern or southern hemisphere? Is it near the equator or not?</p> <p>Compare distance to the UK - is it close or far away? Discuss if children think it is similar to UK or not. Address any misconceptions about Africa and the people who live there – there are some areas that are poor but many are developed and are similar to UK towns and cities. Some people live in traditional mud hut villages but many live in apartments and houses.</p> <p>Watch <a href="#">video about Kenya</a> and discuss facts from it, comparing to life in the UK.</p> <p>Begin to create class fact list on A3 paper about Kenya.</p>	<p>A3 paper for class poster</p> <p><b>Vocab</b> Continent, country, map, globe, locate, identify, hemisphere, equator, close, far away, distance, developed, town, city, village, apartment, house, compare</p>
KC2 - Place knowledge	<b>To compare the landmarks of different places</b>	<p>Identify Kiveton landmarks (e.g. school, woodland, railway station, shops)</p> <p>Identify landmarks in Loiyangalani (e.g. school, police station, church)</p> <p>Talk about similarities and differences in terms of the</p>	<p>Look at <a href="#">aerial map of Kiveton</a> on the board. What landmarks can children recognise? Use street view to explore.</p> <p>Watch <a href="#">video about Loiyangalani</a> and discuss the landmarks there. Discuss similarities and differences. Look at <a href="#">map of Loiyangalani</a> on the board and find the landmarks.</p> <p>Children stick map of Kiveton and map of Loiyangalani in their books and label the landmarks of each</p>	<p>Map of Kiveton Map of Loiyangalani</p> <p><b>Vocab</b> Aerial map, landmark, similarity, difference</p>

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		landmarks identified		
KC3 - Human and physical geography	<b>To compare the climate of different places</b>	<p>Know what the word climate means</p> <p>Talk about the climate of the UK</p> <p>Talk about the climate of Kenya</p> <p>Say what is similar and what is different about the 2 climates</p>	<p>What is the <b>climate</b> in the UK? Do children think it's the same in Kenya? Watch <a href="#">video</a> and compare. Add climate information to class fact list about Kenya</p>	<p><b>Vocab</b> Climate, compare, comparison, similar, different</p>
KC3 - Human and physical geography	<b>To compare the physical and human geography of different places</b>	<p>Explain what physical and human features are</p> <p>Know some of the physical and human features of Kiveton</p>	<p>What is the <b>physical geography</b> of Kiveton and the surrounding area? Add to comparing sheet (woodland, fishing lake, Rother Valley etc) and repeat for Loiyangalani</p> <p>What is the <b>human geography</b> of Kiveton and the surrounding area? Add to comparing sheet (village hall, schools, shops etc) and repeat for Loiyangalani</p>	<p><a href="#">Comparing sheet</a></p> <p><b>Vocab</b> Physical geography, human geography, landmarks, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season,</p>

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		<p>Know some of the physical and human features of Loiyangalani</p> <p>Say what is similar and what is different about the features</p>		<p>weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>KC2 - Place knowledge KC4 - Geographical skills and fieldwork</p>	<p><b>To understand the geographical similarities and differences between the UK and Kenya</b></p>	<ul style="list-style-type: none"> <li>Identify Africa on a world map</li> <li>Locate Kenya on a map of Africa</li> <li>Compare the UK and Kenya: distance, geographical features, housing</li> <li>Remember key facts about Kenya</li> </ul>	<p>Where is Kenya? Which continent is it in? Children use <a href="#">world maps</a>/globes to locate. Children talk about it with a partner – what countries is it near? Is it in the northern or southern hemisphere? Is it near the equator or not?</p> <p>Compare distance to the UK - is it close or far away? Discuss if children think it is similar to UK or not. Address any misconceptions about Africa and the people who live there – there are some areas that are poor but many are developed and are similar to UK towns and cities. Some people live in traditional mud hut villages but many live in apartments and houses.</p> <p>Watch <a href="#">video about Kenya</a> and discuss facts from it, comparing to life in the UK.</p> <p>Begin to create class fact list on A3 paper about Kenya.</p>	<p>A3 paper for class poster</p> <p><b>Vocab</b> Continent, country, map, globe, locate, identify, hemisphere, equator, close, far away, distance, developed, town, city, village, apartment, house, compare</p>

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<p>KC4 - Geographical skills and fieldwork</p>	<p><b>To understand the geographical similarities and differences between the UK and Kenya</b></p>	<p>Give examples of geographical features (climate, physical features, human features, population)</p> <p>Explain what is similar and what is different between Kiveton and Loiyangalani using geographical vocabulary</p>	<p>Use work from previous lessons to describe what they have learnt about the differences and similarities between Kiveton and Loiyangalani.</p> <p>Create A3 work showing the comparison between the 2 places. Include simple map (e.g. of kiveton/kenya/UK) created by the children</p>	<p>Maps of Kiveton and Loiyangalani Photos of Kiveton and Loiyangalani A3 paper Crayons/felt tip pens</p> <p><b>Vocab</b> Geographical features, climate, population, physical, human, compare, similar, different</p>
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