

Human and physical geography (hot and cold places) and locational knowledge (7 continents and oceans)

**NC objective:**

To name and locate the world's seven continents and five oceans;

To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.

**Enquiry Question: "What are the continents and oceans of the world and where are we?"**

**End of unit goals: Children will be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) to locate and label the 7 continents and oceans along with our location within the world. Children will be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.**

Date	Objective (s)	Lesson Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p><b>I can name and locate the continents of the world.</b></p> <p>Skills used:</p> <p>Maps</p> <p>atlases</p>	<p>Children will be able to locate the continents of the world using a map/atlas.</p>	<p><u>Prior Knowledge assessment</u>- KWL grid</p> <p>Retrieval grid to be completed quickly as a class.</p> <p><b><u>Starter</u></b></p> <p>Show the children an image of the map of the UK and have them label what they can on the map as a table and discuss what they could remember from the previous year. Explain to the children we are going to be looking more at maps and atlases. Give the children some aerial photographs have them discuss what they can see in the photos.</p> <p><b><u>Main Teaching</u></b></p> <p>Explain to the children that we are going to be looking into</p>	<p>Aerial photographs</p> <p>Atlases</p> <p>Globe</p>	<p>World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica,</p>

			<p>oceans and continents. Highlight land, sea and continents that are visible on the aerial photographs. Explain continents and oceans to the children and see if the children can think of any continents. <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Make up a mnemonic with the children to help them remember the 7 continents of the world. Allow children to explore the globe in small groups to locate different continents. Briefly discuss the equator and where it lies ready for future lessons.</p> <p><b>Activity</b> Children to be given a map of the world and to colour code and label the continents with the help of atlases. SEND- Working with T using the globe to label the continents together and using a word bank</p>		
Lesson 2	<p><b>I can name and locate the oceans of the world.</b></p> <p><b>Skills used</b></p> <p>Maps and atlases</p>	Children will be able to locate the oceans of the world using a map or atlas.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><b>Starter</b> Display map of the world on the board and ask the children to come and identify the continents from the previous lesson. Then ask the children to see if they can identify where the oceans would be and discuss what an ocean is.</p> <p><b>Main Teaching</b> Discuss what an ocean is with the children using the atlases look at the map of the world and the oceans within the world can the children spot any? <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p>	<p>Atlases</p> <p>Globes</p> <p>Map of the world.</p>	Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere.

			<p><b>Activity</b> Using an atlas or a globe children to label the map of the world with the 5 oceans. Children to write some facts about each ocean. SEND-Children to work with T to support their learning using the globe and a word bank to label the oceans.</p>		
Lesson 3	<p><b>I can recall human and physical features within the continent.</b></p> <p><b>Skills used</b> Sorting</p>	Children will be able to research facts and recall human and physical features within a continent using computers.	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><b>Starter</b> Recap the different continents and oceans with the children on mini whiteboards</p> <p><b>Main Teaching</b> Looking in more detail at the different continents in the world and beginning to understand the countries, landmarks and human/physical features. Share information about the 7 different continents with the children on different. Children to discuss what they can see in the images. What can be seen in the pictures. Use the world map to locate the continent in context to the rest of the world each time.</p> <p><b>Activity</b> Children to use the images on their tables to think about the human and physical features they have identified and sort them into groups. SEND- Work with a HA pairing and T able to support.</p>	IWB Globe Presentation Map for the children Worksheet	Journey line, route, travel, sphere, compass, compass directions: North, East, South, West, Northern Hemisphere, Southern Hemisphere, Equator.

Lesson 4	<p>I can discuss the continents, oceans and climates that my journey passes through.</p> <p><b>Skills used</b> <b>Map skills</b></p>	<p>Children will be able to use locational and directional language to explain a journey through the continents.</p>	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><b>Starter:</b> Discuss the equator with the children and children to plot the equator on their map. Discuss what it means to be closer to the equator. <a href="https://www.youtube.com/watch?v=SDfc8SBYNnM">https://www.youtube.com/watch?v=SDfc8SBYNnM</a></p> <p><b>Main teaching</b> Explain we are going to be learning about the journey taken around the world passing through different continents . How would we get from continent to continent through the varied climates around the world. Use the UK and a ribbon to show this on the globe, discuss the journey and the compass directions used thinking about how the equator affects the climate of these places.</p> <p>Where was the starting point? What continents/oceans did the journey take us through? Did the journey take us over more land or sea? What is the climate in the continents you passed through? How do you know this?</p> <p><b>Activity</b> Children to create and plot their own journey line through a map and they need to explain their journey line using a world map and compass points. SEND- Working together as a group with T.</p>	<p>IWB</p> <p>Worksheets</p> <p>Lesson presentation</p> <p>Scissors and glue</p>	<p>Journey line, route, travel, sphere, compass, compass directions: North, East, South, West, Northern Hemisphere, Southern Hemisphere, Equator.</p>
Lesson 5	<p>I can understand how the location of hot and cold countries affects the</p>	<p>Children will be able to name continents using an atlas for support. Children will</p>	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><b>Starter:</b> Discuss with the children why do they think some countries are hotter than others. Speak about the equator and plot it on a map</p>	<p>Hot and cold climates presentation.</p>	<p>Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather,</p>

	<p>different animals that live there.</p> <p>I am beginning to name some countries in Europe.</p> <p><b>Skills used</b></p> <p>Categorising</p> <p>Sorting</p> <p>contrasting</p>	<p>be able to colour code climate zones and explain why animals live in certain places.</p>	<p>of the world together.</p> <p><a href="https://www.youtube.com/watch?v=SDfc8SBYNnM">https://www.youtube.com/watch?v=SDfc8SBYNnM</a></p> <p><b>Main Teaching</b></p> <p>Discuss the different climates in the different regions and the temperature. Think about some animals that live in these climates and why they can live there.</p> <p><b>Activity</b></p> <p>Using an atlas children to map out their four climate zones on the mapping world climates activity sheet.</p> <p>Children cut and stick the animals into the correct climate zones.</p> <p>Children to write an explanation why some animals can't live in hot or cold climates.</p> <p><b>SEND-</b> Children to colour code the four climate zones for hot and cold which are identified on the activity sheet.</p>		<p>climate:</p> <p>cold/polar, temperate, warm, tropical, adapt, habitats</p>
Lesson 6	<p><b>I know which continent I live in</b></p> <p><b>Skills used</b></p> <p>Observe aerial photographs</p>	<p>Children will be able to explain which continent they live in an great a my place in the world map as a visual.</p>	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><b>Main Teaching</b></p> <p>Show the children some aerial photos of Europe and see if the children can locate some human and physical features. Discuss with the children if they can guess which continent those pictures might be from.</p> <p><b>Differentiated Activities</b></p>		<p>Continent</p> <p>Country</p>

Children to locate our continent and country on a map of the world and a map of the UK. Children to create a "my place in the world map" to help them see the countries cities etc they are part of. Image as an example children to write their city name, country and continent, Children could even include cut outs of maps onto their card to show the places on a map.



**Challenges** Children to work in mixed ability pairs to label some human and physical features.

End of unit assessment Children to complete the pop quiz that T has made after what has been taught about the great fire of London. T to support SEND by allowing them to answer verbally.