

Year 34 Key Skills to be covered, taken from National Curriculum – pitching at the correct year group and differentiation within plan for different groups	
<p><b>Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:</b></p> <p>To be able to identify the continents of the world.</p> <p>To be able to locate countries on a world map.</p> <p>To find out about some of the key geographical features of each continent</p> <p>To be able to locate major capital cities of the world.</p> <p>To be able to use a variety of sources to identify human and physical features in a particular country.</p> <p>To be able to find similarities and differences between different countries</p>	
<b>Key Skills to be covered:</b>	
Taken from Level 3	Taken from Level 4
<p>Geographical Enquiry:</p> <ul style="list-style-type: none"> <li>I ask, "Which PHYSICAL features does this place have?"</li> <li>I ask, "Which HUMAN features does this place have?"</li> <li>I give reasons for why some of those features are where they are.</li> <li>I describe different points of view on an environmental issue affecting a locality***</li> <li>I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</li> <li>I use my writing skills to communicate what I know.</li> <li>I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc)</li> <li>I use my ICT skills to help me find out information and present what I have found out.</li> </ul> <p>Geographical Skills:</p> <ul style="list-style-type: none"> <li>I use the terms PHYSICAL and HUMAN accurately and can describe these features.</li> <li>I am building up a list of geography words (see 'recommended geography words list')</li> <li>I make detailed sketches of the features of a location.</li> <li>I devise questionnaires to find out local opinions on an issue.</li> <li>I look at maps of areas I am studying and identify features.</li> <li>I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and some standard Ordnance Survey symbols.</li> <li>I use the contents and index pages of an Atlas to find places quickly.</li> <li>I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles.</li> <li>I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth)</li> <li>I can plan a route using 8 points of the compass.</li> </ul> <p>Knowledge and Understanding of Places:</p> <ul style="list-style-type: none"> <li>I can describe a place using information I have found out using my geography words well.</li> <li>I compare places that I have studied using the physical and human features for my comparisons.</li> <li>I give some reasons for the similarities and differences between places, using geographical language.</li> <li>When I describe where a place is I use the 8 points of the compass to describe its position.</li> </ul>	<p>Geographical Enquiry:</p> <ul style="list-style-type: none"> <li>I ask, "Which PHYSICAL and HUMAN features does this place have?"</li> <li>I give reasons for why some of those features are where they are.</li> <li>I ask, "What may this place be like in the future?"</li> <li>I collect statistics about people and places and present them in the most appropriate ways.</li> <li>I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc)</li> <li>I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.***</li> <li>I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</li> <li>I choose the most appropriate writing skills to communicate what I know.</li> <li>I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc)</li> <li>I choose which of my ICT skills to use to help me find out information and present what I have found out.</li> </ul> <p>Geographical Skills:</p> <ul style="list-style-type: none"> <li>I use the terms PHYSICAL and HUMAN accurately and can describe these features.</li> <li>I am confidently using geography words (see 'recommended geography words list')</li> <li>I make detailed field sketches of the features of a location, labelling them with appropriate geography words.</li> <li>My field sketches show layouts, patterns or movement (as appropriate)</li> <li>I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT)</li> <li>I look at and make detailed maps of areas I am studying.</li> <li>I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</li> <li>I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.</li> <li>I use aerial photographs to match features on a map to the photograph.</li> <li>I use aerial photographs to help describe a location in more detail.</li> <li>I identify buildings and land use by using aerial photographs.</li> <li>I use the internet to help find out about a location (e.g. Google Earth)</li> </ul>

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- When I describe where a place is, I use country, region and names of towns, cities, and rivers.
- I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland.
- I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast.
- I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines.
- I can name and identify the three longest rivers in the UK (Severn, Thames, Trent)
- I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea)
- I can name the significant places and features of a location I am studying (and of my country of birth.)
- I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid).
- I can name and locate the largest mountain range in Europe (The Alps).

**Knowledge and Understanding of Patterns and Processes:**

- I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). **\*OR**
- I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) \*
- I can explain the process of erosion and deposition (at **either** the coast **or** in a river)\*
- I know how erosion, deposition and flooding can affect people
- I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this\*\*
- I use both physical and human factors in my explanation. \*\*
- I can compare places where people live and give reasons for the differences. \*\*

**Knowledge and Understanding of Environmental Change and Sustainable Development:**

- I keep a class weather chart throughout the school year and discuss weather around the world. \*\*\*
- I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. \*\*\*
- I can summarise an environmental issue either in the local area or an area I am studying. \*\*\*
- I can suggest solutions to different points of view as to how a locality can be improved. \*\*\*
- I know how I can contribute to a reduction in climate change. \*\*\*

- I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT.

**Knowledge and Understanding of Places:**

- I can describe a place using information I have found out using my geography words well
- I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.
- I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.
- When I describe where a place is I use the 8 points of the compass to describe its position.
- When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.
- When I describe places, I do so in terms of its economic development as well as other features.
- I can name and locate all places and features learned previously and:
- I can name and locate the River Rhine (longest river in Europe)
- I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea)
- I can name the significant places and features of a location I am studying (and of my country of birth.)
- I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica)
- I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo).
- I can name the six countries with the highest populations ( Brazil, China, India, Indonesia, Russia, and USA).
- I can name and locate the areas of origin of the main ethnic minority groups in the United Kingdom (Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland)

**Knowledge and Understanding of Patterns and Processes:**

- I can identify the parts of a river (source, meander, mouth) and areas around (flood plains). **\*OR**
- I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) \*
- I can explain the process of erosion and deposition (at **either** the coast **or** in a river)\*
- I know how erosion, deposition and flooding can affect people\*
- I can describe a place in terms of how economically developed it is.
- I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. \*\*
- I can compare places where people live and give reasons for the differences. \*\*

**Knowledge and Understanding of Environmental Change and Sustainable Development:**

- I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. \*\*\*
- I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. \*\*\*
- I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. \*\*\*
- I can suggest more than one solution as to how a locality can be improved. \*\*\*

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	<ul style="list-style-type: none"> <li>• I know how I can contribute to a reduction in climate change. ***</li> <li>• I can summarise ways that people are trying to manage an environment. ***</li> </ul>
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**Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:**

English links	Reading texts, note taking, skimming and scanning, creating information pages.
Mathematics links	Understanding time zones.
Computing links	Research skills
Other links	Working in a critical skills manner

**Possible Experiences including visits/visitors/other:**

**Consider what could augment your planning to really enthuse the children in your class:**

- Physical resources
- Personal experiences

**Display/Resources ideas:**

**Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:**

- POSTCARDS FROM PLACES WE VISIT IN OUR FAMILIES-Where in the world have we been?

<b>Session</b>	<b>Key Objective from skills listed above (What is it that you want the children to learn?) resources</b>	<b>Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations</b>	<b>Outcomes/Evidence of what they have learnt/assessment questions (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)</b>	<b>Possible extension into homework if appropriate to enhance and deepen learning</b>
1 Mind map prior to this activity	To be able to identify the continents of the world.  Slides Worksheet 1A/1B/1C/1D/1E Information Sheet (FSD? activity only) Continents Flags sheet (FSD? activity only)	Do you know what a continent is? What is the difference between a country and a continent? Children to think, pair, share their ideas then check the definition on the slides. • How many continents can you name? Children to list ideas as a class then give the names of the 7 continents (Europe, Asia, Africa, Australia, North America, South America and Antarctica). • Show children the maps showing each continent with some country clues. Can you guess which continent this is? Repeat for each continent. • Show children the map showing all the continents again and challenge children to name them all with a partner.  Lower ability: On worksheet 1A, children to complete the word search with the names of the continents, then colour in each continent correctly on worksheet 1B, using the instructions.	Which continent do we live in? Which country do we live in? How many other countries in our continent can you name? Invite children to share their ideas.  • Do children know what a continent is? • Can children name each of the 7 continents? • Can children locate the 7 continents on a map?  Evidence in books	Provide children with the Information Cards about each continent. Give children some time to read through them and then answer the questions on worksheet 1E. • EXTEND - challenge children to design a flag for each of the continents to represent what each is like on the Continent Flags sheet.

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		<p>Middle ability: On worksheet 1C, children to complete the names of each continent and then colour each one a different colour using the key.</p> <p>Higher ability: On worksheet 1D, children to label each of the continents and colour each a different colour using the key. When finished, challenge children to use a map to find a country that is in each continent.</p>		
2	<p>To be able to locate countries on a world map.</p> <p>Slides Worksheet 2A/2B/2C/2D World Map sheet Continents Map sheet Riddle Cards (FSD? activity only) Countries Cards (FSD? activity only) Continent Cards</p>	<ul style="list-style-type: none"> <li>• Can you remember the names of the 7 continents? Display the names on the board with letters missing and ask children to identify each one.</li> <li>• Show children the map of continents on the slides. Which of these continents is Europe? Invite a child to come to the board and point to the correct continent. Are they right? Repeat this with the other continents.</li> <li>• Tell children that today they will be using a world map to find out where some different countries are. What is the difference between a country and a continent? Recap the difference.</li> <li>• Read children the riddles on the sheet and ask them to identify each country. If necessary, provide children with the World Map sheet so they can look more closely.</li> <li>• What can we do if we can't find a country by just looking at a map? Children to think, pair, share their ideas then go through the suggestions on the slides.</li> </ul> <p>Lower ability: Provide children with the continents Map (if necessary), World Map and worksheet 2A. Children to write in the names of each of the countries with a blank label.</p> <p>Middle ability: Provide children with the continents Map (if necessary), World Map and worksheet 2B. Children to write in the names of each of the countries with a blank label.</p> <p>Higher ability: Provide children with the World Map sheet and worksheet 2C. Children to find each of the countries on the map and then label them in the blank map.</p> <p>EXTEND -</p>	<p>Give out the Continent Cards to 6 children and ask them to stand in separate places around the classroom. Call out the name of a country, e.g. Greece, India, Ghana, New Zealand, etc., and ask the rest of the children to go and stand next to the Continent Card they think that country is in.</p> <ul style="list-style-type: none"> <li>• Can children locate the 7 continents on a map?</li> <li>• Can children use a map to locate different countries around the world?</li> <li>• Can children state which continent a particular country is in?</li> </ul> <p>Evidence in books</p>	<p>Provide children with the Riddle Cards and Countries Cards. Challenge children to match up the countries with the correct riddle, using the World Map sheet to help.</p>

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		when finished, children to write a list of as many countries as they can spot that belong to each continent and list on worksheet 2D.		
3	<p>To find out about some of the key geographical features of each continent.</p> <p>Slides Worksheet 3A/3B/3C Picture Cards Information Book Template Information Cards (FSD? activity only)</p>	<p>Warm up: Before the lesson, cut out the Information Cards and put them up around the classroom, some in obvious places and some not so obvious! Tell children they are going to go on an information hunt so that they can fill in all the details on worksheet 3C. To make it extra fun, you could add a time scale (e.g. 20 minutes) and then reward children a point for each fact they recorded correctly. The individual or pair with the most points at the end of the session wins.</p> <p>Introduce children to the mountain climber on the slides and explain that she is on a quest to explore the world. Her first challenge is to climb the highest mountain on each continent. Show children the mountains on the slides and explain that each of these is the highest mountain in their continent. Can you help her match them up? Challenge children to identify which mountain is on which continent, then check on the slides. How many of them did you get right?</p> <ul style="list-style-type: none"> <li>• Next, introduce children to the swimmer who wants to swim in the longest river on each continent. Again, show the rivers and challenge children to match them to correct continent.</li> <li>• Norman's ambition is to go to the hottest and coldest countries in the world. Go through the explanations for climate zones on the slides then ask children to guess where the hottest and coldest countries are.</li> <li>• Can you think of any other challenges for explorers that would take them around each of the 7 continents (e.g. largest capital cities, largest lakes, etc.)? Invite children to share their ideas.</li> </ul> <p>Lower ability: Provide children with Picture Cards, books, access to internet, and worksheet 3A. Children to choose the continent they would like to explore in more detail and work with a partner to find all the answers for each section of the worksheet.</p> <p>Middle ability: Children to choose a continent to explore in detail. Provide children with books, access to the internet and any other appropriate resources. Challenge them to find 10 interesting facts about their continent and record on worksheet 3B.</p>	<p>What is the highest mountain in Europe? Which continent is the River Nile in? Ask children these and other questions to assess their understanding of key geographical features around the world.</p> <ul style="list-style-type: none"> <li>• Can children identify and name some of the highest mountains in different continents?</li> <li>• Can children identify and name some of the longest rivers in different continents?</li> <li>• Can children use a variety of sources to find out about key geographical features of the 7 continents?</li> </ul> <p>Evidence as a booklet or fact file in books</p>	

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		<p>Higher ability: Provide children with the Information Book Template. Challenge children to use books and the internet to complete each page to create an information booklet about the 7 continents. When finished, cut out each section and staple to create a booklet.</p>		
4	<p>To be able to locate major capital cities of the world.</p> <p>Slides Worksheet 4A/4B/4C Question Cards (FSD? activity only)</p>	<ul style="list-style-type: none"> <li>• What is the difference between a continent, a country and a city? Children to think, pair, share their ideas then check the explanation on the slides.</li> <li>• Tell children that today they are going to be finding out where some of the major capital cities of the world are. Explain what a capital city is. Can you name any capital cities? Do you know what countries they are in? Invite children to share their ideas.</li> <li>• Show children the map of Europe on the slides. Explain that the capital cities are shown with a star. Can you spot what the capital city of Germany is? Can you see what the capital city of Spain is? Repeat several more of these questions, inviting children to come to the board and identify the cities.</li> </ul> <p>Lower ability: On worksheet 4A, children to answer the questions using the map to help them. When finished, challenge children to find out 3 facts about one of the capital cities using atlases, the internet or any other appropriate information sources.</p> <p>Middle ability: On worksheet 4B, children to unscramble the letters to find out the names of the capital cities shown on the map. When finished, challenge children to find out 3 facts about one of the capital cities using atlases, the internet or any other appropriate information sources.</p> <p>Higher ability: Children to use atlases, maps or the internet to find out which country and continent each of the capital cities listed on worksheet 4C belong to. When finished, challenge children to find out some facts about one of the capital cities using atlases, the internet or any other appropriate information sources.</p> <p>Play the 'Guess the City' game on the slides as a fun way to end the lesson!</p>	<ul style="list-style-type: none"> <li>• Do children know what a capital city is?</li> <li>• Can children use maps to locate capital cities?</li> <li>• Can children use a variety of sources to find out about geographical features of a particular capital city?</li> </ul> <p>Evidence in books</p>	<ul style="list-style-type: none"> <li>• Provide children with the Question Cards in pairs or small groups. Children to place the cards face down on the table. One child at a time picks up a card and asks another child a question. If the child gets the question right, they keep the card. If not, it goes back in the pile. Children to keep going until they have all the cards between them. The child with most cards by the end of the game wins.</li> </ul>

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<p>5 Over 2 sessions</p>	<p>To be able to use a variety of sources to identify human and physical features in a particular country.</p> <p>Slides Worksheet 5A/5B/5C Country Cards</p>	<p>Introduce the children to the characters on the slides and ask them to tell you what continent each of these children live in.</p> <ul style="list-style-type: none"> <li>• Tell children that today they will be carrying out some research into a particular country. To do this, we will be looking at both human and physical geography. What do you think human geography is? What do you think physical geography is? Children to think, pair, share their ideas, then check on the slides.</li> <li>• Go through the information from each of the characters about the countries they live in and explain that this is the kind of information the children will be finding out about today. Can you think of any other interesting facts you might want to include? Children to share ideas.</li> <li>• Which country do you think you would like to research today and why? Children to think, pair, share their ideas.</li> </ul> <p>Critical skills activity: Ask children to get into small groups and ask each group to choose a country to focus on. Challenge each group to create a presentation about their country. This could be done using ICT (e.g. a PowerPoint presentation) or by creating posters, information sheets and other resources by hand.</p> <ul style="list-style-type: none"> <li>• When all children have finished, give them some time to show their presentations to the rest of the class.</li> </ul> <p>Personal reflection: What interesting facts have you learnt today about different countries? Which of these countries would you most like to visit and why?</p>	<p>What interesting facts have you learnt today about different countries? Which of these countries would you most like to visit and why?</p> <ul style="list-style-type: none"> <li>• Do children understand the difference between human and physical geography?</li> <li>• Can children use appropriate sources of information to find out about a particular country?</li> <li>• Can children locate countries, continents and cities on a map?</li> </ul> <p>Photographs ready for twitter and website</p>	
<p>6</p>	<p>To be able to find similarities and differences between different countries.</p> <p>Slides Worksheet 6A/6B/6C Country Profile Cards (FSD? activity only) End of Unit Quiz</p>	<p>Introduce the two characters on the slides, one of whom is from the UK, and the other from India. What do you think the differences between our two countries are? Children to think, pair, share their ideas then go through the suggestions on the slides.</p> <ul style="list-style-type: none"> <li>• Tell children that today they will be comparing two different countries to find out what is similar about the countries and what is different about them. What things do you think might be similar? Can you think of any other things that could be different? Invite children to share their ideas.</li> </ul> <p>Lower ability:</p>	<p>End of Unit QUIZ!</p> <ul style="list-style-type: none"> <li>• Can children identify similarities between different countries?</li> <li>• Can children identify differences between countries?</li> <li>• Do children understand that all countries have different features and characteristics?</li> </ul> <p>Evidence in books</p>	

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		<p>Ask children to get out the work they did in lesson 5 about a particular country. Ask children to find a partner who studied a different country, then compare and contrast the two to see what the similarities and differences are. Children to record their work on worksheet 6A.</p> <p>Middle ability: Ask children to get out the work they did in lesson 5 about a particular country. Ask children to find a partner who studied a different country, then compare and contrast the two to see what the similarities and differences are. Children to record their work on worksheet 6B.</p> <p>Higher ability: Ask children to get out the work they did in lesson 5 about a particular country. Ask children to find a partner who studied a different country, then compare and contrast the two to see what the similarities and differences are. Children to record their work on worksheet 6C.</p>		
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