

Lead Question:

National Curriculum driver: Geography

Name and locate the world's seven countries and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple fieldwork and observational skills to study the geography of their school and its grounds.

Q1: Which countries make up the United Kingdom?

Map work. Identifying the four countries. Locating the capital cities. Locating the UK on a map of the world.

Q2: Can you name the continents that make up the world?

Naming the continents. Finding them on a map of the world. Identifying a country that is in one of the continents. Labelling on a map.

Table names as continents.

Q3: Where do I live? Could be a homework activity.

Children to write their own addresses. Find their home on Google maps. Find the school.

Ordering photos taken of the local area. Children to order them to show the route they take to school.

Q4: What's in my local area?

Go on a walk around the local area. Identify key buildings, house types, shops etc. Children take out iPads to take photos to record the evidence they have found.

Ordering photos taken from their walk- big photos in the hall. Small photos to be ordered in books with descriptions.

Q5: What are the houses like in my local area?

Look at the photos of the local area for different types of houses. Sort the photos into different types of houses. Discuss the characteristics of each house. Which one would they like to live in?

Children to write a description of their house. Draw a picture of their own house.

Q6: How has my local area changed?

Dorothy Rand could come to school to speak to the children about what the local area used to be like. Compare what the local area used to be like to what it is like now.

Transport- station road, railway station.

Cross curricular links to be made during the unit of work.

As writers we will:

Write non-chronological reports about the local area.

Write descriptions of the local area.

Write a description of their house.

Write a description of their route to school from their home.

As readers we will:

Use different sources to find out about the study.

As mathematicians we will:

Time how long it takes the children to get to school.

To know their right and their left to help describe how they get to school.

Positional language.

As artists we will:

Sketch some of the buildings.

Make 3D models of some of the buildings.

As ICT users we will:

Use the internet to access Google maps to find their homes/the school.

Use the internet to find photos of what the local area used to look like.

Curriculum Drivers

My Place in the World

To know where the UK is on a map of the world. To know where their local area is on a map of the UK.

Live Well, Live Long.

World of Work

Discuss mining.

End of unit presentation

Throughout the unit, we will take lots of photos and videos of the children taking part in activities and of their work. At the end of the unit we will invite their parents in to school to watch a short presentation by the children including a video presentation made using Animoto or a similar program.