



<b>Subject: Topic</b>	Locational Knowledge	
<b>Class: Elephants</b>	<b>Teacher: Sukhi Lall</b>	<b>Term: Autumn 1</b>
<b>Key Vocabulary:</b>	<b>Alternative Learning Environments</b>	<b>Resources:</b>

<p><b>Unit Aim: To</b> Children learn about the continents and oceans and that the majority of the Earth’s surface is water. ● They learn that climate is different across continents and are able to give examples of contrast. ● Children learn that the equator is the hottest part of the world and that it relates to the Earth’s orbit around the sun ● They learn about the comparative size of the oceans and continents and where they are located.</p>
<p><b>Prior Learning:</b> That every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. ** ● They learn that an address has the name of the street, the number or name of the house; the village, town or city of location and a postcode and that this is how the postal workers knows where to deliver letters. ● Children learn that an aerial photograph is a photograph taken from above and enables the viewing of lots of roads at once, like on a map. ● They learn that maps have symbols on them which show important buildings and other features of the area. ● Children learn that Human features are characteristics of a place that were made by humans, for example shops and roads and that physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).</p>
<p><b>Future Learning:</b> learn the locations of the capital cities of the countries within the UK ● They find out what defines a city as opposed to a town (i.e. cities must have a cathedral) * * ● Children learn about the roman settlement of Londinium, which natural features remain and how the city of London developed over time ● Children learn about how the UK population has changed and the reasons for immigration and emigration.</p>
<p><b>Unit Expectations:</b> <b>All:</b></p>

<p><b>Some:</b> ...</p> <p><b>A Few:</b></p> <p><b>Links with other subjects:</b></p> <p><b>ICT:</b></p> <p><b>History:</b> sequence dates for historical research</p>
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<b>Pupil Asset Milestones to be achieved:</b>
<b>Subject: Locational Knowledge Topic</b>
Location & Place
comparing the characteristics of different areas within their local community (e.g. there is more wildlife near the river than near the factory).
Physical (natural) and Human (man-made)
describing physical and human features of places (e.g. that building is a church which has a spire; the cliffs are white and are near the sea).
recognising and making observations about those features which give places their character (e.g. in a farming community there are lots of fields and you will see lots of farm vehicles on the road).
<b>Stage 1 - Pupils show and apply their subject knowledge at a l</b>
Location & Place
finding their studied locality on a simple map (e.g. school, home or immediate locality).
recognising the characteristics of their local community (e.g. I live near shops, a river and a factory).
<b>K9 - Demonstrated using gestures, signs, symbols or single wor</b>
Location & Place
They use resources given to them to identify the function and role of place/places in their locality.
They respond to videos and photos of other people and places in the UK (e.g. what are they doing? What is the place like? Is it the same or different to where we live?).
Physical (natural) and Human (man-made)
They identify the uses of the physical and human features of places (e.g. name activities you could do if you visited a river).
<b>K8 - Demonstrated using gestures, signs, symbols or single wor</b>
Location & Place
They use resources given to them and their own observations to respond to simple questions about places and people (e.g. who would work in a police station?).
Physical (natural) and Human (man-made)
They recognise the physical and human features of their locality (e.g. trees in a park, buildings in a city).

Week	<b>Session 1</b>
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<p>1 06/09/21</p>	<p><b>Lesson Objective</b> To know the names and locations of the continents and oceans</p> <p><b>Activities</b> Ask children the names of any continents or oceans Show the world map and show the different continents - children to locate on blank map. Watch the first 30 seconds of the video on how the Earth's crust is divided at <a href="https://www.youtube.com/watch?v=GYVS_Yh6dTk&amp;feature=related">https://www.youtube.com/watch?v=GYVS_Yh6dTk&amp;feature=related</a></p> <p>Explain that the largest plates help us to divide the Earth into continents (although we split the Eurasian plate into Europe and Asia) Children to practise learning the names and locations of the world's continents and oceans in pairs: one child takes it in turn to hide the name of a continent or an ocean; the other needs to name the hidden continent or ocean</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
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<p>2 13/09/21</p>	<p><b>Lesson Objective</b> To name and locate the world's seven continents and five oceans To be able to describe the position of the continents and oceans in relation to each other <b>I can locate all the world's continents and five oceans</b></p> <p><b>Activities</b> Ask children to think, pair, share the names of as many oceans and continents as they can Ask children to think, pair, share as many points of a compass as they can Display the map of the continents and the oceans</p> <p>Explain that the compass points do not have capital letters because they are not proper nouns Explain the abbreviation of North America to N. America and South America to S. America Explain independent work</p> <p>Children to use the four compass points describe the position of the continents and oceans in relation to each other e.g. the Atlantic Ocean is of Europe Extension: As above, but children to use the eight compass points Extension 2: Children to make up some of their own examples</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b> Maps of continents and oceans Worksheets</p>
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<p>3 20/09/21</p>	<p><b>Lesson Objective</b> To know the countries and capital cities of the UK</p> <p>To be able to describe the position of locations in relation to each other</p> <p><b>Activities</b> Show children an atlas and explain that an atlas is a book of maps Explain how a map is a drawing made by people to show where places are Explain that maps can be on different scales and of different levels of detail, demonstrating this by showing two maps in an atlas e.g. England and Europe Revise the four compass points</p> <p>Ask the children to think, pair, share which country we live in Explain that where we live is a bit more complicated than most countries, because most countries only have one name</p> <p>Describe the relative positions of the capital cities and countries of the UK: north, south, east, west, nearer and further Extension: Children to write some of their own sentences using the words in the box to describe the location of some places in the UK e.g. Bristol is west of London</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
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<p>4 27/09/21</p>	<p><b>Lesson Objective</b> To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe.</p> <p><b>Activities</b> Recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match countries to their flags. identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
<p>5 04/10/21</p>	<p><b>Lesson Objective</b> To be able to compare two European capital cities.</p> <p><b>Activities</b> Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves.</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>

<p>6 11/10/21</p>	<p><b>Lesson Objective</b> . To find out about the human and physical features of a European country.</p> <p><b>Activities</b> Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways.</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>
<p>7 18/10/2</p>	<p><b>Lesson Objective</b> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Activities</b> Use knowledge of world map to select places of interest. Share with peers and say what is the focal places for visits or holidays</p> <p><b>ZB SW TH JK - Guidance and some support</b> <b>KG RO AD -differentiation by resource</b></p>