

Medium Term Plan: Can a Penguin live at the Equator? Cycle A Y1/2

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary		
<ul style="list-style-type: none"> Physical geography Skills and fieldwork 	country sea snow; map globe differences hot cold weather	New for Y1 Continent Europe North America South America Africa Asia Australasia Antarctica	Pacific ocean Atlantic ocean Indian ocean Southern ocean Arctic ocean; Equator North Pole South Pole; season	spring summer autumn winter climate conditions coast ocean
Previous Learning End Point Assessment in this concept:		End Point Assessment Statements:		
<ul style="list-style-type: none"> I can describe the natural landscape of a biome I can talk about the differences between a biome with an extreme climate and my own I know there are many different countries in the world I know on a map that the sea is blue, the land is green and brown and snow is white I can ask questions about maps and globes I can name some hot and cold countries 		<ul style="list-style-type: none"> I can use maps, atlases and globes to identify the UK and other countries, continents and oceans Locate the seven continents on a map Locate the five oceans on a map I know that the closer to the Equator the hotter it is and the further away the colder it is I know where the equator, North Pole and South Pole are on a globe I know the features of each season in the UK I can recognise main weather symbols 		

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question		Where do penguins live?	Why do penguins live at the South Pole?	How do penguins stay warm?	Why do we have seasons? What are the weather symbols for?
Conceptual Knowledge	Previous unit assessment end points.	Name and locate the 7 continents and 5 oceans (new for Y1s) Know where the equator, north and south pole are on a globe/ map (new for Y1)	The further away from the equator you are the colder it is. Features of Antarctica	Weather of Antarctica and introduce some related weather symbols	Recognise features of each season in the UK. Recognise main weather symbols
Review/ Revisit	Revisit learning from Reception and Y1	https://www.bbc.co.uk/bitesize/articles/zw7gsk7	Recap of continents, oceans, equators and poles	Recap where penguins live and why	Recap features of Antarctica
Read	Y1 – name some hot and cold countries; describe the landscape/ features of a cold biome Y2 children recap knowledge of locating and naming continents and oceans	Appropriate text and keywords about the continents	Appropriate text and keywords about Antarctica	Appropriate text and keywords about penguins	Appropriate text and keywords about seasons
Teach		Teach name and location of the continents and oceans. Teach the equator and where North and South poles.	Where do penguins live? Only in the southern hemisphere. Why? Predators in the north pole and penguins couldn't survive swimming through the warm waters to get to the north if they migrated. https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zig46v4 https://www.bbc.co.uk/iplayer/episode/b01cbmy4/andys-wild-adventures-series-1-1-emperor-penguins https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygw	Penguins stay warm as they have a layer of blubber. Their feathers keep them warm too. They also huddle. https://www.youtube.com/watch?v=X64MVA8t-pl Blubber experiment	What is the climate in Antarctica? Do they have seasons? What are our seasons? What weather do we associate with each season? https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/z3kbydm Introduce weather symbols.
Practice		Practise together on IWB	So what do we know about penguins? Recap and note on IWB	Matching features of the climate in Antarctica	Whole class – mini weather forecast for each season using the symbols
Apply		Labelling continents and oceans	Facts about penguins must include where they live and why.	What the climate is like in Antarctica and how penguins keep warm.	Symbols and clothes for each season
Reflect		So where do penguins live? Can we find it on the map?	What do we know about Antarctica?	How would you stay warm in Antarctica? Why doesn't any like permanently in Antarctica?	What is your favourite season and why?

End of unit assessment:

Letter to the boy in "Lost and Found" to explain where the penguin has come from and what it is like for the penguin there.

Medium Term Plan: Do we like to be beside the seaside? Cycle A Y1/2

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
<ul style="list-style-type: none"> Locational knowledge Human and Physical geography 	England island buildings landscape beach river sea trees mountains	United Kingdom Scotland Wales Northern Ireland London Edinburgh Cardiff Belfast landmark features North Sea English Channel Irish Sea Atlantic Sea cliff coast seaside oceans city town village port harbour lighthouse
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:	
<ul style="list-style-type: none"> I know that we live in England I know we have different landscapes in this country I know the landmark buildings in the local environment and can talk about why they are important I know what an island is I can create different play environments (beach, city, forest etc) in small world I can name features when playing in the small world e.g. trees, mountains, rivers, beach I understand that other countries have their own foods, significant buildings, traditional clothing and languages 	<ul style="list-style-type: none"> Locate UK on a map Locate and name the 4 countries of the UK and their capital cities Name the seas that surround the UK Name and locate the four capital cities of England, Wales, Scotland and Northern Ireland Identify and name 3 landmarks from each capital city of the UK Know the main differences between cities, towns and villages Identify and name the following physical features of a seaside town: island, cliff and beach Recognise human features of a British seaside resort Know some of the types of work that a seaside resort brings Know what a lighthouse is for and why some seaside resorts have lifeboat 	

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question		What is the United Kingdom?	What do we know about the capital cities of England and Wales?	What do we know about the capital cities of Scotland and Northern Ireland?	How is the seaside different to Sheffield?	What do you see at the seaside?	What jobs do people do at the seaside?
Conceptual Knowledge	Previous unit assessment end points.	Locate UK on a map. Name and locate the 4 countries Name and locate the seas that surround the UK	Name and locate the capital cities of England and Wales Identify and name 3 landmarks Know what a city is	Name and locate the capital cities of Scotland and Northern Ireland Identify and name 3 landmarks Know the main differences between a city, town and village	Identifying the physical features of a seaside town	Recognising the human features of a seaside town	Types of work that a seaside resort brings What a lighthouse is for and why some resorts have a lifeboat
Review/ Revisit	Revisit learning from Reception What country do we live in? What is an island?	Where do we live? "We live in <u>Sheffield</u> which is a city in <u>England</u> ." Black out words. Miss out key vocab. Can chn fill in the gaps?	Locating UK on a map. Naming the 4 countries of the UK. Naming the seas that surround the UK https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw	Review where London and Cardiff are on the map. Naming the landmarks from last week	Review where Edinburgh and Belfast are on the map. Naming the landmarks from last week.	Review what did we find out about the seaside last week? How is it different to Sheffield?	What human features would you see at the seaside? Give me five - work in partners.
Read	Naming different physical features	Keywords and appropriate text about UK	Keywords and appropriate text for England and Wales	Keywords and appropriate text for Scotland and Northern Ireland. Find and copy specific words.	Keywords and text appropriate for seaside. Find and copy specific words.	Keywords and text appropriate for seaside town.	Keywords and text appropriate for lighthouse or lifeboats

Teach	<p>Finding UK on a map. The UK is in the continent of Europe.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</p> <p>Teach the 4 countries that make up the UK and name the seas that surround the UK</p> <p>North Sea Irish Sea English Channel Atlantic Ocean</p>	<p>England Capital city is London. (Find on a map) Look at England flag and rose 3 landmarks for London – London Eye, Buckingham Palace, Houses of Parliament. Show each picture. Use notice, wonder, infer.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-london/zhttsqw</p> <p>Wales Capital city is Cardiff. (Find on a map) Look at flag and daffodil. 3 landmarks – Cardiff castle, Wales Millennium Centre, Principality Stadium</p>	<p>Scotland Capital city is Edinburgh (Find on a map) Look at the flag and thistle. 3 landmarks – Edinburgh Castle, Arthur’s Seat; Palace of Holyroodhouse</p> <p>Northern Ireland Capital city is Belfast (Find on a map) Look at the flag and shamrock. 3 landmarks – Belfast Castle, Belfast Titanic, Belfast City Hall</p>	<p>Where is the seaside? Explain that the seaside is on the coast – the part where the land meets the sea. Show on map. How is the seaside different to Sheffield? Why?</p> <p>Difference between physical and human features https://www.bbc.co.uk/bitesize/topics/zqj3n9g/articles/zr8q7nb</p> <p>Physical features are natural – they’re made my nature – so the beach, cliffs, rives, are natural features of the seaside.</p>	<p>What would you see at the seaside in addition to what we looked at last week? Create a mind map of things seen. Take examples and show images on a flip. These are examples of human features they are man-made.</p> <p>Why are these features at the seaside? Harbours – safe place for boats https://www.bbc.co.uk/programme/p0113z8j (Barnaby Bear - Poole Harbour) Things to entertain people – want visitors to go to spend money and have fun! Shops Amusements Caravan parks/ hotels etc</p>	<p>Discuss why have lighthouses and lifeboats at coast? Safety – sea is dangerous.</p> <p>RNLI - https://www.bbc.co.uk/cbbc/watch/p01lthns</p> <p>What else do people do? What jobs are there? Why? https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-seaside-town/zd88qp3</p>
Practice	<p>Naming on a map together. Cut up map of UK and seas to practice with</p>	<p>Sort out landmark pictures and flags for England and Wales in small groups. How do you know? What can you tell your partner about them?</p>	<p>Sort out landmark pictures and flags for Scotland and Northern Ireland in small groups. How do you know? What can you tell your partner about them?</p>	<p>Sorting out physical features that they would see at the coast in small groups.</p>	<p>What do you like to do at the seaside? Where do you go to do these things? Are they human or physical features? Mind map</p>	<p>Sort jobs that are only at the coast and jobs that can be done inland and at the coast.</p>
Apply	<p>Label map with countries of UK and the 4 seas that surround UK</p>	<p>Complete map – label London and Cardiff. Name landmarks of each.</p>	<p>Complete map – label Edinburgh and Belfast. Name landmarks for each</p>	<p>Labelling physical features at the coast.</p>	<p>What do you like to do at the seaside? What human features do we enjoy at the coast?</p>	<p>Explain what the purpose of lifeboats and lighthouse is. What jobs can only be done by the coast and why?</p>
Reflect	<p>What have we learned today. Why is it important to be able to name them?</p>	<p>Look at other landmark features of London. Why do so many people visit London?</p>	<p>Which capital city would you like to visit and why? What landmark would you most like to visit?</p>	<p>What do we know about the seaside, now? What physical features would you see</p>	<p>What would you do at the seaside if there were no human features?</p>	<p>What happens in the winter when there’s no many visitors to seaside?</p>

End of Unit Assessment

Plan a day at the seaside. What would they do? What would they see?

Write a postcard to their friend explain everything they had seen and done. (Describing geographical features)

***Reading / Writing Teaching Strategies**