

Medium Term Plan: Would you rather live in England or Kenya? Cycle B Y1/2

| Geographical Concept | Previous geographical vocabulary | | | | New geographical vocabulary | | | |
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| <ul style="list-style-type: none"> • Locational knowledge • Place Knowledge | England weather house tree park | field shop church school local area | road pavement tree mountain England | local area savannah oceans | continents oceans Europe North America South America Africa Asia | Australasia Antarctica Atlantic Ocean Pacific Ocean Indian Ocean Southern Ocean Arctic Ocean | England Kenya Maasai Mara climate crops wildlife nature reserve | tropical seasons drought Equator valley season village |
| Previous Learning End Point Assessment in this concept: | | | | | End Point Assessment Statements: | | | |
| <ul style="list-style-type: none"> • I can talk about my home and the places I go to in the immediate environment • I know that we live in England • I know that some places are faraway and we can't walk there | | | | | <ul style="list-style-type: none"> • I can name and locate the seven continents of the world • I can name and locate the five oceans of the world • I know that Kenya is a country in the continent of Africa • I can locate Kenya on a map • I can identify and name landmarks and features of Kenya • I know that the climate in Kenya is different to England and why • I know the main differences between Sheffield and the Maasai Mara reserve in Kenya (crops, wildlife, schools) | | | |

| | Revisit of knowledge short AfL lesson | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
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| Learning Question | | Where in the world is England and Kenya? What geographical features are in Kenya? | What is the climate like in Kenya? How is it different to England? | What is life in Kenya like for Lila? | What food grows in Kenya? | What animals live in the wild in Kenya? | Would you rather live in England or Kenya? |
| Conceptual Knowledge | Previous unit assessment end points. | Locational Naming continents and oceans. Finding England and Kenya on a map. Geographical features of Kenya | Place Knowledge The climate is hotter the closer to the Equator you are. Lack of precipitation causes drought. | Place Knowledge Life in a Maasai village. Homes, food and school. Identifying similarities and differences | Place knowledge The climate affects what can be grown in each country. | Place knowledge Which animals live in the wild in Kenya and how it differs to England | Place Knowledge Being able to identify similarities and differences and be able to make a reasoned decision as to which they'd like to live in. |
| Review/ Revisit | Revisit learning from Reception | Recap work on continents Y2 did last year | Recap continents and oceans and equator What happens to the temperature the closer/ further from the equator you are? | Recap of locational geography and climate | Recap previous lessons – emphasis on climate | Recap previous lessons. Especially where Maasai live in a nature reserve | See Teach section |
| Read | | Reading keywords linked to theme. Ensure children understand the vocabulary | Reading keywords linked to theme. Ensure children understand the vocabulary | Reading keywords linked to theme. Ensure children understand the vocabulary | Reading keywords linked to theme. Ensure children understand the vocabulary | Reading keywords linked to theme. Ensure children understand the vocabulary | Reading keywords linked to theme. Ensure children understand the vocabulary |
| Teach | | Teach continents and oceans Which continents are England and Kenya in? Where is England and Kenya? | What does climate mean? https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-climate/zjdtbtk Seasons in UK and Kenya (recap from UK seasons Autumn 1 work) What is drought? Where does Lila's village get their water from? | Maasai houses; farming and culture; school; food; Video clip of Maasai girl in village https://www.youtube.com/watch?v=XQ7wV9DeEqw | Climate means they grow different foods to here. Examples of main foods Tea in Kenya : https://www.youtube.com/watch?v=JihQ7Uh7-Kk | National Parks and nature reserves. Difference between cities and reserves in Kenya. What animals live in the wild in Kenya. Use parts of this video: https://www.youtube.com/watch?v=mbqCXpmo15A Introduce and name the big 5. https://www.youtube.com/watch?v=uPBVCvs91eM Discussion of migration and what it means. | Big question Would you rather live in England or Kenya? Why? Recap of whole unit using images from each session Video clips available if needed to support discussion |
| Practice | | Naming continents/ oceans in pairs on the carpet with a unmarked map | What do we know about how drought affects Lila's village? What happens? Partner talk | Discuss ideas from video. What is different? What is similar? | Matching foods with England or Kenya game | Recall of Big 5 What other animals can they remember? | Discuss. What do they prefer, why? Is there something they prefer about each country? How do they decide? Teacher model an example giving a reason |

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| Apply | | Labelling continents and oceans on sheet Write up to 3 facts about Kenya based on the geographical features covered in today's lesson | Answer question in books Why is water more precious to Lila than to us? Need to explain that drought is more likely in Kenya and so water is a more precious resource, particularly in the Maasai villages. | Write about different things that they now know about Lila's life including school – what school is like and how the children get there; how homes and the villages differ; how children spend their time after school; wildlife around the Maasai villages | List of foods grown in Kenya. Why do they grow in Kenya but not in England? | List favourite animals and why have to go to see them in Africa | Complete task – sentence starter and reasons |
| Reflect | | What have we learned? 3 facts about Kenya. Images of England and Kenya – where are they. How can they tell? Urban and rural images of both | Why is it still important that we save water in UK? What can we do? | How is life similar/ different to theirs (discuss) | Food tasting. Reflect on why they like them/ or not! How did the food get here if we can't grow it? | What have you found out today. Share facts Recap of migration | Why couldn't we answer this question at the start of the unit? What do you know now that you didn't? |
| End of Unit Assessment Write a postcard to their friend back in England about their holiday in the Maasai Mara. Needs to include the weather, the animals they have seen, and what the Maasai village was like. | | | | | | | |

Medium Term Plan: Mapping the Local Area Cycle B Y1/2

| Geographical Concept | Previous geographical vocabulary | New geographical vocabulary |
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| <ul style="list-style-type: none"> Skills and Fieldwork | map globe plan key land sea | compass symbol North location East feature South address West postcode aerial photograph plan |
| Previous Learning End Point Assessment in this concept: | | End Point Assessment Statements: |
| <ul style="list-style-type: none"> I can create my own map of an imaginary place using a basic key I can ask questions about maps and globes | | <ul style="list-style-type: none"> I know which is N, E, S and W on a compass I can use compass directions to describe the location of a feature I can read a simple street map I can use left and right; below, next to describe the location of a feature or a route on a map I know my home address, including postcode I know the features of my immediate local area I can use aerial photographs to recognise features I can make my own simple map I can use simple symbols in a key |

| | Revisit of knowledge short AfL lesson | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
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| Learning Question | | How do we know where things are? How do we describe directions? | What is an aerial photograph? | What's in our local area? | Mapping our local area |
| Conceptual Knowledge | Previous unit assessment end points. | Knowing N, E, S, W on a compass. Use compass directions to describe the location of a feature Use compass directions and other language to describe the location of a feature on a map | Use an aerial photograph to recognise features Make a simple map of school Use simple symbols in a key | Know features of the local area Know my own address including postcode | Use aerial photograph to recognise features Make a simple map Use simple symbols in a key Use directions to describe a route |
| Review/ Revisit | Revisit learning from Reception. What does a map tell us? | | Review compass points. | Review compass points and using aerial photographs | Can they remember their full address? Recap aerial photographs and going out for a walk last lesson |
| Read | What can we find on a map? | Read keywords | Read keywords and appropriate text | Read keywords and appropriate texts | Read keywords and appropriate text |
| Teach | | Teach the 4 main points of the compass names and directions. Label the 4 walls of the classroom N, E, S, W Play brief game of turning the correct way. Go out onto the playground. Give the directions of the 4 compass points – get children to walk a certain number of steps in directions. Turn to a certain direction etc. | Look at a few different aerial photos and discuss how they were taken. What do they show us? They give us a bird's eye view and this means we can use them to help us make our own map or plan. Look at photo of school. What can we see in it? Why does it look different to how we school every day? Show a plan from an aerial photo – how is it different? How can we tell what each part is? Discuss using/ making a key. | Walk around the local area. What features are there? Discuss what would count as a feature and what wouldn't and why. Take photos on the walk of features so they can refer back for next lesson. | Last week on our walk we took pictures of some of the features we saw on the way. Can you put them in order? Show aerial photograph of the walk route. Show where the features are on the aerial photograph. Can we use a symbol and a key to show where these features are? |
| Practice | | Use a map on the IWB – ask children to go so far in a certain direction from a set starting point. Where do they finish? Can they give instructions to get to a specific place using the correct vocabulary? | Model and work together how to make a plan from an aerial photograph. How can we make it clear to someone what each part is? Think about a key. What colours or symbols could we use that would be useful? | When back: Look at a simple map of the area. Show the route you took and what you saw – is it on the map? Look at any symbols etc on the map. Did we go past where anyone lives? How does the postman know where to deliver letters? Why is your address important? | Model drawing a simple map from the aerial photo and put on some of the features seen with a simple key. |
| Apply | | Draw their own treasure map (on squared paper). Can they write instructions on how to get to places from their start point using compass points and number of squares? LA – Work with an adult to follow and give directions on a group map | Children draw their own plan from an aerial photo of school. Need to include a simple key – e.g. green for field; grey stripe for car park; symbol of a child in a classroom etc | Children write their address on a postcard and practice reading/ remembering it! (addresses pre-prepared if children don't know their address) | Children draw their own version of a map from the aerial photo showing the route they took in the walk. Put in compass points and a key. |

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| Reflect | | Why are compass points useful for maps? If you know the direction of one compass point can you work out the others? What do people use to know which way is North? | Review their plans. Do they make sense? Could someone follow the plan to find a particular part of school? | Look at a map of the local area and identify some of the roads that some children may live on. What is a postcode? Why is it important to spell the address correctly? | How could someone use your plan? |
| End of unit assessment: Letter from a character saying they have a letter to drop off at school but they don't know how to find us. They'll get the tram to Hackenthorpe tram stop (Y1) but need directions to find school from there, can the children help them? Y2 – bus to Crystal Peaks bus station | | | | | |