

UKS2 EUROPEAN REGION

Term 4 Unit Overview: KS1 Geography Hot and Cold Places

<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> ❖ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ❖ Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. ❖ Identify seasonal and daily weather patterns in the United Kingdom. <p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> ❖ Where the world's main hot and cold regions are; ❖ Some information about what each of the hot and cold regions are like. <p>Children should be able to:</p> <ul style="list-style-type: none"> ❖ Use globes and atlases – and annotate maps – to identify the world's hot and cold regions; ❖ Use appropriate vocabulary when talking and writing about hot and cold regions; ❖ Make use of the four main compass points when describing the location of these regions. 	<p>Substantive knowledge</p> <ul style="list-style-type: none"> ❖ Use aerial maps and large-scale plans to locate human and physical features in the local area, including the local park and school grounds. ❖ Visit locations, using aerial maps to locate key features. ❖ Describe the weather experienced in your country and understand how the position of the Equator can help us determine the temperature of a country. ❖ Explore the features you may find in three different locations: Antarctica, a hot desert and a rainforest and explore what it might be like there. ❖ Look at the animals you will find in hot and cold places and how they adapt to their environments. <p>Support</p> <ul style="list-style-type: none"> ❖ Children will know that there are hot and cold places in different parts of the world. ❖ Children will have a basic understanding of the local climate, including seasonal change. <p>Extend</p> <ul style="list-style-type: none"> ❖ Children understand some basic ideas about how people, plants and animals adapt to hot and cold environments. ❖ Children can use globes and atlases to identify the world's hot and cold regions and suggest why their location might affect the climate (e.g. it is cold near the North Pole). 	<p>Vocabulary</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Place names</u></th> <th style="text-align: left;"><u>Geographical terms</u></th> <th style="text-align: left;"><u>Locational terms</u></th> </tr> </thead> <tbody> <tr> <td>Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert</td> <td>adapt desert habitat iceberg rainforest savanna</td> <td>Antarctic Circle Arctic Circle The Equator North Pole South Pole</td> </tr> </tbody> </table> <p>Phonics focus Rain/for/est Temp/er/a/ture</p>		<u>Place names</u>	<u>Geographical terms</u>	<u>Locational terms</u>	Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert	adapt desert habitat iceberg rainforest savanna	Antarctic Circle Arctic Circle The Equator North Pole South Pole
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<p>Weekly challenge "Thinking like a Geographer"</p> <ul style="list-style-type: none"> ❖ Map Monday: ❖ Topic Tuesday: ❖ What if Wednesday: ❖ Travel Thursday: ❖ Find out Friday: 	<p>Disciplinary knowledge</p> <ul style="list-style-type: none"> ❖ Take digital photos of places / features in the locality and sequence photos of the walk / journey stick. ❖ Use simple recording techniques to express feelings about the different features. ❖ Make drawings of what was seen at the park. 	<p>Key People</p> <ul style="list-style-type: none"> ❖ Robert Falcon Scott ❖ Mark Plotkin, President of the non-profit Amazon Conservation Team 	<p>Extended writing</p> <p>Write a postcard from a hot or cold place describing the climate and animals.</p>						
<p>Map skills</p> <ul style="list-style-type: none"> ❖ Use a range of simple maps and globes (including picture maps) at different scales. ❖ Begin to recognise landmarks and basic human features on aerial photos. 		<p>Deeper thinking. What if...</p> <ul style="list-style-type: none"> ❖ What if it stopped raining in the rainforest? ❖ What if people cleared all of the trees in the rainforest? 							

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Hot and Cold Places

<ul style="list-style-type: none"> ❖ Look down on objects and make a plan e.g. of the classroom or playground. ❖ Begin to recognise that maps need a key. ❖ Find a given OS symbol on a map. 	<ul style="list-style-type: none"> ❖ at if it stopped raining in the rainforest? ❖ What if you and your family moved to the desert? ❖ What if the world's cold places got hotter? ❖ What if the Equator was in a different place? ❖ What if my school moved to this hot or cold place for a week?
<p>British Values</p> <ul style="list-style-type: none"> ❖ Rule of Law: Children have opportunities to discuss why rules and laws are needed and the impact they have on us as citizens. Children will look at sustainability ❖ Mutual Respect for and tolerance of those with different faiths and beliefs: Pupils will look at similarities and differences between their lives and others around the world. They will explore how humans use rivers, considering how we use rivers in this country compared to a village in Zambia. ❖ Democracy: Our geography units encourage pupils to think about how they can be active citizens and think about how they can implement current and future change. ❖ Individual liberty: Pupils consider how the actions we take as citizens can impact our own community. Throughout the term, children will discuss how we can live responsibly and ensure we are not wasting water. 	
<p>Christian Values</p> <ul style="list-style-type: none"> ❖ Respect: Showing respect for our environment and being proactive in taking care of it. Children can consider how we can look after our planet through careful use of water usage. ❖ Courage: Children feel that they have great influence in the future world enabling them to feel that the changes they make can support the planet positively. ❖ Trust: Having faith in ourselves that we can each play a part in building a brighter future, considering the impact of our actions on the environment. 	
<p>Case studies / examples</p> <ul style="list-style-type: none"> ❖ Deserts ❖ Rainforests ❖ Animals in cold places ❖ Animals in hot places 	<p>Reading opportunities</p> <ul style="list-style-type: none"> ❖ The Big Book of the UK ❖ There's a Rang-Tang in my bedroom ❖ And Tango Makes Three
<p>Reading support</p> <ul style="list-style-type: none"> ❖ Word ban game Pictorial based weekly challenges ❖ Writing frames ❖ Vocabulary mats ❖ Phonics teaching of key vocabulary 	
<p>Prior learning</p> <p>Development Matter EYFS</p> <ul style="list-style-type: none"> ❖ Recognise and explain some similarities and differences between life in this country and life in other countries. ❖ Know some similarities and differences between the natural world around them and contrasting environments. ❖ Recognise some environments that are different to the one in which they live. 	<p>Key questions</p> <ul style="list-style-type: none"> ❖ Where are the world's hot and cold places? ❖ What is it like in the world's hot and cold places? ❖ Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? ❖ How do animals adapt to hot and cold places? ❖ What would I pack for a visit to a very hot place? ❖ How would it be different if I was going to a very cold place? ❖ How can I describe what it is like in a hot or cold place?
<p>Future learning</p> <ul style="list-style-type: none"> ❖ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. ❖ Understand and explain human geography including types of settlement and land use. ❖ Make observations about places and features that change over time. ❖ Begin to develop the skill of comparing regions, by focusing on specific features. 	