

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>Children will develop their locational knowledge by finding out about where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will also name and locate the world's five oceans. Children will be introduced to hot and cold areas of the world and learn how to navigate these on a world map and globe. The children will complete an in-depth study of life in Shrivenham compared to Salento in South America. The children will revisit historical skills by learning about explorers from the past.</p>	<p>In year 1 the children investigated their locality, looking at Shrivenham and the school, using maps and aerial photos to locate and identify human and physical features. They have followed and drawn simple maps and plans linked to their locality and will have used directional and locational language to give simple instructions. They will have used simple keys and will be able to name and locate the four countries of the UK.</p>	<p>In year 3 the children will develop their knowledge of the world and its countries by looking at Europe in more detail, naming and locating the countries and some of the capital cities. They will use their comparison skills when looking at the similarities between the UK and Italy.</p>	<p>Globe Map Atlas World Continent Equator Hemisphere Explorer Expedition Environment Habitat</p>	<p>Street Plaza High street</p>

NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		
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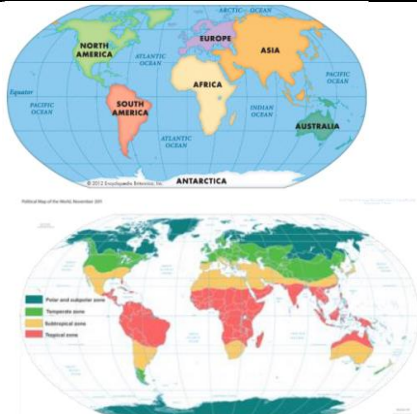

National Curriculum Coverage for Geography:

- name and locate the world's seven continents and five oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Use basic geographical vocabulary to refer to: - Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, ford, stream, copse, housing

What do I know about different places around the world? What can I identify on a map and globe?
 Children can name some countries they are familiar with e.g. my parents are from, I have been to ...
 Understand that the world is spherical using a globe but can be represented as a flat map.
 Know and locate on a map and globe the five oceans and seven continents of the world.
 Use the points of the compass to describe the location of the continents (N, S, E, W).
 Use world maps, atlases and globes to locate the seven continents and 5 oceans.

Are all continents and countries the same?
 Know that some places are hotter or colder than others depending on where they are in the world.
 Know that there is an imaginary line around the world called the equator which divides the north and south hemispheres.
 Know that places closer to the north or south pole are colder and places near the equator are hotter.
 Locate the hot and cold areas of the world in relation to the equator and North and South poles.

What are the differences between hot and cold climates?
 Know that different animals live in different parts of the world.
 Know that animals have adapted to suit their environment

estate - key human features including, city, town, village, factory, farm, house, office, shop

Locate the hot and cold areas of the world in relation to the equator and North and South poles

How do we find out about the world?

Know about the explorer Christopher Columbus and his discovery of the America's

What is it like to live in a place on the Equator?

Know where the continent of South America in relation to the north and south poles, the equator and Europe and the United Kingdom.

Know that the climate in South America will be hotter than in the north and south poles and why?

Use world maps, atlases and globes to locate South America and then Colombia.

Locate the hot and cold areas of the world in relation to the equator and North and South poles.

What is Salento like as a village?

Be able to name some of the physical features of Salento: mountains, rainforests, river valley

Be able to name some of the human features of Salento: coffee fields, plaza

Identify the physical and human features of Salento and Shrivenham.

Use aerial photographs to recognise landmarks and basic human and physical features.

What is Shrivenham like as a village?

Be able to name some of the physical features of Shrivenham: fields, woods, stream

Be able to name some of the human features of Shrivenham: canal, church, golf course, railway.

Identify the physical and human features of Salento and Shrivenham.

Use aerial photographs to recognise landmarks and basic human and physical features.

How do the features of Shrivenham compare to Salento?

Be able to explain the key difference between Salento and Shrivenham.

Use key vocabulary linked to their specific topic.



CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM

BY THE END OF THIS UNIT...

By the end of this unit most children will be able to name and locate the continents and oceans of the world. They will know that depending where countries are in the world affects how hot or cold they are. They will be able to say where the Equator is and that countries closer to the North and South Poles are colder and countries closer to the Equator are hotter. They will be able to describe some of the characteristics of Shrivenham and Salento and compare these with each other, describing the similarities

and differences. The children will be able to use world maps, atlases and globes to identify the continents and oceans as well as locate the countries studied in more depth.