

Prior Learning:
 Year R - Local area - Journeys to school
 Year R - Japan
 Year R - Christmas in Germany
 Year R - Arctic and Antarctica
 Year R - Recycling
 Year 1 - UK
 Year 1 - Local Area
 National curriculum:
 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non European country.
 Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including civ. village and farm

Snapshot overview

Map of world, map of Europe, map of UK, map of Southampton
 Recap human and physical features of Southampton
 Label Southampton with physical and human features
 Discuss Southampton Weather patterns and seasons

Food tasting session = what food do people eat in Mumbai how does this compare to UK
 Rotate around classrooms – 1 class Indian food, 1 class traditional dancing and music, 1 class look at videos books and pictures of life in Mumbai
 Come back and discuss how this compares to life in Southampton. Update the comparison sheets with life in the two places

Map finding skill game
 Quiz in teams: What continent is India in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like? What facts have you found out?

Writing session – poster for Mumbai – what you will see, what you can do, what the weather will be like

Comparison – Mumbai to Southampton including weather patterns

Focus on Mumbai = sort and label physical and human features. Recap the facts we found out from yesterday including weather patterns

Vocabulary:
 Human and physical, beach, coast, forest, sea, ocean, river, season and weather
 City, town, houses, office, port, harbour and shop
 North, south, east and west
 Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, atlas, direction
 aerial photographs, key, European
 Atlas
 Directions
 Aerial photographs
 Key
 European

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Geography Medium Term Planning

Year Group: 1

Term: Comparison of Southampton and

India Topic: Comparison of Southampton and India Geography

	Learning Objective	Input -(including key questions and vocabulary)	Task including scaffold and challenge Directed Adult support	Key Learning How will the learning be assessed?
Session 1	I can label human and physical features of Southampton .	<p>Warm-up: powerpoint of key vocab:. Human and physical, beach, coast, forest, sea, ocean, river, season and weather City, town, houses, office, port, harbour and shop. North, south, east and west Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator Atlas Directions Aerial photographs Key European</p>	<p>Using an aerial photograph, as a class label them in two columns - 1 for human and 1 for physical, using key vocab and put on WW.Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. TA support with class discussion.</p>	<p>-To be able to locate India on a map of the world. -To be able to say that India is situated in the continent of Asia Outcome</p>

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	<p><u>Show children continent/oceans song and sing together.</u></p> <p><u>Using Google Earth show children the map of world, map of Europe, map of UK, map of Southampton and then show them India and Mumbai and where it is in comparison to Southampton. Ensure that you specify that India is in Asia</u></p> <p><u>Recap human and physical features of Southampton, and, using an aerial photograph, as a class label them in two columns — 1 for human and 1 for physical, using key vocab and put on WW.</u></p> <p>Discuss our Weather patterns and seasons = <u>(e.g. what season are we currently in? What changes over time? How do we know what season we are in? Is this the same for all countries?)</u></p> <p><u>Recap human and physical features of Southampton. Model the task.</u></p> <p><u>Children to label aerial map of Southampton using physical and human features</u></p>		
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<p>Session 2</p>	<p>I can use a map to find out information about the UK and India.</p>	<p><u>Warm up: powerpoint of key vocab: Human and physical, beach, coast, forest, sea, ocean, river, season and weather</u> <u>City, town, houses, office, port, harbour and shop.</u> <u>North, south, east and west</u> <u>Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, Atlas, directions, aerial photographs, key, European</u></p> <p><u>Show chn continent/oceans song and sing together.</u></p> <p><u>Repeat process of finding UK and India on Google Earth map.</u></p> <p><u>Using atlas powerpoints – Show chn an atlas and how we would use one to find continents, oceans and cities. Model finding India and Mumbai and looking around the area to find other things.</u></p> <p><u>Quiz in teams: put children into mixed ability teams and give every team an atlas. Teacher reads out question. Teams need to find the answer using a map and Teacher goes round and gives points to those who are correct.</u></p>	<p><u>Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. TA support with class discussion.</u></p> <p><u>Challenge: Atlas riddles—read the clues and work out where in the world the place is (Twinkl document)</u></p>	<p>Discussion</p>
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		<p><u>Example questions:</u> What continent is India in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like (using equator)? Where is Europe? What countries are in Europe? Etc.</p> <p><u>Plenary: Discuss with chn the importance of atlases.</u></p>		
Session 23	I can label human and physical features in Mumbai.	<p><u>Warm up: powerpoint of key vocab: Human and physical, beach, coast, forest, sea, ocean, river, season and weather</u> <u>City, town, houses, office, port, harbour and shop.</u> <u>North, south, east and west</u> <u>Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, Atlas, directions, aerial photographs, key, European</u></p> <p>Show <u>chn-Ch</u> continent/oceans song and sing together.</p> <p>Look at world <u>using Google Earth</u> - , zoom in to Asia, India, Mumbai and recap learning from yesterday.</p>	<p><u>ChnCh to be given word bank of human and physical features and see what they can find individually on an aerial photograph of Mumbai - Label.</u></p> <p><u>ChnCh to label their own map</u> <u>Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. TA support with class discussion.</u></p> <p><u>Challenge - extension chn to have their own atlas to find Mumbai on their own.</u></p> <p><u>Support— use the human and physical words that have pictures to support them. Cut and stick the words in the correct place on the aerial photograph. Adults to support as needed.</u></p>	<p><u>-To be able to locate India on a map of the world.</u> <u>-To be able to say that India is situated in the continent of Asia</u> <u>-To be able to identify at least 3 human and physical features in Mumbai</u></p> <p><u>Outcome</u></p>

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	<p>Look at photos of Mumbai and look at aerial photograph of Mumbai – what can we see? What human features? What physical features? How does it compare to Southampton? Model the labelling task.</p> <p>Use the key on the aerial photograph map to find parts of M. Look at photos of Mumbai and find these parts on the map. Use the language in the vocab box on this plan. Chn to be given word bank of human and physical features and see what they can find individually on an aerial photograph of Mumbai. Label an aerial photo of Mumbai with the physical and human features. Chn to label their own map.</p> <p>Plenary: Discuss the weather patterns in Mumbai – refer to equator when discussing this. Refer back to the atlas and google earth when doing this. Tell children about the weather patterns in Mumbai. Elicit from the children weather patterns in Southampton. Research using a suitable website- BBC weather (google- warm as our summer all year round, long sunny season- Oct to June, rainy June-Oct).</p>	<p>Challenge: Chn generate own list of human and physical words first before comparing it to the list provided – have they thought of any more features?</p>	
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<p>Session <u>34</u></p>	<p>I can compare the geographical features of Southampton and Mumbai.</p>	<p><u>Warm up: powerpoint of key vocab: Human and physical, beach, coast, forest, sea, ocean, river, season and weather</u> <u>City, town, houses, office, port, harbour and shop.</u> <u>North, south, east and west</u> <u>Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, Atlas, directions, aerial photographs, key, European</u></p> <p>Show <u>chn-Ch</u> continent/oceans song and sing together.</p> <p>Use google earth to look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</p> <p>Look at map/<u>aerial photograph</u> used yesterday of Mumbai and map/<u>aerial photograph</u> used in session one of</p>	<p><u>Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. TA support with class discussion.</u></p> <p><u>Challenge: encourage chn to include all of the human and physical features. Chn could write comparison sentences to compare the two places for human and physical features. Write a comparison list of the similarities and differences in Southampton and Mumbai in the below table.</u></p> <table border="1" data-bbox="913 991 1476 1225"> <thead> <tr> <th></th> <th><u>Southampton</u></th> <th><u>Mumbai</u></th> </tr> </thead> <tbody> <tr> <td><u>Physical features</u></td> <td></td> <td></td> </tr> <tr> <td><u>Human features</u></td> <td></td> <td></td> </tr> </tbody> </table>		<u>Southampton</u>	<u>Mumbai</u>	<u>Physical features</u>			<u>Human features</u>			<p><u>-To be able to identify at least 2 similarities and 2 differences between India and their local area</u> <u>-To be able to identify at least 3 human and physical features in Mumbai</u> <u>Outcome</u></p>
	<u>Southampton</u>	<u>Mumbai</u>											
<u>Physical features</u>													
<u>Human features</u>													

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Southampton. Discuss the similarities and differences. Discuss the human and physical features seen in both and discuss the differences. Discuss the differences in weather ~~patterns~~ referring patterns referring back to seasons and the equator as discussed yesterday.

Write a comparison list of the similarities and differences in Southampton and Mumbai in the below table.

	Southampton	Mumbai	
Physical features			
Human features			

Plenary: Chn could underline in one colour the aspects that are the same (e.g. both on the coast) and underline in a different colour the different features.

<p>Session <u>4/5/6</u></p>	<p>I can discuss how life in Southampton compares to life in Mumbai.</p>	<p><u>Warm up: powerpoint of key vocab:</u> <u>Human and physical, beach, coast, forest, sea, ocean, river, season and weather</u> <u>City, town, houses, office, port, harbour and shop.</u> <u>North, south, east and west</u> <u>Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, Atlas, directions, aerial photographs, key, European</u> <u>S</u> <u>Show chn continent/oceans song and sing together.</u></p> <p><u>Use google earth to look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</u> <u>Look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</u></p> <p>Life in Mumbai hook session – 1 classroom set up with foods from Mumbai for the children to taste and describe. 1 classroom set up with Indian music and traditional dancing. 1 classroom set up with facts, books, items and videos about life in the city. Year group to rotate around the different rooms spending time exploring the</p>	<table border="1" data-bbox="907 319 1489 638"> <thead> <tr> <th></th> <th>Southampton</th> <th>Mumbai</th> </tr> </thead> <tbody> <tr> <td>Food</td> <td></td> <td></td> </tr> <tr> <td>Music and Dancing</td> <td></td> <td></td> </tr> <tr> <td>Life in the city</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. TA support with class discussion. TA to scribe some notes for support.</u></p>		Southampton	Mumbai	Food			Music and Dancing			Life in the city			Other			<p><u>To be able to identify at least 2 similarities and 2 differences between India and their local area</u> <u>Discussion and table updated</u> <u>comparison sheet</u></p>
	Southampton	Mumbai																	
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		<p>activities in the rooms. (N.B. Nurture Room is one classroom) N.B. Take photos of the rooms as a reminder for session 5</p> <p>Come back and discuss what we found out and what we did. Discuss how this compares to life in Southampton. Chn to then fill in table about life in Mumbai compared to life in Southampton:</p> <table border="1"> <thead> <tr> <th></th> <th>Southampton</th> <th>Mumbai</th> <th></th> </tr> </thead> <tbody> <tr> <td>Food</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Music and Dancing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Life in the city</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Southampton	Mumbai		Food				Music and Dancing				Life in the city				Other					
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Session 67	I can recall key events about Mumbai.	<p>Warm up: powerpoint of key vocab: Human and physical, beach, coast, forest, sea, ocean, river, season and weather City, town, houses, office, port, harbour and shop. North, south, east and west</p>	<p>Scaffolds, resources and poster pro forma for LA. Chn to record what they have learned about Mumbai in a fact file. Simple title, sentence and supporting picture design.</p>	<p>To be able to identify at least 3 human and physical features in Mumbai</p>																				

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	<p>Right and left, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded, compass, equator, Atlas, directions, aerial photographs, key, European</p> <p>Show chn continent/oceans song and sing together.</p> <p>Use google earth to look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton.</p> <p>Look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southamp</p> <p>Round robin of facts: you say a fact, I say a fact – everything we know about Mumbai using geographical vocab.</p> <p>Print out pictures, aerial maps, photographs, maps, pictures of the food, dance etc.</p> <p>Children to choose what facts and how they lay out their poster all about Mumbai – tourist poster to get people to visit.</p> <p>Children to create a poster for Mumbai – what you will see, what you can do, what the weather will be like – how can you persuade people to go to Mumbai?</p>	<p>Extension: using technical vocab and give extra detail using map knowledge.</p> <p>Challenge: Can you write some sentences about how Mumbai compares to Southampton?</p>	<p>To be able to say at least 2 facts about Mumbai. Pester</p>
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		Teacher to model how to create a fact file for Mumbai Challenge: Can you write a sentence about how Mumbai compares to Southampt		
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Impact:

- To be able to locate -India on a map of the world.
- To be able to say that India is situated in the continent of Asia
- To be able to identify at least 2 similarities and 2 differences between India and their local area
- To be able to identify at least 3 human and physical features in Mumbai ~~Some children should be able to:~~
- To be able to say at least 2 facts about Mumbai. ~~ut the culture of Mumbai~~