

Prior Learning- Year R- local area - journeys to school, Japan, Christmas in Germany, Arctic and Antarctica, recycling, Year 1- UK, local area, India, Year 2 - Portsmouth

National Curriculum:

Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features; including: city, town, village, factory, farm, home, office, port, harbour and shop.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.

Vocabulary:

city, town, village, factory, farm, houses, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, islands, maps, atlases, aerial photographs, globes, countries, continents, oceans, compass, North, South, East, West, routes, photos, landmarks, human, physical, features, locational, directional, basic, UK, non-European, similarities, differences, symbols, key, suitability, suitable.

Snapshot overview

Map work including aerial photographs. Start with the world, zoom in to islands.

What do they already know about islands? What do they want to know? Zoom in to specific islands – compare sizes and features. In pairs have atlas and see what islands they can find.

Introduction to Orkney Islands.

DT project – make own islands.

Geography Medium Term Planning

Year Group:

Year 2


Term: Spring 1

Topic: Islands

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify different islands on a map.	<p>Show chn continents/oceans song and sing together. Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water.</p> <p>Introduce Atlases and recap how they are used and what they are used for (atlas powerpoint). Chn to work in mixed ability teams and Teacher to ask questions about places on atlas e.g. oceans, continents, countries, including the UK. Chn to listen to the question and find the place using the atlas.</p> <p>Teach children what an island is by showing them one and identifying the key fact an island is land surrounded by water. Model using an Atlas to find islands e.g. UK, Isle of Wight, Cuba, St Lucia, Maldives, Mauritius, Iceland etc.</p> <p>Plenary: Back to Google Earth - Start with the world, zoom in to the Orkney Islands - Discuss size, physical and human features.</p>	<p>Find places using an atlas. Find islands using an atlas.</p>	<p>Define what an island is.</p> <p>Name at least 3 geographical human and physical features on the island (Briefly in Plenary)</p>

<p>Session 2</p>	<p>I can identify the Orkney islands on a map.</p> <p>I can discuss the suitability of human and physical features on an island.</p>	<p>Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water.</p> <p>Recap prior learning about islands and physical and human features. Introduce the Orkney islands on Google Earth and discuss their location. Find Papa Westray and explain that Barnaby Bear has visited there.</p> <p>Watch the following clip of Barnaby Bear: <u>https://www.bbc.com/bitesize/clips/zxfr87h</u></p> <p>Pause clip at various intervals to discuss the human and physical features they see - as a class, sort into columns on the whiteboard.</p> <p>Show children some islands that have labelled features on. (Some with features in sensible places and some are not - swimming pool on the edge of a cliff). Ask the children to discuss the features, their locality on the plan and how suitable they are. Which features can you see? Do you think they have been placed in a suitable location on the island? Why/Why not?</p> <p>Children work in small groups to choose 3 human and 3 physical to place on a pre-drawn island shape. Discussing their location and suitability. Children to record in books why something was suitable or not and if they changed their mind on where a feature should be placed.</p>	<p>Sorting geographical features from a film into physical and human.</p> <p>Challenge: Chn to have their own whiteboard to write own list of human and physical features they can see on the video clip</p> <p>Challenge: Can you write a sentence about a feature that would not be in a suitable place? (e.g. A house would not be suitable on the edge of a cliff because it might fall into the sea)</p>	<p>Name at least 3 geographical human and physical features on the island (Briefly in Plenary)</p>
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<p>Session 3</p>	<p>I can use and construct a simple key.</p>	<p>Show chn continents/oceans song and sing together.</p> <p>Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water. Re-cap previous learning of islands - focusing on human and physical features.</p> <p>Teacher to model how to design own island with human and physical features thinking about shape, size and suitability and a symbols to represent features with a corresponding key. Design on an A3 sheet.</p> <p>Photocopy plans for books.</p>	<p>Design an island with symbols to represent features and a key which uses words to clarify the meaning of the symbols and hence what the features are e.g. airplane symbol on map – airplane symbol on key – airplane word written next to symbol on key. N.B. Photocopy plans for the Ch's books</p>	<p>- Define what an island is (a land mass that is surrounded by water) -Name at least 3 geographical human and physical features on the island -Be able to discuss the suitability of human features in relation to their location. (a lighthouse along the coastline so ships can see the light from sea) -To be able to use basic symbols in a key to represent features on a map e.g. a grey line for a road</p>
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<p>Session 4 and 5</p>	<p>I can use my key to add human and physical features to my own island.</p>	<p>Show children continents/oceans song and sing together. Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water. Re-cap previous learning of islands - focusing on human and physical features.</p> <p>Teacher models how to design the island shape from papier mache, and make the features from their plans.</p> <p>When the islands are dry they need to be painted and the features stuck on using the plan from previous session.</p> 	<p>Children to work in their groups to design the island shape from papier mache, sharing out the jobs (drawing shape, scrunching newspaper and papier mache). When the children are not working on their island shape they are making the features from their plans.</p> <p>When the islands are dry they need to be painted and the features stuck on using the plan from previous session.</p>	<ul style="list-style-type: none"> - Define what an island is (a land mass that is surrounded by water) -Name at least 3 geographical human and physical features on the island -Be able to discuss the suitability of human features in relation to their location. (a lighthouse along the coastline so ships can see the light from sea) -To be able to use basic symbols in a key to represent features on a map e.g. a grey line for a road
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<p>Session 6</p>	<p>I can make a decision using human and physical features</p>	<p>Show chn continents/oceans song and sing together. Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water. Re-cap previous learning of islands - focusing on human and physical features.</p> <p>Have all the children's islands and keys laid out on the tables. T to model walking around one table and writing a list of the human and physical features they can see. Model getting stuck and using the key to help identify the features. Chn then walk around the islands and do the same - making a list of features they have seen.</p> <p>10 mins</p> <p>Teacher models thinking about which island they would prefer to live on based on the position and type of features available. Model writing sentence... The island I would most like to live on is.... because.... and refer back to the human and physical features available and the layout of the island itself (e.g. because the swimming pool is close to the beach).</p>	<p>Ch list the features they can see on other islands and then decide and write about which island they would like to live on.</p>	<p>-Name at least 3 geographical human and physical features on the island -Be able to discuss the suitability of human features in relation to their location. (a lighthouse along the coastline so ships can see the light from sea) -To be able to use basic symbols in a key to represent features on a map e.g. a grey line for a road</p>
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Impact:

To be able to:

- Locate 3 different islands in an atlas.
- Define what an island is (a land mass that is surrounded by water)
- Explain what human and physical features are (human are manmade, physical are naturally occurring)
- Name at least 3 geographical human and physical features on the island
- Be able to discuss the suitability of human features in relation to their location. (a lighthouse along the coastline so ships can see the light from sea)
- To be able to use basic symbols in a key to represent features on a map e.g. a grey line for a road