

**What's the difference between a country and a continent?**

**Geographical Skills**

- To use secondary sources- photos,
- To begin to use geographical terms and directions such as North, South, East and West.
- To make plans- i.e. *journey lines*
- To begin to use audio media. (listening to music from other countries)

**Fieldwork:**

Use of Google Earth

**Prior Learning:** My Country, My School; Beside the Seaside; My Locality.

**Curriculum Skill(s)**

**Learning Intention**

**Knowledge and Key Vocabulary**

**Locational Knowledge:**

- To understand that the world extends outside their locality.
- To recognise which places are linked to other places in the world- e.g. through travel.
- To begin to identify and describe where places are through use of simple maps, atlases and globes

**Where in the world are we?**

Recap prior knowledge - locate Whickham, Gateshead, Newcastle Upon Tyne, river Tyne, North East region, London, England, countries of the UK and oceans and seas that surround the UK on a UK map.

Use a range of world maps, globes and atlases to locate the seven continents and five major oceans.

**Knowledge:**

- Know that our country is called England but is part of the United Kingdom
- Know that the capital city of England is London
- Name and locate the four countries of the UK
- Name and locate the main seas around the UK
- Know that the river Tyne is our nearest major river and that this leads to the North Sea if we travel east
- Know the village, city and region in which they live
- Name and locate the seven continents and know that we are part of Europe
- Begin to name and locate some of the major oceans

**Vocabulary:**

England, Scotland, Wales, Ireland, Northern Ireland, UK, London, Whickham, capital city, North sea, Irish sea, English Chanel, Atlantic ocean, river Tyne, Newcastle, Gateshead, North East, region, local, Europe, North America, South America, Africa, Asia, Australasia/Oceania , Antarctica, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, globe, atlas, world map, UK map.

**Place Knowledge:**

- To make simple comparisons between individual features of different places and recognise how places are linked to other places in the world (contrasts and relationships).
- Begin to use geographical vocabulary to describe features of the locality.

**How do the seven continents compare?**

What are continents? Why has the land across the world been split as it has?  
 Look at each continent in more depth – where they located in the world and what oceans surround them.  
 Look at physical map of the world and a political map of the world. Look at countries within each continent and

**Knowledge:**

- To know that the earth is made up of three layers – the core, the mantle and the crust.
- To know that the crust sits on tectonic plates which can move around due to heat from the core. It is this movement over millions of years that has caused the land to move into continents.

	<p>some distinguishing features of continents such as mountain ranges and deserts. Make a comparison on the sizes of the continents.</p> <p>Begin to look at the equator and how the world is split into the northern and southern hemisphere and the positions of the north and south poles. How does the equator affect the climates within the continents?</p>	<ul style="list-style-type: none"> <li>• To know the names and locations of the seven continents in relation to each other using points of the compass – north, south, east and west.</li> <li>• To name at least one country in each continent and know the difference between a continent and country.</li> <li>• To name and locate the five main oceans.</li> <li>• To know that the equator is an imaginary line that runs round the centre of the earth dividing the northern and southern hemisphere and that the climate gets warmer as you get closer to it.</li> </ul>
<p><b><u>Human and Physical Geography:</u></b></p> <ul style="list-style-type: none"> <li>• To begin to ask geographical questions about people, places, climates and environments.</li> </ul>	<p><b>How does Europe compare to South America?</b></p> <p>Compare the two continents. Look at location in the world, land mass, amount of countries in each, climate, human and physical features, oceans that surround etc. What are the biggest countries in each? By land mass and by population?</p> <p>Use google earth to look at aerial views of the two continents to help compare.</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to describe the location of the two continents in relation to the equator, southern and northern hemisphere and using the four points of a compass.</li> <li>• To be able to make a comparison on the climates of the two continents.</li> <li>• To be able to recall the largest country of each continent by land mass and population.</li> <li>• To recall some physical features of each continent e.g. Andes mountains, Amazon River, Scandinavian mountains, Volga river.</li> <li>• To name some famous landmarks from each continent such as the Eiffel tower, Christ the Redeemer.</li> <li>• To know the oceans that surround the two continents.</li> </ul> <p><b><u>Vocabulary:</u></b></p> <p>Population, landmark, climate, weather, environment, landscape, human, physical, northern hemisphere, southern hemisphere, equator, mountains, rivers, oceans, north, south, east, west.</p>

<p><b>Geographical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>Researching secondary sources</li> <li>Working at different scales of enquiry e.g. local, regional, global but in connected ways</li> </ul>	<p><b>Where in the world would you like to go?</b></p> <p>Plan a journey from your current location to anywhere in the world. How would you get there? What forms of transport could you take? How long would it take? What would you need to pack for the climate? Which oceans, countries and continents would you pass? What might you see and do when you get there? What currency will you need? What language do they speak? What is the capital city?</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand how to use maps/globes/atlas to help plan a journey and find information about places</li> <li>To understand how to use and give compass directions to locate places.</li> <li>To be able to use secondary resources to research information about places e.g. ICT, travel guides and books.</li> </ul>
<p><b>Vocabulary:</b> Compass, north, south, east, west, direction, country, journey, continent, oceans, climate, transport, air miles, distance, landmarks, sightseeing, human and physical features, currency, language, capital city, tourist.</p>		
<p><b>Thinking Deeper:</b> Our Place in the World activity on Twinkl – Use seven nesting boxes labelled: Our planet; our continent; our country; our capital city; our local city; our county; our local area (starting from biggest to smallest) and have the children add artefacts, photographs, pictures etc. that are relevant to each box.</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>Subject Specific links – RE – religion in other countries; ICT – use of Google Earth and maps, using internet for research purposes; Maths – looking at distances in miles/km and air miles; Science – Beginning to understand the structure of the earth and tectonic plates</li> </ul>		
<ul style="list-style-type: none"> <li>Personal Development – Understanding who I am and my heritage. Brief discussions about cultures of different cultures in comparison to our own values.</li> </ul>		
<ul style="list-style-type: none"> <li>SMSC – understanding culture and lifestyles from around the world</li> </ul>		
<ul style="list-style-type: none"> <li>Cultural Capital – understanding our local environment, and beyond. What opportunities are available beyond our locality.</li> </ul>		
<ul style="list-style-type: none"> <li>Careers – journey maps – how do we get from one place to another? Transport jobs, airline pilots, ship/cruise pilots, coach drivers.</li> </ul>		
<ul style="list-style-type: none"> <li>British Values – diversity – cultures, British culture</li> </ul>		
<ul style="list-style-type: none"> <li>Equality – linked to living in other countries. Make connections between the Western World and Third World countries. Equality of opportunity.</li> </ul>		