




MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Would you prefer to live in a hot or cold place?	1	Spring 2	10 hours

What knowledge and skills will children have gained by the end of this unit?

- Name and locate all the world's seven continents on a world map, using a globe and atlas.
- Describing and beginning to explain some key similarities and differences between their local area and a small area of a contrasting non-European country.
- Describing what physical features may occur in a hot place in comparison to a cold place.
- Locating some hot and cold areas of the world on a world map.
- Locating the Equator and North and South Poles on a world map.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising human and physical features on aerial photographs and plan perspectives.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- To know some similarities and differences between their local area and a contrasting non European country.
- To know that the Equator is an imaginary line around the middle of the Earth.
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	<p>What are the names and locations of the seven continents?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> name the seven continents. know that a continent is a large area of land. locate the seven continents on a world map. 	<p>Display the world map on the <i>Presentation: Continents</i> and take feedback on what the children can see.</p> <p>Point out the large areas of land and explain to the children that these are the 'continents'. Point out to the children that continents are different from countries. Each continent is a very large area of land, made up of smaller countries (with the exception of Antarctica). Ask children which continent they think we live in?</p>  <p>Show the children a globe and remind them that this represents the Earth. Explain that the Earth is roughly a sphere but has to be 'flattened' so we can see it in atlases and on maps. Point out the large areas of land and the seas/oceans, which are usually marked in blue. Recap that an ocean is a large area of salt water, and a sea is a smaller area of salt water beside land.</p>	<p>Atlas</p> <p>Would you prefer to live in a hot or cold place? Resource pack:</p> <p>Presentation: Continents</p> <p>Pupil video: Song – Continents.</p> <p>Activity: World map.</p>	<p>-continent</p> <p>-country</p> <p>-map</p> <p>-locate</p> <p>-land</p> <p>-sea</p> <p>-ocean</p> <p>-globe</p>

Play the song on the *Pupil video: Song – Continents*.



Ask the children if they noticed the names of any other continents in the song. Click to reveal each content name on the *Presentation: Continents*.

Provide each pair of children with an atlas and one copy of the *Activity: World map*.

Show the children how to use the contents page in the atlas to find the world map showing the continents. Play the song again, this time asking the children to point to the continents on the world map as they sing or listen. If you have an inflatable globe, throw this to various children to point out one of the continents.

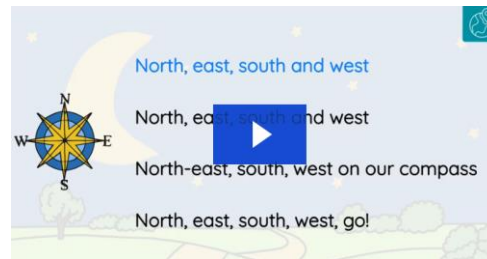
Ask the children to point to Europe on the map in their atlas. Tell the children that they need to write the names of the seven continents in the correct places on the *Activity: World map*. Display the names of the seven continents on the *Presentation: Continents* for children to refer to for spelling.

			<p>Questions to ask in books: How many continents are there? (Seven.) In which continent do we live? (Europe.) Which continents are closest to Europe? (Africa and Asia.)</p>		
Lesson 2	1 hour	<p>Where are the North and South Poles?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> locate the North Pole on a world map. locate the South Pole on a world map. identify some of the physical features of the poles. 	<ul style="list-style-type: none"> Recap: In which continent do we live? (Europe.) Can you name the seven continents? (Asia, Africa, North America, South America, Antarctica, Europe and Oceania.) <p>Play the video on link: BBC - Frozen Planet on VideoLink. Ask the children what they can see and to write down their ideas on the whiteboard or flipchart.</p> <p>Explain to the children that the video shows the North and South Poles, which are known as the polar regions. Ask the children the questions and record their ideas on the whiteboard or flipchart using a different coloured pen. Questions to ask: How would you describe the place shown? Where could it be? What do you already know about the North and South Poles?</p> <p>Provide the children with their <i>Activity: World map</i> worksheets from Lesson 1 and a copy each of the <i>Activity: North and South Pole images</i>. Explain that the children are going to locate the North and South Poles on the world map. They will use a compass to locate features on</p>	<p>BBC - Frozen Planet on VideoLink.</p> <p><i>Activity: World map</i> worksheets</p> <p><i>Activity: North and South Pole images</i>.</p> <p><i>Pupil video: Song – Compass points</i></p> <p><i>Presentation: Where are the coldest places on Earth?</i></p>	<ul style="list-style-type: none"> -arid - climate -compass -continent -desert -ice sheet -land -locate -location -map -ocean -pack ice -weather

a map. Ask if the children remember any of the compass points.

Play the *Pupil video: Song – Compass points* for the children to join in with. Explain that we can use the song to help us remember the points of the compass. Play the song again, asking the children to point to the relevant compass points on their *Activity: World map* (explain that north is marked as 'N' on the compass).

Ask the children to add in the other compass points by writing 'E', 'S' and 'W' in the correct places by the compass on the *Activity: World map*.



Using the compass, ask the children to discuss where they think the North and South Poles are located on their maps. Reveal the location on the world map on the *Presentation: Where are the coldest places on Earth?*



Explain that the North Pole is located in the middle of the Arctic Ocean. Ask the children to add a North Pole label to their map. Explain that the Arctic Ocean is mostly covered by ice throughout the year. Explain that the South Pole is located in Antarctica, one of the seven continents that the children labelled in Lesson 1. Tell the children to label the South Pole on their map. Display the images of the North Pole on the *Presentation: Where are the coldest places on Earth?* Ask the children to discuss with a partner what they can see in the images. Reveal each of the facts about the North Pole by hovering over each image. Repeat this exercise for the South Pole.

Task: Ask the children to cut out the images on the *Activity: North and South Pole images* and glue these onto the correct location on their maps. **Questions to ask:** Where is the North Pole located? (In the Arctic Ocean.) Where is the South Pole located? (In Antarctica.) What is it like at the North Pole? (Share some facts with the children about the climate, wildlife and location –

			<p>see <i>Teacher video: North and South Poles.</i>) What is it like at the South Pole? (Share some facts with the children about the climate, wildlife and location.)</p> <p>Display the 'Where in the world?' activity on the <i>Presentation: where are the coldest places on Earth?</i> Ask the children to decide if each image shows a scene from the North or South Pole.</p> <p>Choose one or two children to come to the front and drag and drop the images onto the correct place on the map. Questions to ask: What is different about the North and South Poles? (The North Pole is much warmer; the North Pole is in the middle of the ocean; the South Pole is on land.) What is similar about the North and South Poles? (They are both very cold; they have up to 24 hours of sunlight in the summer and 24 hours of darkness in the winter.)</p>		
Lesson 3	1 hour	<p><i>Which animals live in Antarctica?</i></p> <p><i>By the end of this lesson children will be able to:</i></p> <ul style="list-style-type: none"> • <i>Locate Antarctica on a Map.</i> 	<p>Explore a map of the world. Where is Antarctica? Children to discuss where they think it is? Why do you think that?</p> <p>Who lives in Antarctica? Share images of these animals.</p> <p>Children to create and decorate animals from Antarctica.</p>	<p>Espresso videos for animals</p> <p>World map</p> <p>Outlines of animals</p>	<p>Map Antarctica South</p>

		<ul style="list-style-type: none"> Name animals that live in Antarctica <p>I can use technology to collect information, including photos, video and sound.</p>			
Lesson 4	1 hour	<p>How do animals adapt to live in Antarctica?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Name animals that live in Antarctica Describe how animals adapt to live in cold environments. 	<p>Recap: Where is Antarctica? Is the North Pole or South pole located in Antarctica?</p> <p>Explain that today we are going to be learning about animals that live in Antarctica. Questions to ask: which animals do you think live in Antarctica? Why do you think they live there? Do you think you could live in Antarctica? Why?</p> <p>Show children images of Animals that live in Antarctica; penguins, polar bears, walrus'.</p> <p>Watch a video Top 10 Amazing Antarctic Animals - What Animals can Survive and Thrive in Antarctica? - YouTube.</p> <p>What do we already know about penguins? Shared ideas. What type of animal is a penguin? How do we know?</p> <p>Children sort words to describe a bird. E.g. feathers, warm blooded group discussion. Children need to create a penguin (Twinkl)</p>	<p>Key words/vocabulary</p> <p>Penguin to create and label -Twinkl.</p> <p>Top 10 Amazing Antarctic Animals - What Animals can Survive and Thrive in Antarctica? - YouTube.</p>	<ul style="list-style-type: none"> - Antarctica -South Pole -North pole -survive -adapt -blubber

			<p>and stick in books. Then label the penguin using key words.</p> <p>Write a short explanation of why penguins can survive in Antarctica. Penguins have thick blubber and warm feathers. Etc.</p>		
Lesson 5	1 hour	<p>Where is the Equator?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • know the Equator is an imaginary line around the middle of the Earth. • identify two countries located on the Equator. • know some of the features found on 	<p>Recap: Where is the North Pole located? (In the Arctic Ocean.) Where is the South Pole located? (In Antarctica.)</p> <p>Show the children the North and South Poles using the zoom function on the link: Google Earth and ask them to describe what it is like there with their partners. Ask the children to share their ideas, recapping what they learnt in Lesson 2.</p> <p>Zoom in on the Equator using the link: Google Earth and circumnavigate the Earth along the line (you may have to enable 'Turn on Gridlines' from the 'Map Style' menu on the left-hand side). Explain that the Equator is an imaginary line that runs around the middle of the Earth, exactly halfway between the North and South Poles.</p> <p>Ask the children the questions and write up their ideas on a whiteboard or flipchart. Explain that sunlight hits the Earth most directly at the Equator so it feels very hot. However, at the North and South Poles, the same sunlight is spread out more due to the curvature of the Earth, so it feels weaker and colder. Questions to ask: Where do you think</p>	<p>Google Earth.</p> <p>Atlas</p>	<p>-map</p> <p>-locate</p> <p>-continent</p> <p>-ocean</p> <p>-land</p> <p>-desert</p> <p>-savannah</p> <p>-</p> <p>vegetation</p> <p>-</p> <p>grasslands</p> <p>-</p> <p>rain forest</p> <p>-climate</p> <p>-weather</p> <p>-tropical</p> <p>-polar</p>

		<p>the Equator.</p>	<p>the hottest places in the world will be? What features can you see on the Equator? (Answers may include: ocean, dry land, forest, some desert/savannah, vegetation.) What do you think the climate (long-term weather conditions) is like in countries close to the Equator? (Children may think it is hot due to the dry land. Explain that most countries on the Equator have a tropical climate – high temperatures and rainfall all year round.)</p> <p>Provide each pair of children with their <i>Activity: World maps</i> from Lessons 1 and 2 and an atlas. In pairs, children use the atlas's contents page to find a world map, then work with their partner to locate the Equator.</p> <p>Give children time to label and draw the Equator on their <i>Activity: World map</i> and locate and label any countries on the Equator. Questions to ask: What is the Equator? (An imaginary line around the middle of the Earth, halfway between the North Pole and the South Pole.) Through which continents does the Equator run? (South America, Africa and Asia.) Which countries are on or near the Equator? (13 countries including Brazil, Kenya and Uganda.)</p>		
Lesson 6	1 hour	How do animals adapt to live in hot places?	Recap: Antarctica is a desert in a cold place.	Sahara : The Largest Desert In The World Lesson For Kids - YouTube	-Equator -Sahara Desert

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Name animals that live in the Sahara Desert. Describe how animals adapt to live in hot environments. 	<p>Today we are looking at deserts in hot places. The Sahara Desert is located near the equator. Explain that this means is a hot desert. Show children images of the Sahara Desert. What do they notice? Do you think penguins and polar bears would live here? Why not? Which animals do you think live in the Sahara? Why do you think they live there?</p> <p>Show children images of animals that live in the Sahara desert; camels, snakes, lizards and gazelles.</p> <p>Watch a video Sahara : The Largest Desert In The World Lesson For Kids - YouTube</p> <p>What do we already know about camels? Shared ideas. How do we know?</p> <p>Children sort words to describe a camel. E.g. wide toes, large humps etc. Children need to create a camel (Twinkl) and stick in books. Then label the camel using key words.</p> <p>Write a short explanation of why camels can survive in the Sahara Desert.</p>	<p>Key words</p> <p>Camel off Twinkl.</p>	<p>-desert - landmark -sand dunes</p>
Lesson 7	1 hour	<p>What is the difference between hot and cold places?</p> <p>By the end of this lesson children will be able to:</p>	<p>Recap the names of the continents using the <i>Pupil video: Song – Continents</i>. What are the seven continents? (Asia, Africa, North America, South America, Antarctica, Europe and Oceania.) What is the Equator? (An imaginary line around the Earth, halfway between the North Pole and the South Pole.) Through which continents does the Equator</p>	<p>World Map</p> <p>Satellite view</p> <p>Continents song.</p> <p>Activity map.</p> <p>Picture of the UK and Uganda.</p> <p>Similarities and differences sheet.</p>	<p>-human feature -physical feature -locate -continent -ocean -Equator</p>

		<ul style="list-style-type: none"> locate Uganda on a world map. describe some human and physical features of the region. describe some key similarities and differences between the UK and Uganda. 	<p>run? (South America, Africa and Asia.) Through which countries does the Equator run? (13 countries including Brazil, Kenya and Uganda.)</p> <p>Display a world map. Ask the children to discuss with their partner where hot and cold places are and see if they can recall the names of any of the continents and countries.</p> <p>Recap the Equator and the North and South Poles and point these out on the map. Provide each pair of children with an atlas and their copies of the <i>Activity: World map</i> from Lessons 1 -3. Tell the children they are going to learn about a country called Uganda.</p> <p>Give the children time to find a world map using the atlas's contents page. Ask pupils to work with a partner to locate Uganda on the map and label it correctly on their <i>Activity: World map</i>. Ask the children to check that their partner has labelled Uganda in the correct place on their maps.</p> <p>Questions to ask: In which continent is Uganda? (Africa). What is the name of the closest ocean? (Atlantic Ocean.) Is Uganda a hot or cold place? (It is hot because it is located on the Equator.)</p> <p>Provide each pair of children with an activity <i>Comparing the UK to Uganda</i>. Tell the</p>	<p>Atlas.</p>	<p>-savannah -vegetation -grasslands -urban -rural -arid</p>
--	--	--	--	---------------	--

		<p>children that the photographs show human and physical features in the UK and Uganda.</p> <p>Ask the children the following questions: What is a 'human feature'? (Something that is built by humans, e.g. houses, roads and bridges.) What is a 'physical feature'? (Something that is on Earth naturally, e.g. seas, mountains and rivers.) In pairs, the children discuss what they can see in the photographs and sort them into two piles:</p> <ul style="list-style-type: none">• Photographs of the UK.• Photographs of Uganda. <p>When the children have finished sorting the photographs, check their answers as a class.</p> <p>Provide each child with a copy of the <i>Activity: Similarities and differences</i>. Explain that they need to:</p> <ol style="list-style-type: none">1. Look at the photographs of urban and rural areas in the UK and Uganda.2. List what they can see next to each photograph.3. Write a list of the similarities and differences in the space below. <p>Questions to ask: What can you see in the photographs? What is similar to the UK? (Children may discuss roads, buildings,</p>	
--	--	---	--

			<p>transport, parks, land to graze animals.) What is different to the UK? (Children may discuss the savannah, grasslands, density and type of vegetation, animals, design of buildings.) Which photographs show physical/human features? What do you think it is like to live in Uganda? What is the weather like in Uganda? How do the high temperatures affect Uganda's land? (Uganda has lots of dry land. Explain to the children that places with little rainfall are called arid. On arid land, it is difficult for farmers to raise animals or grow crops.)</p> <p>Ask the children to share what they have found on the <i>Activity: Similarities and differences</i>. In pairs, children discuss if they would prefer to live in the UK or Uganda and why. Take feedback, ensuring children justify their ideas with reference to physical or human features.</p>		
Lesson 8	1 hour	<p>What are the key features of hot and cold places?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> recognise three features of a hot place 	<p>Recap: Why are some places hotter or colder than others? (Places near the Equator are hotter, places closer to the North and South Poles are colder.) What sort of climate does the UK have? (A temperate (mild) climate – neither very hot nor very cold. Summers are warm, winters are mild and rainfall is spread throughout the year.) Why do you think this is? (The UK is located approximately halfway between the Equator and the North Pole.)</p>	<p>Pupil song – continents. World map presentation. Atlas. Activity: Would you prefer to live in a hot or cold place</p>	<p>-climate -weather -tropical -polar -temperate -pack ice -ice sheet -arid -land -desert -savannah</p>

		<p>and three features of a cold place.</p> <ul style="list-style-type: none"> locate one hot country and one cold country on a world map. know why some countries are hotter or colder than others. 	<p>Play the song using the <i>Pupil video: Song – Continents</i>. Ask the children to write the name of each of the seven continents and the North and South Poles on their sticky note next to the correct number that matches the numbers 1 – 9 on the presentation.</p> <p>Ask for a volunteer/s to reveal the correct location of the seven continents and the North and South Poles. Ask the children to tick or correct their answers.</p> <p>Provide each pair of children with an atlas. Show them how to use the contents page to find a world map. Ask the children to work with a partner to locate the North and South Poles and the Equator. Tell the children to locate some of the hottest and coldest countries in the world using what they have learnt so far.</p> <p>Provide each child with their <i>Activity: World map</i>. Ask them to work with a partner to label one country close to the North Pole, one country close to the South Pole and one more country close to the Equator (the children have already located and labelled Kenya in Lesson 4).</p> <p>Click to reveal some of the country names on the world map on the <i>Interactive presentation: Would you prefer to live in a hot or cold place?</i> Hover over each country to reveal the</p>		<ul style="list-style-type: none"> - vegetation - grasslands
--	--	---	--	--	--

			<p>image and summarise the climate and some of the key physical features.</p> <p>Ask the children the questions. Where are the hottest places in the world? (Nearer to the Equator.) Where are the coldest places in the world? (Near the North and South Poles.) Which countries are closest to the North Pole? (Canada, Greenland and Russia.) Which countries are closest to the South Pole? (South Africa, Chile, Argentina, New Zealand and Australia.) Which countries are on or near the Equator? (13 countries including Brazil, Kenya and Uganda.)</p> <p>Provide children with a copy of the <i>Activity: Would you prefer to live in a hot or cold place?</i> Display the world map on the <i>Interactive presentation: Would you prefer to live in a hot or cold place?</i> and ask the children to decide in which country they would most like to live and why. Take feedback.</p> <p>Ask the children to draw and label some of the features found in their preferred hot or cold region (it does not have to be a specific country) on the Activity sheet. Children then write a sentence below this to explain why they would prefer to live in a hot or cold place.</p>		
Lesson 9	1 hour	What are the similarities and differences	<p>Share image of the world, satellite photo.</p> <p>Why are there different colours on there?</p> <p>What are the white bits?</p>	<p>Collins Resource pack.</p> <p>https://www.youtube.com/watch?v=cfChwrrEV20</p>	-North Pole

		<p>between cold places?</p>	<p>Share satellite image of The Arctic and Antarctica then look at the map of each area. What can we see on these pictures?</p> <p>Discuss the idea that during the year they are both different The Arctic the ice melts but it does not in Antarctica.</p> <p>View time lapse of each area</p> <p>https://www.youtube.com/watch?v=cfChwrrEV20</p> <p>https://www.youtube.com/watch?v=8ul6LqZJl-E</p> <p>What can you see? How are they different?</p>	<p>https://www.youtube.com/watch?v=8ul6LqZJl-E</p>	<p>-South Pole</p> <p>-Arctic</p> <p>-Antarctic</p> <p>- climate</p> <p>-desert</p> <p>-ice sheet</p> <p>-land</p> <p>-locate</p> <p>-location</p> <p>-map</p> <p>-pack ice</p> <p>-weather</p>
Lesson 10	1/2 hours	<p>What is the Aurora Borealis?</p> <p>I can use technology to create and present my ideas</p> <p>I can save information in a special place and retrieve it again.</p>	<p>Children to explore the Aurora Borealis. What colours can you see? Share images to develop their understanding.</p> <p>Share art work by Ted Harrison What can you see? Then share information about Ted. Lots of examples of work.</p> <p>Children to create artwork inspired by Ted. Paintings and digital art.</p> <p>Children to develop their history work on Antarctica and how it has been explored previously. Captain Robert Falcon Scott.</p>	<p>Paper, paint, wax crayons.</p> <p>iPad</p> <p>Twinkl resources</p>	<p>Aurora Borealis</p> <p>Ted Harrison</p> <p>Digital</p>
<p>Links to the National Curriculum:</p> <p>Locational knowledge</p>					

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans.

Human and physical geography

Pupils should be taught to:

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Place knowledge

Pupils should be taught to:

- 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.