



### Key question?

What is the difference between a city, a country and a continent?

### Big Questions:

What is a continent?

How many continents are there in the world?

Which continent lies to the north/south/east/west of ... ?

On which continent is the country ... located?

Is it likely to be hotter in ... or ... ? Why?

Which ocean lies to the north/south/east/west of ... ?

My capital city is ... What country am I?

### Skills Taught:

- Naming and location of the world's seven continents and five oceans.
- Naming, location and identification of characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Identification of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use of 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.

Immersion Activity/Provocation: inspired by the picturebook *Meerkat Mail*, the children will receive a postcard by *Panda Post/Penguin Post* (or another form of post linked to their class animal). This will explain that he/she will be travelling the world and sending them a postcard from each location – the children will have to use clues and ask further questions to identify which continent/country he/she has sent the postcard from.

Topic Title: Panda/Penguin Postcards

Enquiry Question: How can our Panda/Penguin be in a city, a country and a continent at the same time?

Focus Texts: *Meerkat Mail*



	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none"><li>• Ask and answer some geographical questions about the location of a country or capital city and its characteristics.</li></ul>
Most children will:	<ul style="list-style-type: none"><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>• Name and locate the world's continents and oceans.</li><li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li></ul>
Some children will progress further and will:	<ul style="list-style-type: none"><li>• Use world maps, atlases and globes to begin identifying other cities in countries of the United Kingdom.</li><li>• Name and locate some of the countries of Europe.</li></ul>

### Enrichment/Outdoor Learning:

Panda/Penguin Postcards from class animal in different countries, continents and sailing/swimming different oceans of the world – locational clues and opportunities for children to ask animal further geographical questions to determine location.

Large world map displayed in classroom with photographs of animal and postcards added in different locations throughout the teaching sequence.

‘Many Ways to Name a Place’ – children to create maps for the locations of their own homes at multiple scales.

Outdoor Continent and Ocean Hopping.

### Animations and videos:

[https://www.google.co.uk/intl/en\\_uk/earth/](https://www.google.co.uk/intl/en_uk/earth/)

<https://www.nationalgeographic.org/activity/many-ways-name-place/>

### Previously on... (Links to prior learning)

Link to Year 1 learning: understanding that there are geographical similarities and differences between places, use of locational and directional language.

### Key Vocabulary:

continent, country, ocean, city, capital city

United Kingdom, British Isles, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast

Europe, Australasia, Antarctica, Africa, North America, South America

Pacific, Arctic, Indian, Atlantic, Southern

Equator, North Pole, South Pole.

map, atlas, globe

next to, near, between, far from

### Cross-curricular links:

Postcard writing.

### Celebration of knowledge and skills gained (opportunities for assessment):

- ‘Guess the Place’ game – children to use maps, atlases, globes and questions to identify a given city, country, continent or ocean.
- ‘Locate Yourself’ game – children to mark themselves, or the class animal, on a world map and expressing their location as being in a city within a country within a continent – understanding of spatial relationships among geographical features nested inside each other.

### Non-fiction texts: