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| **Lesson 3** | | Key question: | | | |
| **Building on from Year 1:** | | * I can name and locate the seas surrounding the UK. * Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. * I can identify geographical characteristics of countries | | | |
| **Key Geography skills focus*–***  *Skills developed with guidance* | | \* I can describe some geographical similarities and differences between the continents of the world based on their locations.  \* I can identify and locate the North and South Poles and the Northern and Southern Hemispheres  \* I can identify and locate continents that have significant hot or cold areas and link to Poles/Equator | | | |
| **Teaching Objectives** | | **L.O. To use simple compass directions to describe where the continents are on a map.** | | | |
| **Key Vocabulary**: Continents, oceans, hemisphere, northern, Southern, Europe, Asia, South& Noth America, Antarctica, Australasia, land mass, body of water, climate, temperature Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles, physical features and Human features, compass, North, East, South, West, directions, maps | | | | | |
| **Resources**   * Knowledge organisers * Compasses * PPT * Locational activity sheet | | **Locality context barriers to learning**  Children may not have seen a map or a globe before. Limited experience travelling or understanding of where they live in the world. Poor geographical language or exposure to physical/human features around them. | | **Weblinks**  Cardinal directions song  [*https://www.youtube.com/watch?v=f2I81\_BFb-s*](https://www.youtube.com/watch?v=f2I81_BFb-s) | |
| **Before the session:** Print out all resources  **Retrieval task:** Think about the continent of Africa, what physical and human features can you remember?  **Oracy Starter:** Sing the cardinal directions song!  **Main teaching:** Explain that today in Geography, we will be using a FIELDWORK tool called a COMPASS. Show the children a real compass and explain how it works. We’ve seen a picture of the compass but today we will be using real ones!  Go through ppt and go through each activity with the children.  **Explain todays L.O. and how it builds on previous year 1 learning.**  Questions to Ask the children:  \* Why are compasses useful?  \* Can you think of any times in our everyday lives that we give directions? | | | | | |
| SEN | **PKF** | WTS | EXS | | GDS |
| 1:1- Watch the video clips and discuss. Give a compass and find north. Face north and move right, saying East, move left and say west, move back and say South. Can they label a compass with N,E,S,W. | **Adult supported**  Working as a group to discuss the worksheet and then independent write their answers. | | **Independently**  Work with your partner to discuss and complete the worksheet.  **Challenge:** Work with your partner and a compass to complete the challenge cards | | |
| Plenary: Go around the room and tell someone else a new fact you learnt today. | | | | | |
| Outcomes   * **Majority children can identify the main compass points N, E, S, W** * **Most Children can use simple 4-point compass directions to describe where the continents are on a map.** * **Some children can use 8-point compass directions to describe the location of a continent.** | | | | | |
| Lesson evaluation notes and next steps | | | | | |