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| updated logo Hedgehogs Class Medium Term Planning for **Geography Spring Term 2023** |
| Topic: FantasyWhere are the stories set? – ‘Handa’s Surprise’ & ‘Paddington’– comparing Africa to the UK.Use of maps / globes.Compare to where we live. | This topic will be continually developed throughout the curriculum every day. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term. We will also be going on the minibus where possible to explore our local area.Key vocabulary: * United Kingdom, London
* Africa, Kenya
* City, village
* Weather
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| **Lesson 1 - Link it****Sensory story**Group activity – Read the story ‘Handa’s Surprise’ as a sensory story – discuss the setting (a small African village in Kenya). | **Lesson 2 - Learn it****Exploring Africa**Group activity – Re-visit ‘Handa’s Surprise’. Find Africa on the globe/ map. Compare to the United Kingdom/ England, where we live.Discuss the weather (hot country).Compare photos of Africa to the UK – desert, hot, dry; city, buildings, rainy. | **Lesson 3 - Learn it****Sensory story**Group activity – Read the story ‘Paddington’ as a sensory story – discuss the setting (a busy city – London). | **Lesson 4 – Learn it & Check it****Exploring UK** Group Activity – Re-visit ‘Paddington’. Find the UK on the globe/ map. Compare to Africa.Discuss the weather (rainy country).Compare photos of UK to Africa – busy city, lots of people, lots of cars, tall buildings; desert, sandy, dry, hot. | **Lesson 5 – Show it & Know it****Comparing Africa and the UK**Group activity – What can you see? Watch the video clips and use the communication mat to say what you can see. Kenya – Animals, sun, sand, desert.<https://www.youtube.com/watch?v=4W61GqRttNY>UK – buses, buildings, people, cars.<https://www.youtube.com/watch?v=I4CvgVuDbzw>1:1 activity – Sort photos into two groups (UK and Africa). |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS - Understanding the World (People and Communities)**Children know about similarities and differences between themselves and others, and among families, communities and traditions.**EYFS - Understanding the World (The World)**Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.**Key Stage One –** * 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.
* use basic geographical vocabulary to refer to: key physical features, including: weather; key human features, including: city, village.
* 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;
 | EYFS – * **Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.**
* **Recognise some environments that are different to the one in which they live.**
* **Use all their senses in hands-on exploration of natural materials.**
* **Explore the natural world around them.**
* **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**
* **Recognise some similarities and differences between life in this country and life in other countries.**
* **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**
* **Draw information from a simple map.**
* **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.**

Key Stage One - * **use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, city, Africa, world map**
* **compare the UK with a contrasting country in the world;**
* **use key vocabulary to demonstrate knowledge and** **understanding in this strand: compare, country, weather, similarities, differences, culture, Africa, Kenya, desert, village**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Links to sensory stories and exploring props. | Activities provided during lesson Children will access learning through sensory stories and exploring photos and videos to compare the UK and Africa. | Independent activities linked to lesson There will be opportunities to explore the sensory props and other books independently. Work stations will have relevant matching tasks.  | How will the pupils share knowledge during or end of lessonChildren will use a communication mat to say what they can see in photos and videos of both countries. | Retrieve or generalization of learning after lesson Children will be able to compare key features of a city in the UK and Africa by sorting photos into two groups.Children may be able to identify the UK and Africa on a globe/ world map. |