



EAL SEN Ever 6 Summer Forces Looked after

| LAPS | | MAPS | | HAPS | |
|---------|---|--|--|--|------------|
| | | | | | |
| Session | INTENT Learning Focus IMPACT Success Criteria Assessment | IMPLEMENTATION Introduction/ Main Teaching Key Questions/ Key Vocabulary | HEAD (Knowledge), HAND (Skills), HEART (Personal development) Activities (including differentiation between year groups and ability groups) | Resources/ ICT | Vocabulary |
| 1 | What do I know already about the United Kingdom? -I can share what I know about the United Kingdom. -I can try different UK foods. | Share a picture of the Union Jack- what does this represent? Class discussion. Introduce that this term we will be learning about the United Kingdom. We live in a part of the United Kingdom does anyone think they know where we are on the map. Regroup on the carpet. Children to share some of the facts that they know. Matching the Flags to the correct countries on the map. Explain that we are going to continue to access provision for the rest of the afternoon but one of the challenges this afternoon is trying some UK food and working out where the food comes from. Plenary-Discuss where the foods have come from and explore the knowledge organiser. | All children get a blank map of the United Kingdom. Children to work in small adult led groups to write/ tell the adult what they know about the UK. Year 1- verbalise what they know to an adult who will scribe. Year 2- most children are expected to write what they know about the UK. Scribe for WB/WT. | Soda bread Scones Welshcakes Shortbread Decaffeinated tea. | |
| 2 | To understand that the United Kingdom is a union of four countries. | Retrieval- Flag quiz (Where does the flag represent?) class discussion. Discuss the knowledge organiser . Introduce the word union and that union means joined together. Explain that when things are joined in a union, we say they are united. Explain that a kingdom is a place ruled by a King or Queen. The UK is a union of four countries ruled by King Charles III. Explore a map of the UK. Teach the children the different seas that are around the UK. Write these on the map in the curiosity area. Identify the countries reminding the children | Get children to join hands to show union. Children to trace their finger around the land. | | |



Topic Driver – Geography -United Kingdom – Year 1 & 2

EAL SEN Ever 6 Summer Forces Looked after

| | | | | | |
|---|--|--|---|--|--|
| | | <p>they are a union and they help each other and work together. Show a map of the UK. Break down the flag and explain that it a representation of the different counties. Teach about Southern Ireland not being part of the UK. Briefly mention about the referendum on independence for Scotland. Clarify that Scotland wouldn't physically move if they agreed to leave. This means that England and Scotland wouldn't work together as much.</p> <p>Discuss the weather we experience in the UK.</p> | <p>What do we know about this map?</p> <p>Talk to their talk partners- Can you describe the union jack? What does Kingdom mean? What does union mean? How was the union flag created?</p> <p>Task- Year 1- Colour in a union jack flag using the correct colours. As part of the activity, can the children explain which flags are part of the Union Jack flag?</p> <p>Set up a weather station with rain gauge and wind vane- provision.</p> <p>Year 2- Draw the Union Jack and children need to write an explanation about which flags are included. Label each part of the Union Jack.</p> <p>LA- sentence stems and adult support.</p> | | |
| 3 | I know Scotland is one of the countries in the United Kingdom. | <p>Retrieval- Four seas around the UK. Orally rehearse key words- Edinburgh. Draw a simple picture of a mountain and identify the summit and the peak. Explain there are many mountains in Scotland and the Scottish word for mountain is Munro. Add these words to the vocabulary hoop or on the display.</p> <p>Explain that geographers look at different places and are interested in where places are and what can be found there. Explain the location- "Scotland is located in the northern part of the United Kingdom."</p> <p>Locate the capital city, Hadrians wall, the border between England and Scotland.</p> <p>Explain the customs (things that are done for many years)- wearing kilts, playing bagpipes.</p> <p>Explore more images of Scotland and discuss the thistle representation. Discuss Loch Ness monster being a myth. Show a map to explore the weather in Scotland being cooler because it is closer to the North Pole.</p> <p>Plenary- tell me something about Scotland.</p> | <p>What is the UK? What do you know about Scotland? Where is it? What does union mean?</p> <p>Children to explore atlases to find Scotland.</p> <p>Children to look at the land usage</p> <p>Can describe where you would find Scotland on a map of the UK? Can you describe the Scottish flag? What is the capital city of Scotland? Use atlases to support.</p> <p>Create a geographer's report about Scotland. You could follow this structure; Where is it?</p> | | |



Topic Driver – Geography -United Kingdom – Year 1 & 2

EAL SEN Ever 6 Summer Forces Looked after

| | | | | | |
|---|--|--|--|--|--|
| | | <p>Provision- Can you locate other towns or cities in Scotland? What else can you find out? Create a booklet about Scotland.</p> | <p>What does the flag look like? What might you see there? Scaffold as appropriate.</p> <p>Year 1- scaffolded sheet Year 2 WT scaffolded sheet Year 2 at- less scaffolded sheet Year 2 GD- just LF.</p> | | |
| 4 | I know Wales is one of the countries in the United Kingdom. | <p>Retrieval- Show maps of UK and of Scotland- what is the difference? Recap previous lesson.</p> <p>Show the flag of Wales and show Wales on the map.</p> <p>Vocabulary- Cardiff, summit and peak. Draw two mountains and identify the valley. Explain that like Scotland, Wales has lots of hills and mountains and in South Wales there is an area known as the valleys. Teach the word slope and use a hand signal.</p> <p>Locate Wales on a map. Discuss the capital city. Explain that Cardiff is on the coast (where the land meets the sea) and it is located on quite flat land.</p> <p>Show some images of the landscapes found in Wales. Draw contrasting pictures on the whiteboard to show showing a mountain and a valley scene.</p> <p>Discuss how fewer people live in the mountains in Wales and how building places for people to live is more straightforward on flat land.</p> <p>Show children the flag of Wales and explain that there are many stories of dragons throughout history, and we cannot be sure why the dragon was chosen for the Welsh flag. Many Welsh people today are proud of the red dragon as it symbolizes strength and courage.</p> <p>Explain that due to the location of Wales, the west coast receives a lot of rain as wet weather moves from the sea and reaches the land.</p> <p>Plenary- Discuss what we know about the countries of the UK. What might a geographer say about Wales?</p> | <p>What do we know about Scotland?</p> <p>What do you know about Wales?</p> <p>Share a relief map of Wales so children can see the hills and mountains.</p> <p>Talk- What can you tell me about Wales? What is the name of the capital city of Wales?</p> <p>Tell children that geographers are interested in the shape of land in different places around the world. Explain we are going to describe the land in Wales. Children can draw pictures or diagrams to show mountains and valleys. They can write a short description of the land in Wales.</p> <p>Year 1- draw pictures of things they will see in Wales. Year 2- Children to answer the question- What do you notice about the land use in Wales?</p> | | |
| 5 | I know Northern Ireland is one of the countries in the United Kingdom. | <p>Retrieval- Use Knowledge organiser to check prior knowledge. Can children define some of the key vocabulary? Can you point to countries on the map? What do we know about the UK? Recap North South, East and West.</p> | | | |



Topic Driver – Geography -United Kingdom – Year 1 & 2

EAL SEN Ever 6 Summer Forces Looked after

| | | | | | |
|---|---|--|---|--|--|
| | | <p>Recap vocabulary- Physical/ human feature knowledge. Rehearse Northern Ireland, Republic of Ireland, United Kingdom. Teach causeway (a road or path raised above the level of water) and column</p> <p>Explain that Ireland is an island. Show the spellings. Explain the difference. Explain that NI is part of the UK and the Republic of Ireland is a different country. They have different people in charge and different ways of running the country.</p> <p>Share pictures of Giant's Causeway (physical feature) Tell children that the interesting shape of the rocks is due to the surface of the earth cracking and lava leaking out, which geologists (scientists who study rocks) think happened around 60 million years ago. The rocks are shaped in columns—show them the shape and repeat the word 'column'. Many of the rocks are shaped as hexagons and look like people might have shaped them, but they were created by nature. Share a story about what people believed about the causeway.</p> <p>Plenary- what do we know about Northern Ireland.</p> | <p>Give children an atlas between pairs. Children to locate Belfast.</p> <p>Talk- describe a physical feature of Northern Ireland.</p> <p>Task- Label a map of the UK to show Northern Ireland. Label Belfast. Provide a small picture of Giant's Causeway to stick in books and children to write a short description of this physical feature.</p> <p>Year 1- Put an x where Northern Ireland is on the map. What does the picture show? What can they tell you about it? Can they write a word about it?</p> <p>Year 2- Label Northern Ireland on the map and write a sentence about the Giant's Causeway.</p> | | |
| 6 | I know that England is a country that we live in. | <p>Retrieval- Locate the UK, Scotland, Wales and Northern Ireland. Which country in the UK do we live in?</p> <p>Vocabulary- teach the word coast and explain the meaning- show on a map. Discuss coastlines. Introduce urban and rural areas.</p> <p>Explain that we are going to use more about England in this lesson. Introduce the cross of St George and identify it in the union Jack. Locate the school and Oakham on a map. Find out the county or borough. Look at the address and explain each part. Are we rural or urban?</p> <p>Locate London and look at images of famous buildings. Share pictures of a city and a countryside. Show a picture of a location with a beach, cliff and coastline- Blackpool, Dorset.</p> <p>Plenary- What can you tell me about England?</p> | <p>Talk- do all areas in England look the same. Use pictures to prompt discussion.</p> <p>Children to draw two contrasting sketches of locations in England. Provide images to support children. Model how to add labels to the sketches.</p> <p>Year 1- Draw a rural and urban part of the UK. (Rutland Water/ Leicester)</p> | | |



Topic Driver – Geography -United Kingdom – Year 1 & 2

EAL SEN Ever 6 Summer Forces Looked after

| | | | | | |
|--|---|---|--|--|--|
| | | Provision- building human features in London. Sketching buildings and creating a poster to explain everything you know about England. Research more about traditions/customs in England. | Year 2- Draw a rural and urban part of the UK and add labels. | | |
| | I know that London is the capital city of England. | <p>Retrieval- Blanked out sections of the knowledge organiser.</p> <p>Vocabulary- recap vocabulary especially urban and rural for today's lesson.</p> <p>Teach children about London using the PPT focusing on physical and human features.</p> <p>Read Katie in London book.</p> | <p>Task-</p> <p>Year 1- To explore pictures of different landmarks that they can see in some pictures. Take pictures. Challenge- write a sentence about what they may see in London.</p> <p>Year 2- Children to use the London landmark cards to find out the correct answers to the questions. (see picture below)</p> | | |
| | I understand that the United Kingdom is a union of four countries: England, Scotland, Northern Ireland and Wales. | <p>Retrieval- quiz</p> <p>Work with small groups to create a report about the UK.</p> | <p>Year 1- provide children with a map of the UK to label. The children could also be provided with the flags to put next to each country and could add some detail about each country.</p> <p>Year 2- Write a report about the UK. Give children scaffolds to support their writing. Children can use their books to check what they know about each country. They could write one or two sentences about each country of the UK depending on their writing stamina. Children could read their reports to another class. This task should give children an opportunity to show what they know and take pride in their growing geographical knowledge.</p> | | |

Name, locate and identify characteristics of the 4 countries and capital cities of the UK.

Use basic geographical vocabulary to refer to key physical features and key human features.

Use world maps, atlases and globes to identify the UK and its countries.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.

Use an assortment of sources to research topic: 'England'.

Contribute written information and images to large class collage poster: 'England'.



EAL SEN Ever 6 Summer Forces Looked after

Present their findings to their peers.

Learn about symbols of England: St George; flag; the rose; the 3 lions motif.

Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake.

Acquire a broad general knowledge of traditions and customs.

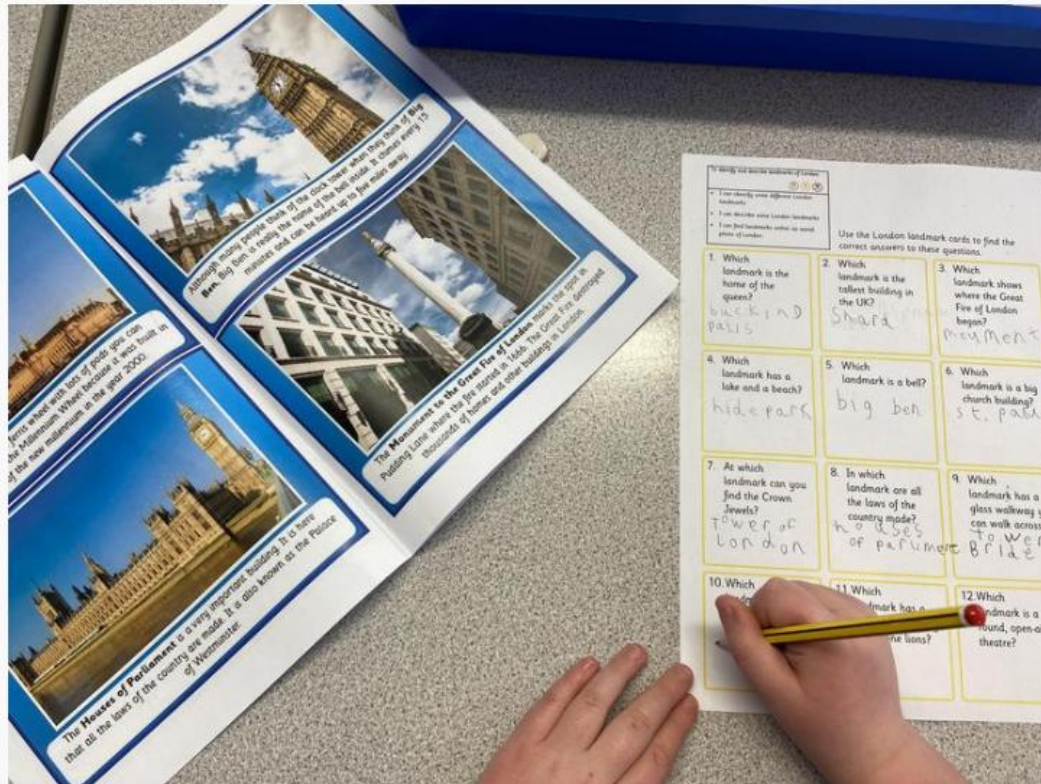
Consolidate their learning by participating in celebration of customs and traditional activities.

.England, Scotland, Wales, Northern Ireland, Physical, Human, locality,

Identify,

Buildings,

familiar



To know London on a map and describe its location.

72222

- I can know that London is the capital city of England and the UK.
- I know that London is in Europe.
- I can identify where London is on a world map.

Use the information on the maps and picture cards to answer the questions.

| Which country is London in? | Which continent is London in? |
|-----------------------------|-------------------------------|
| England | Europe |

London is a capital city. What does this mean?

It means that it's the most popular city in England

What are the other capital cities of the UK?

- Cardiff
- Edinburgh
- Belfast

Choose three words you could use to describe what London is like:

- busy
- big
- important

Choose three types of transport you can use in London to get from place to place.

- car
- bus
- train

| What else do you already know about London? | What else would you like to find out about London? |
|---|---|
| It's funny and important because the queen lives there. | Who lives there except my cousin's. How many shops are there? |

Leann