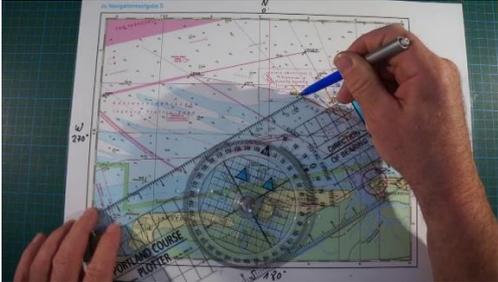


# Springdale First School



*Imagine, Believe, Achieve*

## Year 2 Geography How do the 4 countries of the UK compare?

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p><b>Understanding the world</b></p> <ul style="list-style-type: none"><li>-The name of where they live - Poole</li><li>-Poole is by the sea</li><li>-Comment on images of familiar situations in the past.</li><li>-Compare and contrast characters from stories, including figures from the past.</li><li>-What a map is and how it works</li></ul> <p><b>Year 1</b></p> <p>Human and physical features of Broadstone.</p> <p>Broadstone is their settlement.</p> <p>How to follow and create a map using a key.</p>	<p>Children to investigate the role of a Cartographer.</p>  <p>Research James Cook as a Cartographer (1728 – 1779). Make links with History knowledge.</p> 	<p>Settlement</p> <p>Human and physical characteristics</p> <p>Similarities and differences</p> <p>Ariel view</p> <p>Topographical features</p> <p>Equator</p> <p>North &amp; South Poles</p>

<p><b>Enquiry Question: What is the relation of the 4 countries of the UK?</b></p>	<p><b>Enquiry Question: What are the features of the capital cities?</b></p>	<p><b>Enquiry Question: How does the weather compare across the UK?</b></p>
<p><b>Concept: Location and place, Mapping</b></p>  	<p><b>Concept: Mapping</b></p> 	<p><b>Concept: Weather &amp; Climate</b></p> 
<p> Students will know the location of the 4 countries of the UK on a map. Students will know where the 4 countries <b>are in relation to each other</b> and where the capital cities are in <b>relation to each other</b>.</p> <p>Useful link for info: <a href="#">What is the UK? - BBC Bitesize</a></p> <p>Scotland: North of UK  England: South of UK  Wales: West of UK  Ireland: across the Irish Sea</p> <p><b>Recall and Retrieve: Name and Locate capital cities of the UK (Year 1 Autumn)</b></p> <p><b>Task:</b></p> <p><b>Practice:</b> Recall England, Northern Ireland, Scotland, Wales and their capital cities.</p> <p><b>Apply:</b> Using a blank map of the UK, children to draw boundaries between countries, label where the capital cities are and write sentences explaining their relation to each other</p> <p><b>Deepen:</b> Marvellous mistake “_____ says that Edinburgh is to the South of the UK. They think it is the capital city of England.” Explain why they are wrong.</p>	<p> Discuss the features of the capital cities: inland, near main roads, densely populated. Look at a population map of the UK to support understanding.</p> <p><b>Task:</b></p> <p><b>Practice/Apply:</b> Add to the map from last lesson describing the features of the capital cities. Describe the features of each country and capital city e.g. London is the capital city of England, it is inland because it is not located near any seas and densely populated</p> <ul style="list-style-type: none"> <li>• London: densely populated, in land, near main roads, in land</li> <li>• Edinburgh: North, densely populated, coastal</li> <li>• Cardiff: coastal, West</li> <li>• Belfast: across the Irish Sea, West</li> </ul> <p><b>Deepen:</b> How would you travel from one city to the other? Use a road map to evaluate the quickest route.</p>	<p> Students will know how seasonal and daily weather patterns compare in the UK (Spring, Summer, Autumn, Winter). Look at the weather in all 4 countries of the UK as well as coastal/inland areas too. They will know how weather in the local area compares to that in all 4 countries of the UK.</p> <p><b>Knowledge:</b> It is colder in Scotland because it is North and surrounded by the sea. England is typically warmer because it is southern and closer to the Equator.</p> <p><b>*Note: children don't need to have a deep knowledge of the Equator until Year 4.</b> It is windier near the coast because it is next to the sea/waves. In-land it is more still and usually warmer e.g. London. Discuss weather in Broadstone/Poole being a coastal location.</p> <p><b>Task:</b></p> <p><b>Practice:</b> Look at weather of the UK across the 4 seasons, discuss how the weather changes across the seasons as well as from one part of the UK to another.</p> <p><b>Apply:</b> Using the sentence stem “It is ___ in ___ because _____” to explain the weather in the different capital cities in comparison to Broadstone.</p> <p><b>Deepen:</b> Reasoning style question – ‘___ thinks that Scotland is the hottest country in the UK because it is the most southern which means it is nearer to the equator. Do you agree? Explain’</p>

Enquiry Question: What are the similarities and differences in culture in the UK?	Enquiry Question: What makes a tourist location?	Enquiry Question: What seas surround the UK?
<b>Concept: Human &amp; Physical – Culture</b> 	<b>Concept: Human &amp; Physical - Tourism</b> 	<b>Concept: Location &amp; Place</b> 
<p> Students will know that culture means the ideas, customs and social behaviour of a particular society. They will compare the similarities and differences in culture across the 4 countries of the UK.</p> <p><b>Cultural differences: language/ accents, food, music</b></p> <p><b>Language:</b> Wales has their own language (Welsh), Ireland and Scotland have very distinct accents.</p> <p><b>Music:</b> Scottish bagpipes, traditional Irish music involves a fiddle, a flute and a tin whistle, Welsh music often speaks Welsh (inc. national anthem)</p> <p><b>Traditional Food:</b> Scottish haggis, Welsh cakes, English breakfast, Irish</p> <p><b>Other areas to discuss:</b> Scottish kilts, Irish dancing (amongst many others)</p> <p><b>Task:</b></p> <p><b>Practice:</b> Write definition of culture</p> <p><b>Apply:</b> Use table to sort differences in culture across the 4 countries of the UK.</p> <p><b>Deepen:</b> Does this apply to <u>all</u> people in these countries/capital cities? Discuss what ‘stereotype’ means. Scribe ideas/main discussion points.</p>	<p> Children will know that tourism means when people go to visit somewhere away from home for fun. They will know what tourism is like in Broadstone/Poole and compare the similarities and differences to each capital city of the UK. They will understand and discuss why each place is a tourist attraction and what makes our local area special.</p> <p><b>What makes a tourist location: tourist attractions, museums, parks, restaurants, hotels, seasonal changes, beaches.</b></p> <p><b>Possible tourist attractions to look at:</b> Poole (tourist attractions mainly in summer months), London (tourist attraction all year round)</p> <p><b>Task:</b></p> <p><b>Practice:</b> Write definition of tourist attraction</p> <p><b>Apply:</b> Compare local area to capital cities exploring similarities and differences in tourism. (Poole/Cardiff, Broadstone/Edinburgh)</p> <p><b>Deepen:</b> If you could choose where to visit, where would you choose? Why? What are the pros/cons of travelling to each capital city (distance from us/cost)? Would you visit each capital city all year round? Why?</p>	<p> Look at a world map, recalling and retrieving where the UK is and identifying the 7 continents (Asia, Africa, North America, South America, Antarctica, Europe and Australia). <a href="#">Seven Continents Geography Song – YouTube Kids</a></p> <p>Identify and label the seas surrounding the UK: North Sea (West of Scotland and England), English Channel (Southern England), Atlantic Ocean (North), Irish Sea (East of Ireland, West of Wales).</p> <p><b>Practice:</b> Label map of UK with surrounding seas</p> <p><b>Apply:</b> In pairs, one partner chooses a sea and describes it using directional language and knowledge of the 4 countries. The other partner needs to use the clues to identify which sea it is.</p> <p><b>Deepen:</b> Make links back to lesson 2 relate to weather patterns by discussing the weather &amp; climate in coastal towns.</p>