



Context					
Unit	Countries of the UK				
Assessment	Can you label a map of the UK? What would you write in a postcard from a capital city?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The National Curriculum for KS1 states that pupils should name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should also use world maps, atlases and globes to identify the United Kingdom and its countries. This lesson builds on children’s learning from Year 1, Around the World, growing their understanding of the UK and its countries. The key knowledge concepts covered in this unit are settlements and population. Children will be introduced to different settlements found across the UK (villages, towns and cities) and the physical and human features that identify these features using aerial photographs - this serves as a precursor to Y3, Villages, Towns and Cities where this learning will be built upon. Children will have the opportunity to develop their map skills, locating capital cities on a map of the UK/using an atlas. Lesson 4 introduces pupils to geographical enquiry and simple data collection (an element of fieldwork). While reinforcing the UK’s capital cities and using numeracy skills, pupils will develop fluency using compass directions (north/south/east/west). Children will be encouraged to frequently make comparisons with locations across the UK and where they live, continuing to develop their knowledge about the relationship between the world, the United Kingdom and their locality and where people live, developing their awareness of population. In this unit, children will compare the population of the countries of the UK, in year 3, this learning will be built upon with children learning about population density and the impact of a growing population in urban areas. In the final assessment lesson, children will be able to choose a capital city from any of the 4 countries of the UK and demonstrate their knowledge of the characteristics and landmarks that identify that location.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Fieldwork: Collect and answer questions about data from the local area. Enquiry: Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features. Human & Physical: Identify similarities and differences of human and physical geography between the UK and the wider world Location & Place: Identify characteristics of the four countries and capital cities of the UK. Mapwork: Locate the world’s continents and oceans (using world maps, atlases and globes); Use the 4 compass points to describe the location of features on a map.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Border	Human features	Settlement	Town	England
	Population	Physical features	Hamlet	City	Wales
	Country	United Kingdom	Village	Northern Ireland	Scotland

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	What is the UK?	To compare the population of the countries of the UK	Location & Place Mapwork		My Local area in comparison to other parts of the UK	Maths: Pictograms to present information about land area and population
2	Where do people live in the UK?	To explore different settlements.	Enquiry Human & Physical			
3	What are the capital cities of the UK?	To name and locate capital cities of the UK and bodies of water on a map	Mapwork Location & Place			
4	Which UK countries have we visited?	To collect data to answer a question	Enquiry Fieldwork Mapwork			
5	What is it like in a capital city?	To compare West Drayton with a capital city in the UK	Location & Place	Diversity of people living within cities		
6	Can you label a map of the UK? What would you write in a postcard from a capital city?					

Enquiry Question	What is the UK?			
Learning Intention	To compare the population of the countries of the UK			
SOLO SC: Uni- Structural	I can name the countries of the UK			
SOLO SC: Multi- Structural	I can label the countries of the UK on a map			
SOLO SC: Relational	I can compare the population of the countries of the UK			
SOLO SC: Extended Abstract	I can compare the size and populations for the UK			
The lesson (How will children meet the LI?)	<p>CONCEPT - The key concept to focus on in this lesson is <u>population</u>. Children need to know that the United Kingdom is made up of 4 countries, the area and population of which varies. Children should be able to locate the 4 countries on a map and label them. Population is a key knowledge concept which is further developed throughout KS2, it is therefore crucial for children to have good knowledge of what population means and begin to compare how population varies from place to place.</p> <ul style="list-style-type: none"> - Introduce the knowledge organiser for this unit. - Introduce the key concepts for this unit. Do children know what a settlement is? What does the term population mean? How does this unit fit in with our geography journey so far? Introduced countries of UK in Seas and Coasts topic in Year 1. For Year 1, we learned about our local area last term. (this will be different in academic year 25/26) What connections can the children make with this content? Encourage discussion. - Lesson Plan - Children to label the map of the UK. Children should stick in a copy of the pictograms and write a sentence or two summarising the area / population of each country. 			
Key Vocabulary for the lesson	United Kingdom England Scotland	Wales Northern Ireland Border	Coastline Country Area (size of land)	Population Union Flag
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Slides Lesson Plan	Resource 1.1 Resource 1.2	

Enquiry Question	Where do people in the UK live?		
Learning Intention	To explore different settlements.		
SOLO SC: Uni- Structural	I can order settlements (village, town, city) based on size		
SOLO SC: Multi- Structural	I can describe the characteristics of villages, towns and cities.		
SOLO SC: Relational	I can describe human and physical features of villages, towns and cities.		
SOLO SC: Extended Abstract	I can justify why I would prefer to live in a village, town or city.		
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to be introduced to different <u>settlements</u>, e.g. villages, towns and cities, and have knowledge of the physical and human features that identify these. It is crucial children have the opportunity to use aerial photographs to see the characteristics of different settlements first hand.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz question (p.7/slide 3). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Lesson Plan 		
Key Vocabulary for the lesson	Settlements Hamlet Village	Town City Mega City	Capital City Physical Features Human Features
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	

Enquiry Question	What are the capital cities of the UK?				
Learning Intention	To name and locate capital cities of the UK and bodies of water on a map				
SOLO SC: Uni- Structural	I can name the capital city of each country in the UK				
SOLO SC: Multi- Structural	I can name the seas around the UK				
SOLO SC: Relational	I can name and locate capital cities of the UK and bodies of water on a map				
SOLO SC: Extended Abstract	I can identify the capital cities of other countries from around the world				
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to develop their map skills while at the same time reinforcing the names and locations of the capital cities of the UK's four countries.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz question (p.10/slide 3). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Lesson Plan 				
Key Vocabulary for the lesson	Capital City	Northern Ireland	Belfast	Atlantic Ocean	Irish Sea
	England	Scotland	Edinburgh	Celtic Sea	North Sea
	Wales	London	Cardiff	English Channel	
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	Resource 3.1		

Capital ct

Enquiry Question	Which UK countries have we visited?												
Learning Intention	To collect data to answer a question												
SOLO SC: Uni- Structural	I can use tallies to count information												
SOLO SC: Multi- Structural	I can collect data from my class												
SOLO SC: Relational	I can use evidence collected to answer an enquiry question												
SOLO SC: Extended Abstract	I can present evidence collected in a different way												
<p>The lesson (How will children meet the LI?)</p>	<p>In advance of the lesson, ask pupils to bring in a photo of themselves in any UK country (or countries) they have visited, or a picture of a location in the UK they would like to visit (only one photo per country).</p> <p>CONCEPTS: The aim of this lesson is to introduce children to geographical enquiry and simple data collection (an element of fieldwork). While reinforcing the UK's capital cities and using numeracy skills, pupils will develop fluency using compass directions (north/south/east/west).</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz question (p.13/slide 3). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Lesson Plan - <i>Children could be given the opportunity to collect further data about London, showing independence collecting tallies, recording and analysing data.</i> 												
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Lesson 5

Enquiry Question	What is it like in a capital city?												
Learning Intention	To compare West Drayton with a capital city in the UK												
SOLO SC: Uni- Structural	I can draw a city landscape and label the features												
SOLO SC: Multi- Structural	I can describe what it is like to be in a capital city using my five senses												
SOLO SC: Relational	I can evaluate the similarities and differences between a capital city and where I live												
SOLO SC: Extended Abstract	I can consider the advantages and disadvantages to living in a big city												
The lesson <small>(How will children meet the LI?)</small>	<p>CONCEPTS: The aim of this lesson is to build on pupils’ knowledge of the UK’s capital cities and develops their sense of place. Pupils will grow their knowledge of <u>settlements</u>, comparing cities and consider similarities and differences between capital cities and the place where they live.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz question (p.15/slide 3). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Lesson Plan - Two parts to the lesson - part 1 is research. Consider the most appropriate form of research for your class - books, internet, printed fact sheets, images etc. Part 2 is comparison 												
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Lesson 6

Assessment Think! Question	Can you label a map of the UK? What would you write in a postcard from a capital city?			
Tasks	<p>Children demonstrate their understanding of countries, capital cities and bodies of water by labelling a map of the UK independently.</p> <p>Imagine you have visited a capital city in the UK. Write a postcard to your family telling them all about it. (p.18,19,20 of Pupil Booklet)</p>			
Key Vocabulary for the lesson	Border City Country	Direction Distance Famous Buildings	Landmarks north/south east/west	Tourists Traffic Travel
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	Assessment Task Think! Question	