Geography Year 1 – Antarctica – Hot and Cold Areas (Spring 1 & 2)

Use more detailed lesson planning (in staff share folder) from HIAS alongside this document*

What do you want children to learn (link to NC)?

1. Name and locate Antarctica, Africa, Europe, Southern Ocean, Indian Ocean and Arctic Ocean.
2. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
3. Use basic geographical vocab to refer to key physical features, including beach, forest, ocean, vegetation, weather.
4. Use basic geographical vocab to refer to key human features, including farm, house, shop.
5. Use world maps, globes, atlases to identify continents and oceans.
6. Use simple compass points to describe the location of features on a map, globe & atlas.
7. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
8. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

What key questions will you ask?

1. Where are the hot and cold areas of our school?
2. Where are the hot and cold areas of the world?
3. What is it like in the Antarctic?
4. What is it like in a hot area of the world?
5. What is it like in the Arctic?
6. Is everywhere in the world hot?

Key Vocabulary;

World, continent, (Europe, Africa, Antarctica) land, sea, ocean, (Oceans; - Indian, Arctic, Southern), North Pole, South Pole, equator, country, climate, temperature, rainfall, weather, desert (hot & cold), beach, forest, vegetation, farm, house, shop.

What are the learning outcomes/Assessment opportunities;

~to identify the hot and cold areas of the world and begin to understand the relationship between the position of these places on the globe and their climate.

~to create a 'mirror' page to compare hot and cold places. Annotate pictures to show what they know about hot and cold places and why the whole world isn't hot.

GDS/Challenge;

~ Consider the UK. Is this a hot or cold place? Why? Justify your reasons! How does it compare to the hot and cold places you have studied?