

# The Four Seasons : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out how the seasons are linked with the months of the year.	Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	<ul style="list-style-type: none"> <li>Do children know that weather patterns change throughout the year?</li> <li>Do children know that there are four seasons in a year?</li> <li>Can children name the months of each season?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Season Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what the weather is like in spring.	Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.	<ul style="list-style-type: none"> <li>Do children know when spring is?</li> <li>Can children describe what the weather is like in spring?</li> <li>Do children know that spring is a time of new life for plants and animals?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Spring Weather Dice A/B/C</li> <li>Picture Cards (FSD? activity only)</li> <li>Worksheet 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out what the weather is like in summer.	Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	<ul style="list-style-type: none"> <li>Do children know when summer is?</li> <li>Can children describe what the weather is like in summer?</li> <li>Can children identify appropriate clothing and activities for the summer?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E/3F</li> <li>Summer Postcards</li> <li>Word Cards (FSD? activity only)</li> <li>Dictionaries/thesauruses (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out what the weather is like in autumn.	Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.	<ul style="list-style-type: none"> <li>Do children know when autumn is?</li> <li>Can children describe what the weather in autumn is like?</li> <li>Can children use appropriate vocabulary to describe autumn?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Cards</li> <li>Leaf Templates (FSD? activity only)</li> <li>Red, yellow, orange and gold paper - optional (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out what the weather is like in winter.	Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	<ul style="list-style-type: none"> <li>Do children know when winter is?</li> <li>Can children describe what the weather is like in winter?</li> <li>Do children understand how weather can affect human activities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Winter Wordsearch sheet</li> <li>Art materials (FSD? activity only)</li> <li>Winter Words (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To review knowledge and compare the four seasons.	Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	<ul style="list-style-type: none"> <li>Can children name the four seasons?</li> <li>Can children identify the different characteristics of each season in terms of weather?</li> <li>Can children express their knowledge of seasons in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Seasons Booklet Template</li> <li>Sentence Cards</li> <li>Season Wheel Templates (FSD? activity only)</li> <li>Season Wheel Covers (FSD? activity only)</li> <li>Split pins (FSD? activity only)</li> <li>Season Cards</li> </ul>

# Around the World : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Europe on a world map and identify some of its countries and features.	Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<ul style="list-style-type: none"> <li>Do children know that the world is split into seven continents?</li> <li>Can children locate Europe on a world map?</li> <li>Can children describe some of the geographical features and characteristics of France?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Travel Map sheet</li> </ul>
<b>Lesson 2</b>	To be able to locate Asia on a world map and explore the features and characteristics of China.	Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	<ul style="list-style-type: none"> <li>Can children locate Asia on a world map?</li> <li>Can children identify China on a world map?</li> <li>Can children identify and describe some of the features and characteristics of China?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Sheet (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> <li>Dragon Template sheets (FSD? activity only)</li> <li>Card, sticks, materials for decoration (FSD? activity only)</li> <li>Travel Map sheet from lesson 1</li> </ul>
<b>Lesson 3</b>	To be able to locate Australia on a world map and identify some of its features and characteristics.	Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	<ul style="list-style-type: none"> <li>Can children locate Australia on a world map?</li> <li>Do children know that Australia is a country and a continent?</li> <li>Can children identify and describe some of the features and characteristics of Australia?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Memory Game Cards (FSD? activity only)</li> <li>Travel Map sheets from lesson 1</li> </ul>
<b>Lesson 4</b>	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<ul style="list-style-type: none"> <li>Can children locate Africa on a world map?</li> <li>Can children identify Kenya on a world map?</li> <li>Can children identify and describe some of the features and characteristics of Kenya?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Animal Cards</li> <li>Binoculars (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to identify North America on a world map and explore the characteristics and features of the USA.	Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	<ul style="list-style-type: none"> <li>Can children locate North America on a world map?</li> <li>Can children locate the United States of America on a world map?</li> <li>Can children identify and describe some of the features and characteristics of the USA?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Diary Sheet</li> <li>Help Sheet (FSD? activity only)</li> <li>Pinwheel Templates (FSD? activity only)</li> <li>Sticks, pipe cleaners, beads, colouring pens or pencils, scissors, hole punch, glue or stapler. (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to locate South America on a world map and explore the features and characteristics of Brazil.	Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	<ul style="list-style-type: none"> <li>Can children locate South America on a world map?</li> <li>Can children locate Brazil on a world map?</li> <li>Can children identify and describe some of the features and characteristics of Brazil?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Question Cards</li> <li>Picture Cards</li> <li>Information Sheet</li> <li>Mask Template (FSD? activity only)</li> <li>Elastic or art straws (FSD? activity only)</li> <li>Craft materials, e.g. paints, sequins, features, card, tissue paper, etc. (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.	<ul style="list-style-type: none"> <li>Can children locate Antarctica on a world map?</li> <li>Can children identify some of the characteristics and features of Antarctica?</li> <li>Can children locate the seven continents of the world on a map and identify a country in each one?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>World Map A/B (FSD? activity only)</li> </ul>

# Where do I live? : Geography : Year1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	<ul style="list-style-type: none"> <li>Do children know what a continent is?</li> <li>Can children name and locate the seven continents?</li> <li>Can children identify the UK on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>World Jigsaw</li> <li>World Map sheet</li> <li>Wheel Templates (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify the countries and capital cities of the UK.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.	<ul style="list-style-type: none"> <li>Do children know that the United Kingdom is made up of different countries?</li> <li>Can children name the countries and capital cities of the UK?</li> <li>Can children identify the national flags of each of the countries of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Information Sheet</li> <li>Game Cards</li> <li>Flag Templates (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to identify features and characteristics of the countries of the UK.	Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.	<ul style="list-style-type: none"> <li>Can children name the four countries of the UK?</li> <li>Can children name the capital cities of the UK?</li> <li>Can children identify some features and characteristics of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Fact Cards</li> <li>Picture Cards (FSD? activity only)</li> <li>Word Mat (FSD? activity)</li> </ul>
<b>Lesson 4</b>	To explore the town we live in.	Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	<ul style="list-style-type: none"> <li>Do children know the difference between a village, town and city?</li> <li>Can children locate their local area on a map of the UK?</li> <li>Can children use a variety of sources, including maps, to help them explore the local area?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Photos of local area</li> <li>Access to internet</li> </ul>
<b>Lesson 5</b>	To be able to describe where you live.	Children will consolidate their understanding of where they live and extend this to thinking about the road and house they live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.	<ul style="list-style-type: none"> <li>Do children know what addresses are used for?</li> <li>Can children write their own address?</li> <li>Can children describe where they live?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Envelopes and stamps (FSD? activity only)</li> <li>Address Guide (FSD? activity only)</li> </ul>

# Our European Neighbours : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Europe on a world map and find out about its features.	Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps.	<ul style="list-style-type: none"> <li>Can children locate Europe on a world map?</li> <li>Do children know that the UK is a country in Europe?</li> <li>Can children describe some of the geographical features of Europe?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Books, atlases, access to internet, etc.</li> <li>Fact File sheet (FSD? activity only)</li> <li>Fact Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify and locate countries in Europe.	Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries.	<ul style="list-style-type: none"> <li>Can children locate Europe on a world map?</li> <li>Can children identify European countries?</li> <li>Can children use a map to identify European countries?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Maps/atlasses</li> <li>Country Labels (FSD? activity only)</li> <li>European Map sheet (FSD? activity only)</li> <li>Large sheets of paper</li> <li>String/ribbon (optional - FSD? activity)</li> </ul>
<b>Lesson 3</b>	To be able to identify European countries according to their features.	Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match countries to their flags.	<ul style="list-style-type: none"> <li>Can children match European flags to their countries?</li> <li>Do children know that there are a variety of currencies in Europe, including the euro?</li> <li>Can children describe ways in which European countries are different from each other?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet</li> <li>Books, access to internet, etc.</li> <li>European Flags sheet (FSD? activity only)</li> <li>Flag Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to identify the major capital cities of Europe.	Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.	<ul style="list-style-type: none"> <li>Can children describe what a capital city is?</li> <li>Can children identify the capital cities of some European countries?</li> <li>Can children locate European capital cities on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Quiz Template (FSD? activity only)</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to compare two European capital cities.	Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves.	<ul style="list-style-type: none"> <li>Can children identify landmarks belonging to different European cities?</li> <li>Can children use a variety of sources to find out about the geographical features of cities?</li> <li>Can children compare and contrast two different European cities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Description Cards</li> <li>City Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about the human and physical features of a European country.	Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways.	<ul style="list-style-type: none"> <li>Do children understand the difference between human and physical geography?</li> <li>Can children use a variety of sources of information to find out about a particular country?</li> <li>Can children present the information they have found out appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Books, maps, atlases, access to internet, etc.</li> <li>Country Cards (FSD? activity only)</li> <li>Challenge Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Investigating India : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore India and where it is in the world.	Children will locate India on a world map and identify some of its surrounding countries. They will find out some facts about India, such as population and capital city, before exploring the climate of India. They will identify the different climate regions and describe some of the features of these climates.	<ul style="list-style-type: none"> <li>Can children locate countries on a world map?</li> <li>Do children understand countries have different climate regions?</li> <li>Can children create a climate region map and describe the weather?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Climate Zone Cards</li> <li>India Climate Regions Map</li> <li>Monsoon Information Sheet (for FSD? activity only)</li> <li>Monsoons in India Poster (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the mountain ranges found in India.	Children will investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary.	<ul style="list-style-type: none"> <li>Can children read information and use it to answer questions?</li> <li>Can children explain how mountains are formed?</li> <li>Do children understand that all mountain ranges have different features and formations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mountains of India Image Cards</li> <li>Worksheet 2A/2B/2C</li> <li>David's Mount Everest Trek (for FSD? activity only)</li> <li>Cartoon Template (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore some of the major rivers in India.	Children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features.	<ul style="list-style-type: none"> <li>Can children name some major rivers in India?</li> <li>Do children understand what rivers do?</li> <li>Can children explain how rivers are used by people and how they can harm people?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Ganges River Images</li> <li>Narmada River Images</li> <li>Discussion Questions 3A/3B/3C</li> <li>Maharashtra Flood Story (for FSD? activity only)</li> <li>Flood Images (for FSD? activity only)</li> <li>Question Wheel (for FSD? activity only)</li> <li>Question Wheel Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the human and physical features of cities in India.	Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features.	<ul style="list-style-type: none"> <li>Do children understand that major cities have a range of human and physical features?</li> <li>Can children identify some important buildings in the cities of India?</li> <li>Can children explain the physical environments of different cities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>New Delhi, Mumbai and Kolkata Aerial Photo Sheets</li> <li>Worksheet 4A/4B/4C</li> <li>Google Maps Challenge (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore India's culture and its influence on other countries.	Children will explore various aspects of Indian culture, including clothing, religion, food and architecture. They will consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.	<ul style="list-style-type: none"> <li>Can children explain where Indian cultures are around the world?</li> <li>Do children understand that culture is an important part of a country?</li> <li>Can children explain some aspects of the Indian culture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Culture Fact Cards</li> <li>Books about India</li> <li>Questionnaire Template (for FSD? activity only)</li> <li>Indian guest speaker (for FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to compare India to the United Kingdom.	Children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.	<ul style="list-style-type: none"> <li>Can children compare two areas of the world?</li> <li>Can children use direct facts to record similarities and differences of two places?</li> <li>Do children know that different places around the world offer different experiences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Match-up Cards</li> <li>Destinations in the United Kingdom (for FSD? activity only)</li> <li>Destinations in India (for FSD? activity only)</li> <li>Tourist Question Sheet (for FSD? activity only)</li> <li>Travel Agent Sheet (for FSD? activity only)</li> </ul>

# Volcanoes : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	Volcanoes: Show what you know	Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator. They will then use a variety of information sources to find out further facts about particular volcanoes.	<ul style="list-style-type: none"> <li>Can children recognise what a volcano is?</li> <li>Can children explain where some famous volcanoes are in the world?</li> <li>Can children read and interpret a range of information types (tables, maps, written)?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Famous Volcano Fact Cards</li> <li>World Map (for FSD? activity only)</li> <li>Map Challenge (for FSD? activity only)</li> <li>Computers, atlases and books</li> </ul>
<b>Lesson 2</b>	To explore what happens when a volcano erupts.	Children will look at photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will have the chance to explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	<ul style="list-style-type: none"> <li>Can children explain and describe what happens when a volcano erupts?</li> <li>Can children explain why a volcano erupts?</li> <li>Do children understand that volcanic eruptions impact the surrounding areas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Personal Volcano Report</li> <li>Worksheet 2A/2B/2C</li> <li>Teacher Help Notes (for FSD? activity only)</li> <li>Survival Poster Template (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the features of volcanoes.	Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. They will also find out the difference between an extinct, active and dormant volcano and will be able to explain this to others.	<ul style="list-style-type: none"> <li>Do children understand the parts of a volcano?</li> <li>Can children explain the three main types of volcanoes?</li> <li>Can children understand and interpret cross-section diagrams of volcanoes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Volcano Top Trump Cards (for FSD? activity only)</li> <li>Volcano Top Trumps Instruction Card (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand what tectonic plates are and what the 'ring of fire' is.	Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other natural disasters. They will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines.	<ul style="list-style-type: none"> <li>Do children understand the world's countries sit on large tectonic plates?</li> <li>Can children name the tectonic plates and countries that lie on them?</li> <li>Do children understand there are three types of plate boundaries?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Atlases, globes and computers</li> <li>Oreo Biscuits (for FSD? activity only)</li> <li>Tectonic Plate Diagrams (for FSD? activity only)</li> <li>Tectonic Plate Poster (for FSD? activity only)</li> <li>Tectonic Plate Map (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore life in volcanic areas.	Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. They will also find out about some of the different species of flora and fauna that live in volcanic areas.	<ul style="list-style-type: none"> <li>Can children explain why some people and animals live near volcanoes?</li> <li>Do children understand that not all volcanic regions are hostile?</li> <li>Can children explain how people, plants and animals adapt to a volcanic environment?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Captions 5A</li> <li>Volcanic Animals (for FSD? activity only)</li> <li>Volcanic Plants (for FSD? activity only)</li> <li>Animal Booklet Template (for FSD? activity only)</li> <li>Plant Booklet Template (for FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To compare a volcanic area to a non-volcanic area.	Children will consider ways in which life in a volcanic area is similar to or different from life in a non-volcanic area. Using photos as a stimulus, your class will compare Hawaii with the area they live in, noticing similarities and differences in geographical features and lifestyles.	<ul style="list-style-type: none"> <li>Do children understand the similarities and differences between a volcanic area and a non-volcanic area?</li> <li>Can children explain how their life differs to others?</li> <li>Do children understand why people choose to settle in certain areas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Comparison Cards</li> <li>Challenge Cards 6A/6B/6C</li> <li>Volcanic Settlement Images (for FSD? activity only)</li> <li>Comparison Poster (for FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to show what you have learnt about volcanoes.	Children will recap everything they have learnt about volcanoes. They will then choose a particular volcano to research in more detail, presenting the information in the way they feel is most appropriate. There is also the chance to build a model volcano and make it erupt.	<ul style="list-style-type: none"> <li>Can children use research skills to find information?</li> <li>Can children plan and present a presentation on a chosen volcano?</li> <li>Do children know how to work in small groups?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Famous Volcano Images</li> <li>Project Instructions</li> <li>Worksheet 7A/7B/7C</li> <li>Volcano Model Instructions (for FSD? activity only)</li> <li>Volcano Model Examples (for FSD? activity only)</li> <li>Craft materials (for FSD? activity only)</li> <li>Large plastic container/cup (for FSD? activity only)</li> </ul>

# Countries of the World : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify the continents of the world.	Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.	<ul style="list-style-type: none"> <li>Do children know what a continent is?</li> <li>Can children name each of the 7 continents?</li> <li>Can children locate the 7 continents on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E</li> <li>Information Sheet (FSD? activity only)</li> <li>Continents Flags sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to locate countries on a world map.	Children will recap the location of the seven continents of the world before defining what the difference between a country and a continent is. They will then use a world map to locate countries in different continents around the world.	<ul style="list-style-type: none"> <li>Can children locate the 7 continents on a map?</li> <li>Can children use a map to locate different countries around the world?</li> <li>Can children state which continent a particular country is in?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>World Map sheet</li> <li>Continents Map sheet</li> <li>Riddle Cards (FSD? activity only)</li> <li>Countries Cards (FSD? activity only)</li> <li>Continent Cards</li> </ul>
<b>Lesson 3</b>	To find out about some of the key geographical features of each continent.	Children will discover the tallest mountain and longest river in each of the seven continents. They will also find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in.	<ul style="list-style-type: none"> <li>Can children identify and name some of the highest mountains in different continents?</li> <li>Can children identify and name some of the longest rivers in different continents?</li> <li>Can children use a variety of sources to find out about key geographical features of the 7 continents?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards</li> <li>Information Book Template</li> <li>Information Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to locate major capital cities of the world.	Children will understand what a capital city is. They will then name and locate some of the major capital cities in the world across the continents. They can also find out some information about some of the cities they have identified.	<ul style="list-style-type: none"> <li>Do children know what a capital city is?</li> <li>Can children use maps to locate capital cities?</li> <li>Can children use a variety of sources to find out about geographical features of a particular capital city?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to use a variety of sources to identify human and physical features in a particular country.	Children will find out the difference between human and physical geography. They will be given some information about different countries around the world before being challenged to carry out their own research into a particular country.	<ul style="list-style-type: none"> <li>Do children understand the difference between human and physical geography?</li> <li>Can children use appropriate sources of information to find out about a particular country?</li> <li>Can children locate countries, continents and cities on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Country Cards</li> </ul>
<b>Lesson 6</b>	To be able to find similarities and differences between different countries.	Children will identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features.	<ul style="list-style-type: none"> <li>Can children identify similarities between different countries?</li> <li>Can children identify differences between countries?</li> <li>Do children understand that all countries have different features and characteristics?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Country Profile Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Water World : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore water on our planet.	Children will identify different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glaciers. They will find out how much of the water on the planet is usable by humans and that water is either salt or fresh water.	<ul style="list-style-type: none"> <li>Do children understand water can be found in different forms around the world?</li> <li>Can children explain where water is found on our planet?</li> <li>Can children explain the different bodies of water found on earth?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Internet, books and atlases</li> <li>Worksheet 1A/1B/1C</li> <li>White paper for palm cards</li> <li>Water Fact Quiz Questions (for FSD? activity only)</li> <li>Water Fact Quiz Answer Sheet (for FSD? activity only)</li> <li>Bonus Question (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To understand and explain the water cycle.	Children will find out how the water cycle and its various processes work. They will use specific vocabulary to describe the how the water cycle works and start to understand the importance of the water cycle for our planet.	<ul style="list-style-type: none"> <li>Do children understand why the water cycle is an important process on our planet?</li> <li>Do children understand the steps involved in the water cycle?</li> <li>Can children explain the water cycle in their own words?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Water Cycle Explanation 2A/2B/2C</li> <li>Explanation Poster</li> <li>Water Cycle Fact Sheet</li> <li>Water Cycle Poster Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore why we need water and how we use it.	Children will consider all the ways in which households in the UK use water. They will think about how much water they use on a daily and weekly basis, and find out how it gets to their taps through the water treatment process. They will start to consider the importance of water conservation.	<ul style="list-style-type: none"> <li>Do children know how water gets to their homes?</li> <li>Can children explain how and why they use water?</li> <li>Do children understand what water conservation is and why it is important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Water Usage Fact Sheet</li> <li>Water Usage Questionnaire (for FSD? activity only)</li> <li>Water Usage Table (for FSD? activity only)</li> <li>Challenge Cards (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To compare the difference in water availability and usage in the UK and Kenya.	Children will find out about water-scarce countries, using Kenya as an example. They will compare pie charts showing water usage in Kenya and the UK, and start to understand how limited access to water affects lives.	<ul style="list-style-type: none"> <li>Can children compare water use and availability in two countries?</li> <li>Do children understand water access around the world differs?</li> <li>Do children understand limited access to water causes huge problems in communities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Water in Kenya and the UK Fact Sheet</li> <li>Worksheet 4A/4B</li> <li>Water Quality Map (for FSD? activity only)</li> <li>Water Quality Chart (for FSD? activity only)</li> <li>Atlas, internet access and books (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore how water can be used for power to contribute to a sustainable future.	Children will start to understand the idea of a sustainable future and look at the role water can play in this. They will find out about hydroelectricity and how water can be harnessed to produce power. They will discuss the pros and cons of hydroelectricity.	<ul style="list-style-type: none"> <li>Do children understand what a sustainable future is?</li> <li>Can children explain how water contributes to a sustainable future?</li> <li>Can children describe what hydropower is and how it can benefit and be detrimental to the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Hydroelectric Dam Fact Cards</li> <li>Task Card 5A/5B/5C</li> <li>Access to the internet</li> <li>Blank World Map</li> <li>Hydropower Pros and Cons Sheet (for FSD? activity only)</li> <li>For and Against Cards</li> </ul>
<b>Lesson 6</b>	To investigate and explore a local body of water.	Children will identify bodies of water in their local area. They will plan and arrange a field trip to one of these bodies and find out about the biological, chemical, physical and geographical tests they can undertake, considering what they can learn from each test. Alternatively, they can find out about the water quality of the River Thames.	<ul style="list-style-type: none"> <li>Can children observe and record information they see?</li> <li>Can children answer questions about the quality of water?</li> <li>Do children understand that not all water is safe to drink?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Water Investigation Sheet A/B/C/D</li> <li>Challenge Card</li> <li>Thames Water Quality Fact Sheet (for FSD? activity only)</li> </ul>

# Extreme Earth : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the Earth's climate and areas of extreme temperatures.	Children will identify different climate zones around the world and look at how climates change around the poles and the equator. They will identify countries in the world that have extreme weather conditions, including temperature and precipitation.	<ul style="list-style-type: none"> <li>Do children know that places in the world near the equator are generally hot?</li> <li>Do children know that the coldest places in the world are by the poles?</li> <li>Can children describe how climates and weather conditions vary around the world?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Cards</li> <li>Atlases/access to internet</li> <li>Information Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the water cycle and the distribution of water across the world.	Children will learn about the water cycle and how water moves around the planet. They will explore why droughts occur and what effects droughts can have on a local and global scale.	<ul style="list-style-type: none"> <li>Do children know that all the water in the world moves in a continuous cycle?</li> <li>Can children describe the different stages of the water cycle?</li> <li>Can children describe what a drought is and how they are caused?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Information Sheet (FSD? activity only)</li> <li>Books/access to internet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about extreme weather conditions across the world.	Children will identify examples of extreme weather conditions around the world, including lightning, floods, typhoons, hurricanes, blizzards and hail storms. They will define each of these occurrences and think about the effects these can have on people and landscapes.	<ul style="list-style-type: none"> <li>Can children identify and name examples of extreme weather?</li> <li>Can children explain why some of these examples of extreme weather occur?</li> <li>Can children communicate their knowledge of extreme weather in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about earthquakes and what causes them.	Children will learn about tectonic plates and how the movement of these can cause earthquakes. They will identify areas around the world that are more susceptible to earthquakes and understand the reasons for this. They will explore the effects on earthquakes on people and landscapes.	<ul style="list-style-type: none"> <li>Do children know what causes earthquakes?</li> <li>Do children know that some places in the world are more prone to earthquakes than others?</li> <li>Can children use maps to identify areas that are prone to earthquakes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Earthquake Cards A/B</li> <li>Earthquake Zone Map</li> <li>Plate Tectonics Map</li> <li>Challenge Cards (FSD? activity only)</li> <li>Extreme Earthquakes sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about tsunamis and how they are caused.	Children will learn what a tsunami is, as well as why and how they occur. They will study pictures of the effects of various tsunamis on people and landscapes, and think about how they can describe the devastation they cause.	<ul style="list-style-type: none"> <li>Do children know that a tsunami is caused by movement of tectonic plates?</li> <li>Can children describe the effects of a tsunami?</li> <li>Can children identify areas of high risk on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Sentence Cards</li> </ul>
<b>Lesson 6</b>	To find out what volcanoes are and how they are formed.	Children will identify the difference between a volcano and a mountain before looking at how volcanoes are formed and what happens when they erupt. They will find out the difference between active, dormant and extinct volcanoes.	<ul style="list-style-type: none"> <li>Do children know why volcanoes erupt?</li> <li>Can children convey their knowledge of volcanoes in a variety of ways?</li> <li>Can children describe volcanoes using geographical and descriptive language?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Cards</li> <li>Volcano Acrostic sheet</li> <li>Help Sheet (FSD? activity only)</li> <li>Materials as listed on Help Sheet (FSD? activity only)</li> </ul>

# Our Local Area : Geography : Year 6

	Learning Objective	General Information	Resources
<b>Lesson 1: Economic activity</b>	To explore economic activity as part of a local area study.	This lesson focuses on the human geography of economics. The pack contains information about the UK's 2012 imports and exports as well as natural resources found in England. To prepare for the lesson you will need to ensure you are aware of examples of products that are found or built near your school, for example, mining, farming, factories etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Import/Export sheet</li> <li>• Import/Export question sheet</li> <li>• Site visit sheet</li> </ul> <ul style="list-style-type: none"> <li>• UK industries sheet</li> <li>• Digital camera</li> </ul>
<b>Lesson 2: Land use</b>	To explore land use as part of a local area study.	This lesson focuses on the human geography of land use. To prepare for the lesson you will need to ensure you are aware of examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Information sheet</li> <li>• Report sheet</li> <li>• Proposal sheet</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheet</li> <li>• Map of the area around your school</li> <li>• Digital camera</li> </ul>
<b>Lesson 3: Settlements</b>	To explore settlements as part of a local area study.	This lesson focuses on the human geography of settlements. To prepare for the lesson you will need to ensure you are aware of the original function and the current function of the settlement your school is in, for example, port, market town etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Types of settlement sheet</li> <li>• Question sheet</li> <li>• Information sheet</li> </ul> <ul style="list-style-type: none"> <li>• Access to internet</li> <li>• Site visit sheet</li> <li>• Map sheet</li> <li>• Digital camera</li> <li>• Scrap/art materials for building a settlement model</li> </ul>
<b>Lesson 4: Climate zones</b>	To explore climate zones as part of a local area study.	This lesson focuses on the physical geography of climate zones. To prepare for the lesson you will need to research and print the average temperature and rainfall in your school's local area or ensure your class have access to the internet to explore the Met Office website. If your class will be researching using the internet they will need to know the area the school is in.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Average climate sheet</li> <li>• Local climate sheet</li> </ul> <ul style="list-style-type: none"> <li>• Weather sheet</li> </ul>
<b>Lesson 5: Rivers</b>	To explore rivers as part of a local area study.	This lesson focuses on the physical geography of rivers. To prepare for the lesson you will need to ensure you are aware which major river is closest to your school and that you know the OS grid reference of the location of your school. If your school is closest to a tributary or a river not included on the Information Sheet you may wish to gather the relevant information for it.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Question sheet</li> <li>• Information sheets</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheets</li> <li>• Digital camera</li> </ul>
<b>Lesson 6: Upland areas</b>	To explore mountains and hills as part of a local area study.	This lesson focuses on the physical geography of upland areas. To prepare for the lesson you will need to ensure you are aware of the height of the land your school is on and that you know the OS grid reference of the location of your school.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Question sheets</li> <li>• Information sheets</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheets</li> <li>• Digital camera</li> </ul>

Please note that these lessons are structured differently to most PlanBee lessons: This Complete Series includes three Human geography packs and three Physical geography packs. These each include a plan with suggested teaching inputs, activity ideas and links to useful resources, a slideshow presentation\*, and a range of worksheets and other printable materials. These may be used in any combination to support your planning and teaching of a local area study, depending upon the geography of your local area.

**\*The slideshow presentations included with lessons 1–3 are identical, as are those included with lessons 4–6.**

# South America : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the location and countries of South America.	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	<ul style="list-style-type: none"> <li>Can children locate the continent of South America on a world map?</li> <li>Can children name the countries of South America?</li> <li>Can children identify the countries of South America on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Atlases</li> <li>South America Map (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the climate in South America.	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	<ul style="list-style-type: none"> <li>Do children know that different parts of the world have different climates?</li> <li>Can children name and locate some of the different climates in South America?</li> <li>Can children describe some of the different climates in South America?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>South America Climate Map</li> <li>Climate Zone Map</li> <li>World Map</li> <li>Secondary information sources (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the major mountain ranges of South America.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	<ul style="list-style-type: none"> <li>Do children know that the Andes run the length of South America?</li> <li>Do children know how the Andes were formed?</li> <li>Do children know some of the ways in which the Andes are used?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards</li> <li>3D Mountain Template (FSD? activity only)</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the human geography of South America.	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.	<ul style="list-style-type: none"> <li>Can children describe the difference between human and physical geography?</li> <li>Can children describe some aspects of the human geography of South America?</li> <li>Can children present their findings in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Fact Cards A/B/C</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about trade and industry in South America.	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<ul style="list-style-type: none"> <li>Do children know what world trade is?</li> <li>Can children name some of the biggest exports of South America?</li> <li>Can children identify some of the main industries in various South American countries?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 5A/5B/5C/5D</li> </ul>
<b>Lesson 6</b>	To be able to carry out an in-depth study of a South American country.	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	<ul style="list-style-type: none"> <li>Can children use a variety of sources of information to find out about a specific South American country?</li> <li>Can children select appropriate facts, figures and images to include in their work?</li> <li>Can children present geographical information in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A</li> <li>Information Book Template</li> <li>Variety of secondary sources of information</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To compare an area of South America with the UK.	Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.	<ul style="list-style-type: none"> <li>Can children name a key difference or similarity between the UK and a region of South America's human geography?</li> <li>Can children name a key difference or similarity between the UK and a region of South America's physical geography?</li> <li>Can children provide a feasible explanation of one of these similarities or differences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheets 7A</li> <li>Maps 7A</li> <li>Fact Cards 7A</li> <li>Worksheet 7A/7B</li> <li>Worksheet 7C (FSD? activity only)</li> <li>Internet access/atlas (FSD? activity only)</li> </ul>