

PLACE KNOWLEDGE KS1 - ISLANDS PLANNING

Class:

Term:

Subject: Geography

Topic: Islands

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: using contents and index pages, extracting information from texts, new vocabulary and giving and listening to presentations</p> <p>Maths: compass points, positional language, comparative language and Venn diagrams</p> <p>ICT: researching islands and creating presentations on them, copying, cutting and pasting</p> <p>Science: how islands are formed</p> <p>History: history of some islands</p> <p>PSHCE: cultural differences between people in different locations</p>

2014 curriculum objectives covered:

Locational knowledge

- name and locate the world's seven continents and five oceans

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, season and weather
 - key human features, including: village, farm, house, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- 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

W	LO	Activities	Resources	Success Criteria
1a	Formative assessment exercise (10 mins)	Children complete a mind map to show what they already know about	Mind map frame	Complete a mind map
1b	To understand what an island is To know more about islands (40 mins)	<p>Intro:</p> <p>Ask the children to describe what an island is Explain that an island is an area of land that is surrounded by water Ask the children if they know the names of any islands</p> <p>Explain that we are going to be learning more about islands in this term Read the information text about islands, expanding where necessary and explaining any difficult concepts or vocabulary</p> <p>Main:</p> <p>Children to use the information text on Islands to answer questions Lower ability to be given a writing frame; higher ability to write in full sentences independently</p> <p>Extension: Children to look in books and / or at https://kids.britannica.com/kids/article/island/346147 or to find out additional information about islands</p> <p>Plenary:</p> <p>Go through correct answers for independent work, clarifying any points that children found difficult to understand Ask children who got on to the extension to share one piece of additional information that they found out about islands</p>	Information texts Questions Answer frames PCs / laptops (for extension)	<p>MUST: correctly extract <i>some</i> of the information needed to answer questions on islands</p> <p>SHOULD: correctly extract <i>all</i> of the information needed to answer questions on islands</p> <p>COULD: find out some additional information about islands</p>

2	<p>To find locations on a map</p> <p>To understand what an island is</p> <p>(40 mins)</p>	<p>Intro: Give children atlases and ask them to turn to the map of the world Explain that a border is where two countries meet each other, and show some examples Ask the children to find some more examples of countries that have borders with each other Revise how the coast is where the sea meets the land Revise how islands are surrounded by water; they do not have borders with other countries and all of their exteriors are coastline Ask the children to find some examples of places that are islands Explain independent work</p> <p>Main: Children to find the places on a world map and decide if each place is an island or not (Give lower ability children who will not be able to use the index even after being taught how to do this the worksheet with just two tables, so that they will feel they can complete the work) For children who are confident with the above task, bring them back to the carpet Explain that they are going to be using their atlases to find some places that are part of another country Explain how to use an atlas to find places that are part of other countries, including how the index is in alphabetical order and how to use grid references Model how to use the atlases to find some places that are not part of the independent work e.g. Java, Hokkaido, Sardinia and some non-island locations Extension: Children to find more examples of their own of places that are and are not islands, correctly identifying this about each place</p> <p>Plenary: Children to compare their work in pairs, discussing any differences Give children some more places to look up and identify if they are islands or not, having them do this in pairs Explain the following:</p> <ul style="list-style-type: none"> • Great Britain – made up of England, Wales and Scotland • United Kingdom (UK) – made up of England, Wales, Scotland and Northern Ireland • British Isles - made up of England, Wales, Scotland and the entire island of Ireland (The Republic of Ireland and Northern Ireland) <p>Explain how Great Britain and the British Isles are islands, but the United Kingdom and England, Scotland, Wales and Northern Ireland are not islands Revise how islands are surrounded by water and do not border other countries</p>	<p>Atlases (ideally all the same)</p> <p>Worksheets</p>	<p>MUST: correctly identify if whole countries are islands or not</p> <p>SHOULD: find some more examples of places and correctly identify if they are islands or not</p> <p>COULD: find places that are part of countries and correctly identify if they are islands or not</p>
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<p>3</p>	<p>To name and locate the world's continents and oceans</p> <p>To be able to cross-reference between maps</p> <p>To be able to use an atlas</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Revise what an island is</p> <p>Ask the children to think, pair, share the names of the seven continents and the five oceans (if this has been covered previously)</p> <p>Show the children the maps of the continents and oceans</p> <p>Use colour map of continents to draw children's attention to the continental borders that are difficult to spot on the black and white map: between Asia and Australia and between Europe and Asia</p> <p>Explain that we are going to be using atlases to find the location of some of the different islands around the world</p> <p>Revise what an atlas is and how it contains maps at different scales and different levels of detail, with different information on them</p> <p>Explain how to use the contents page to find a world map</p> <p>Model how to find some islands on the world map that are not covered in the independent work e.g. Iceland, Sri Lanka and Taiwan and how to cross-reference these with the maps of the continents and oceans</p> <p>Explain that some countries can be made up of more than one island e.g. Japan, Philippines and Indonesia</p> <p>Explain that islands that are close to each other are called an archipelago and are often given collective names e.g. the Canary Islands, the Galapagos islands</p> <p>Explain how to complete independent work</p> <p>Main:</p> <p>Children to look up some of the world's major islands on a world map in an atlas and cross reference them with a map of the world's continents and oceans to find which continent and which ocean the island is found in</p> <p>Extension: Children to add some islands of their own to the table</p> <p>For children who are confident with the above task, bring them back to the carpet</p> <p>Explain that they are going to be using their atlases to find some islands that are part of another country</p> <p>Explain how to use an atlas to identify the country that an island belongs to, including how the index is in alphabetical order and how to use grid references</p> <p>Model how to use the atlases to find some islands (and their countries, continents and oceans) not given in the independent work e.g. Kyūshū, Baffin Island, Sumatra and Bholā Island</p> <p>Extension: Children to add some islands of their own to the table</p> <p>Plenary:</p> <p>Children to compare their work in pairs, discussing any differences</p> <p>Give children quiz on the names of the continents and oceans, using map with these names hidden behind numbers</p>	<p>Atlases (ideally all the same)</p> <p>Copies of maps of oceans and continents (in colour and laminated, so can be used again next year)</p> <p>Worksheets</p>	<p>MUST: correctly find the continent and ocean for <i>some</i> islands on a world map</p> <p>SHOULD: also find some <i>additional</i> islands, and their continents and oceans on a world map</p> <p>COULD: find the <i>country</i>, continent and ocean of individual islands e.g. Luzon</p>
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To access the complete version of this [Place Knowledge KS1 - Islands planning](http://www.saveteacherssundays.com/geography/year-2/537/place-knowledge-ks1-islands-planning/), and all of the resources to go with it, visit:

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