



**Year group: Year 1**  
**Term: Summer**  
**Subject: Continents and Oceans**

### Prior learning

**EYFS** Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They can recognise some similarities and differences between life in this country and life in other countries.

### What comes next?

**Year 2** Children will identify Edgmond Hall using a map of the UK and the continent of Africa using a World map. They will focus on the UK (part of Europe) and locate the countries and capital cities. They will compare Birmingham and Nairobi

**KS2** Children will name and locate countries and cities in different continents. They will begin to discuss what life is like on the different continents and make comparisons between locations. They will build on their knowledge of the world map with lines of latitude and longitude, tropics and time zones along with different biomes around the world.

### Assessment

Put a picture of a hot and cold country on a map and write a sentence about what you think each place is like

### Notes and guidance

To cover this objective, chn will use maps and a globes to identify the continents and oceans and understand that both a map and a globe show the same thing.

Interactive globe (EYFS) can be used alongside Digimaps to explore the continents more.

### Key vocabulary

Globe, journey, travel, continent, country, ocean, wet, dry, hot, cold, equator, poles



### Substantive Knowledge

I can identify and name the 7 continents and 5 oceans  
I can identify the equator and know why it is important  
I know countries are hot or cold depending on their distance from the equator  
I know what conditions are like in hot and cold countries

### Disciplinary Knowledge

I know geographers use maps to show what the world looks like  
I know life is different for people depending on where they live in the world

### Procedural Knowledge

I know how to read a world map  
I can use map skills to identify the continents and oceans

### Links to other curriculum areas

Science – Weather  
PSHE – Lifestyles and culture of people in different countries

### Learning Outside the Classroom

Continents treasure hunt around the school grounds – chn follow map of school to locate the different continents and then put together to make world map.  
Draw large map on playground  
Use scavenged things to make a hot/cold landscape with labels of features

### End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)