

Year 1 – Geography - India

National curriculum:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country.

Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including city, village and farm.

Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Vocabulary:

Human and physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil valley, vegetation season and weather

City, town, village, factory, farm, house, office, port harbour and shop

North south east and west

Right and left, Seasons, weather, patterns, countries, country, Asia, India, Continent,

Mumbai, slums, population, dense, overcrowded
Compass

Atlas globe

Directions

Aerial photographs

Key

Map location observational skills, landmark, environment, rural landscape urban, congested, pollution European, non EU.

Snapshot overview

Map of world, map of Europe, map of UK, map of Southampton.
Recap human and physical features of Southampton.
Label Southampton with physical and human features.
Discuss Southampton
Weather patterns and seasons.

Map finding skill game
Quiz in teams: What continent is India in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like? What facts have you found out?

Focus on Mumbai = sort and label physical and human features.
Recap the facts we found out from yesterday including weather patterns.

Comparison – Mumbai to Southampton including weather patterns.

Food tasting session = what food do people eat in Mumbai how does this compare to UK.
Rotate around classrooms – 1 class Indian food, 1 class traditional dancing and music, 1 class look at videos books and pictures of life in Mumbai.
Come back and discuss how this compares to life in Southampton. Update the comparison sheets with life in the two places.

Writing session – poster for Mumbai – what you will see, what you can do, what the weather will be like?

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Geography Medium Term Planning

Year Group: 1

Term: Comparison of Southampton and India

Topic: Geography

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can label human and physical features	Show children the map of world, map of Europe, map of UK, map of Southampton and then show them India and Mumbai and where it is in comparison to Southampton. Recap human and physical features of Southampton and label them. Using key vocab. Discuss our Weather patterns and seasons = what season are we currently in? What changes over time? How do we know what season we are in? Is this the same for all countries? Chn to label aerial map of Southampton using physical and human features.

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Session 2	I can use a map to find out information	<p>Repeat process of finding UK and India on map.</p> <p>Quiz in teams: put children into mixed ability teams and give every team an atlas. Teacher reads out question. Teams need to find the answer using a map and Teacher goes round and gives points to those who are correct..</p> <p>Example questions: What continent is India in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like (using equator)? Where is Europe? What countries are in Europe? Etc.</p>
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Session 3	I can label human and physical features	<p>Look at world, zoom in to As, India, Mumbai and recap learning from yesterday.</p> <p>Look at photos of Mumbai and look at aerial map of Mumbai – what can we see. What human features? What physical features? How does it compare to Southampton?</p> <p>Use the key on the aerial map to find parts of Mumbai Look at photos of Mumbai and find these parts on the map. Use the language in the vocab box on this plan. Label an aerial map of Mumbai with the physical and human features.</p> <p>Discuss the weather patterns in Mumbai – refer to equator when discussing this.</p>
Session 4	I can compare the geographical features of Southampton and Mumbai	<p>Look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</p> <p>Look at map used yesterday of Mumbai and map used in session one of Southampton. Discuss the similarities and differences. Discuss the differences in weather patterns.</p> <p>Write a comparison list of the similarities and differences in Southampton and Mumbai.</p>

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Session 5	<p>I can discuss how life in Southampton compares to life in Mumbai.</p>	<p>Look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</p> <p>Life in Mumbai hook session – 1 classroom set up with foods from Mumbai for the children to taste and describe. 1 classroom set up with Indian music and traditional dancing. 1 classroom set up with facts, books, items and videos about life in the city. Year group to rotate around the different rooms spending time exploring the activities in the rooms.</p> <p>Come back and discuss what we found out and what we did. Discuss how this compares to life in Southampton. Update the comparison sheet from yesterday with life in the two places</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 6</p>	<p>I can create a poster about Mumbai</p>	<p>Look at world, zoom in to Asia, India, Mumbai and recap learning from yesterday. Repeat for Southampton</p> <p>Round robin of facts: you say a fact, I say a fact – everything we know about Mumbai using geographical vocab.</p> <p>Print out pictures, aerial maps, photographs, maps, pictures of the food, dance etc.</p> <p>Children to choose what facts and how they lay out their poster all about Mumbai – tourist poster to get people to visit.</p> <p>Children to create a poster for Mumbai – what you will see, what you can do, what the weather will be like – how can you persuade people to go to Mumbai?</p>
	<p>Impact:</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> -Locate India on a map -To know that India in Asia -Identify at least 2 similarities and 2 differences between India and their local area -Identify basic vocabulary to identify human and physical features (to list at least 3 of each) <p>Some children should be able to:</p> <ul style="list-style-type: none"> -Tell you at least 2 facts about the culture of Mumbai.