

Countries of the World : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and locate the seven continents on a world map.	In the first lesson, children will recap their understanding of what a continent is and define the difference between a continent and a country. They will learn to locate each of the seven continents on a world map and use directional language (including the eight compass points) to discuss the continents' positions in relation to each other.	<ul style="list-style-type: none"> • Can children define what a continent is? • Can children identify each of the continents on a world map? • Can children use directional language to describe the position of the seven continents on a map? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D • Information Cards • Continents Map (FSD? activity only) • Continent Cards (FSD? activity only) • Direction Cards (FSD? activity only)
Lesson 2	To be able to locate countries on a world map.	After recapping the name and location of the seven continents, children will move on to using a political map to locate countries and identify their bordering countries. Children are shown how to use GIS and atlases to locate different countries around the world. Children are then challenged to find different countries on a map, work out which continent they are in and identify which countries they share a border with.	<ul style="list-style-type: none"> • Can children define the terms 'continent', 'country' and 'border'? • Can children name and locate the seven continents of the world? • Can children locate countries on a map and identify bordering countries? 	<ul style="list-style-type: none"> • Slides • Access to Google Maps/atlasses • Worksheet 2A/2B/2C • Continents Map • Political World Map • Riddle Cards (FSD? activity only) • Countries Cards (FSD? activity only) • Continents Cards
Lesson 3	To be able to use maps to identify and locate capital cities.	Children explore the relationship between continents, countries and cities, before finding out what a capital city is. After looking at some photos of capital cities to identify common features, they then use a map to locate capital cities around the world. In the plenary, they then use the eight compass points to identify which direction a plane would need to travel in to get from one city to another.	<ul style="list-style-type: none"> • Do children know what a capital city is? • Can children use maps to locate capital cities? • Can children name the capital cities of some countries? 	<ul style="list-style-type: none"> • Slides • Europe Capital Cities Map • Map Sheets • City Cards 3A/3B/3C • Worksheet 3A/3B/3C • Capital Cities Map (FSD? activity) • Question Cards (FSD? activity)
Lesson 4	To be able to identify the different times zones of countries and cities around the world.	This lesson starts by explaining what lines of latitude and longitude are, and identifying some key lines on a world map, including the equator and Prime Meridian. Children will then learn about time zones around the world and how these are calculated from the Prime Meridian. They are then challenged to solve simple time zone problems.	<ul style="list-style-type: none"> • Can children explain why there are different times zones around the world? • Can children use a time zone map to identify which time zone different countries and capital cities are in? • Can children calculate what the time is in different cities based on what time zone they are in? 	<ul style="list-style-type: none"> • Slides • Time Zone Map • Worksheet 4A/4B/4C • Clock Templates (or clock faces) • Split pins • Capital City Cards (FSD? activity only)
Lesson 5	To be able to identify which climate zones different countries around the world belong to.	Children are shown a climate map and asked to explain what they think it shows. They then explore the six main climate zones around the world and identify why some countries are hotter than others. There are then a selection of activities to undertake to identify and explore the climates of different countries around the world.	<ul style="list-style-type: none"> • Do children understand what a climate zone is? • Can children identify which climate zone different countries belong to? • Can children make judgements about what the climate of a country would be like based on its position on the globe? 	<ul style="list-style-type: none"> • Slides • Climate Zones Map • Political World Map/access to Google Maps • Worksheet 5A/5B/5C • City Climate Sheets (FSD? activity only) • Climate Zone Cards (FSD? activity only)

Countries of the World : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To be able to explore the human and physical geographical features of a country.	Children are taught the difference between human and physical geography in this lesson. The slides go through some information about the human and physical geography of different countries, before children use different sources of information to find out about the features of another country independently. They can also compare the country they have studied to the UK in simple terms.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use various sources of information to explore the human and physical features of a particular country? • Can children compare the human and physical features of the UK and a different country? 	<ul style="list-style-type: none"> • Slides • Books, atlases, access to the internet • Worksheet 6A/6B/6C • Country Cards • Fact Cards (FSD? activity only) • Fact Sheets (FSD? activity only)
Lesson 7	To compare the human and physical features of the UK and another country.	The final lesson starts by recapping the difference between human and physical geography. Children are then challenged to generate questions to help them compare the features of the UK with a country in Europe, in North America and/or in South America. They can then carry out their own research to compare a chosen country with the UK in more detail.	<ul style="list-style-type: none"> • Can children ask questions to help them compare the human and physical features of two countries? • Can children compare the human features of the UK and a contrasting country? • Can children compare the physical features of the UK and a contrasting country? 	<ul style="list-style-type: none"> • Slides • UK and Italy Fact Sheet • UK and Canada Fact Sheet • UK and Peru Fact Sheet • Worksheet 7A • Question Cards (FSD? activity only) • Template Sheet 7A/7B/7C (FSD? activity only) • End of Unit Quiz



Countries of the World : Geography : Year 3/4

KS2 Geography Curriculum Objectives

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and north and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within north or South America
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Vocabulary

continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean, Arctic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Atlantic Ocean, water, country, Canada, Brazil, Argentina, France, Norway, Belgium, Spain, United Kingdom, New Zealand, Zimbabwe, Ethiopia, China, India, Australia, Japan, United States of America, cities Ottawa, Paris, New Delhi, Moscow, Berlin, Madrid, Rome, Washington D.C, Tokyo, London, Brussels, Oslo, Manchester, landscape, physical features, mountain, hill, field, river, lake, coast, ocean, sea, human features, language, population, culture, religion, economy, currency, tourist destinations, landmark, earth, map, globe, atlas, geographical information system, location, place, local area, area, region, settlement, city, capital, borders, fieldwork, observe, compass, direction, north, south, east, west, location, near, far, left, right, forwards, backwards, aerial, photograph, map, key, symbols, climate, climate zones, polar, subpolar, tropical, subtropical, temperate, desert, mountainous, Rocky Mountains, Mount Blanc, Niagra Falls, Taj Mahal, Christianity, Hinduism, Hindi, Bengali, Urdu, French, English

Teacher notes