

Geography – Year 2 – Spring Term 1: Our Wonderful World - What are the seven wonders of our world? - MTP

Big Finish

Throughout this unit, the class will be building up two resources: a ‘world wonders’ big book, and a class version of the classic song What a Wonderful World which includes their own composed verses. This could then lead to a recording and/or mini performance. In addition to the ideas given below, encourage the children to research alternatives to the wonders as you introduce them.

Key vocabulary:					
Lesson 1) trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. Colours and shades: green, red, blue, white, dark, bright					
Lesson 2) Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered					
Lesson 3) River wonderful, desert, major world rivers: Congo, Yangtze, Amazon, Nile, Volga, Mississippi					
Lesson 4) Botanical Garden, opera house, arena, museum, stadium, hotel, place of worship, shops. Human features: Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa. Physical features: Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica					
Lesson 5) Asia, Africa, North America, Nigeria, USA, China, San Francisco, Hong Kong, Lagos UK capitals: Edinburgh, London, Cardiff, Belfast. Other relevant world cities they have studied					
Lesson 6) Wonder, world heritage, Lagos, Hong Kong, San Francisco					
National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The national curriculum for Geography aims to ensure that all pupils:</p> <p style="text-align: center;">Subject content Key stage 1</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p style="text-align: center;">Locational knowledge</p> <p>-Name and locate the world’s seven continents and five oceans</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p style="text-align: center;">Place knowledge</p> <p>-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</p>	<p>1</p> <p>What are our local wonders?</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills</p> <p>Use basic geographical vocabulary to refer to:</p> <p>- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>I know what a human feature is (manmade/ built by humans)</p> <p>I know what a physical feature is (natural like a sea, river or mountain)</p>	<p>To revise the human and physical geography of our local area’ and identify the UK’s ‘wonders’.</p> <p><i>In this lesson, the children consider what makes our world wonderful. You may wish to refer to the previous units related to a local area study. You could also refer the children back to their learning about a distant place as a contrast.</i></p> <p>To revise the human and physical geography of our local area’ and identify the UK’s ‘wonders’.</p> <p>Listen to the song <i>What a Wonderful World</i></p> <p>As a class, discuss the words <i>wonder</i> and <i>wonderful</i></p> <p>Look at each image, and ask the children to describe the location</p> <p>Model writing one sentence based on one of the pictures. Then ask the children to write their own.</p>

<p>contrasting non-European country Human and physical geography</p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>					<p>Use your own images if you can as well. Ask the children to look outside the classroom window or go outside to give them inspiration for more wonder-sentences.</p> <p>Create the first pages of their 'World Wonders' big book,</p>
<p>-key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-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</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>2</p> <p>Are mountains wonders of the world??</p>	<p>Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Ask simple questions geographical questions e.g. Which mountain is the highest? Where is it located? Which continent/country is it in?</p> <p>Name and locate significant places in their locality, the UK and wider world.</p>	<p>I know where the high places are in the world. (Mountains)</p> <p>I know what the world's highest mountain is called. (Everest)</p>	<p>To identify and describe the world's highest mountain, giving reasons why it is a physical wonder.</p> <p><i>The children discuss what makes a feature a 'wonder' using a mnemonic. They also consider why Everest is a physical wonder of the world.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – World wonders mnemonic ● Pupil resource – Bar-headed goose worksheet ● Map of the UK that shows mountain features (optional) ● Bar-headed geese video – link ● <i>What A Wonderful World</i> – link ● 'World Wonders' big book ● Mountaineering clothes (optional)
	<p>3</p> <p>Which rivers are natural world wonders?</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including: ...river,</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p>	<p>Name, locate and identify characteristics of the seven continents</p> <p>Use world maps, atlases and globes</p>	<p>I know the name of some of the world's major rivers. (Nile: Egypt, Amazon: Brazil Yangtze: China)</p> <p>I know the River Severn is the</p>	<p>To identify the major rivers in different continents of the world.</p> <p>To know the difference between a river and a desert.</p> <p><i>The children consider rivers and deserts as wonders of the physical world. Before the lesson, prepare strips of seven different coloured papers per child for the group paper chains.</i></p> <p><u>Resources</u></p>

		Name and locate the world's seven continents		longest in the UK	<ul style="list-style-type: none"> Teaching slides Pupil resource – Fact file: Wonders of the world Pupil resource – A poem by Henry Lawson Pupil resource – Postcard template (copied onto card) <i>What A Wonderful World</i> – link Seven different coloured paper, cut into strips around 30 cm/A4 in length 'World Wonders' big book
4	What are the ancient world wonders?	Use basic geographical vocabulary to refer to: - key physical features , including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features , including city, town, village, factory, farm, house, office, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use basic geographical vocabulary to refer to: compare the ancient world wonders with those built in the last hundred years.	I know an 'ancient' and old-world wonder. (Great wall of China) I know a 'modern' world wonders.(Christ the Redeemer Brazil)	To identify ancient world wonders and compare them with those built in the last hundred years. <i>In this lesson, the children consolidate their learning by exploring further categories for world wonders. They celebrate their learning by sharing their 'World Wonders' big book and voting on their top three wonders.</i> <u>Resources</u> <ul style="list-style-type: none"> Teaching slides Pupil resource – Wonders of the world PowerPoint (images printed before the lesson – one set per group) Pupil resource – Fact file: Wonders of the world Fascinating facts about the Suez Canal – link <i>What A Wonderful World</i> song – link 'World Wonders' big book
5	Which landmarks are new world wonders?	Use basic geographical vocabulary to refer to: - key physical features. -key human features , including city, town, village, etc. Use aerial photographs and plan perspectives to recognise landmarks and basic human and	Ask simple geographical questions Use simple maps and aerial photos to compare the locations within the UK. Make observations	I know three major world cities(Hong Kong, San Francisco and Lagos.)	To identify new world wonders in the UK and beyond. <i>In this lesson, the children explore new wonders of the world. Before the lesson, prepare the resources for the 'World wonders spinner' game: Print copies of the World wonders spinner game. Provide paperclips and pencils for the spinner (the children hold the pencil vertically in the middle of the</i>

		<p>physical features,</p>	<p>about features that give places their character.</p>	<p>Recap this topic's knowledge</p>	<p><i>spinner game resource, with the paperclip looped around the pencil end on the paper. They can then spin the paperclip around the pencil's end, so that it lands to point at a part of the resource. Prepare some A3 paper/sugar paper per pair, or group of four, with a wiggly line in pencil horizontally across the page denoting a landscape/ hill, about one-third down the page. The first third is the sky, the rest the land.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – World wonders mnemonic sheet ● Pupil resource – World wonders spinner game ● Images of the skylines of the major world cities, found online ● A3 paper/sugar paper with a wiggly line in pencil horizontally across the page denoting a landscape/ hill, about one-third down the page. The first third is the sky, the rest the land. Create enough for groups of four or pairs to have one each ● Paper clips and pencils for spinner game
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	<p>6</p> <p>Can we explain and describe wonders of the world?</p> <p><u>The Big Finish</u></p>	<p>Use basic geographical vocabulary to refer to: - key physical features</p> <p>key human features</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Use simple maps and aerial photos to compare the locations</p> <p>Develop knowledge about the world.</p> <p>Explain and present what I have learned about the world wonders.</p>	<p>I know where the wonders of the human and physical world are.</p> <p>River Severn - longest in the UK</p>	<p>To explain and describe the world wonders that we have learned about.</p> <p><i>In this lesson, the children consolidate their learning by exploring further categories for world wonders. They celebrate their learning by sharing their 'World Wonders' big book and voting on their top three wonders.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Teaching slides ● Key assessment opportunity sheet ● Unit quiz ● <i>What A Wonderful World</i> song – link ● 'World Wonders' big book ● UNESCO World Heritage List– link ● UNESCO's selection criteria – link
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