

Title of Rubric: KS/curriculum area/topic KS3 Geography - Images of a Country

Images of a Country, comparing countries - Key stage 3 Year 2 of Cycle.

Subject curriculum intent:	Pupils should develop and awareness of the world around them. This includes both physical and human features and aspects of the world. Pupils will be able to identify key physical features that they can see around them and be able to identify how these may change due to climate change or life changing events. Pupils should be able to identify different countries from around the globe and be able to make comparisons with human and physical features within the UK.
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End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
To have developed contextual knowledge of the location of globally significant places – both terrestrial and marine including defining physical and human characteristics.	To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, and aerial photographs. To be able to communicate geographical information in a variety of ways including through maps, numerical and quantitative skills.	N/A

Intent for this topic:	For pupils to be able to identify physical and human features of different countries extending pupils’ knowledge of the world. Pupils will be able to identify similarities and differences between the chosen countries and the UK.
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Core vocabulary needed for this subject/topic:	Land, sea, physical geography, human geography, man-made, population, culture, landscape, globe, location.
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Vocabulary pupils will have accessed in other topics or subject areas:	Natural disasters, flooding, earthquakes, volcanoes, population, tourism, culture.
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Key vocabulary taught within this topic:	Image, human, physical, similarities, differences, globe, location.
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Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	Geography	Map Skills	Year 2 Autumn 2.	How to read a map. Where to find countries on a globe.

Links to other subjects: History – Trade and Industry (Year 1 – Spring 1). PSHCE – Caring for the environment (Year 2 – Autumn 2). Music – East meets West – Indian Music (Year 2- Spring).

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2
Key learning: Where are the countries I am going to compare?				
<u>Subject specific knowledge</u>	<p>Understands that a globe is a representation of the world</p> <p>Understands that there are different places in the world</p> <p>Shows an awareness of place in the outside environment</p>	<p>Knows that the UK and e.g. China are names of places</p> <p>Knows that they live in the UK</p> <p>Knows that there are different places in the world and that (e.g.) China is a long way away.</p> <p>Knows that different places are located on maps and globes.</p> <p>Knows that a map is a 2D representation of a globe.</p> <p>Can begin to tell my partner 3 things I know About a different country e.g China</p>	<p>Can describe different places and environments</p> <p>Can use simple geographical language to communicate their ideas about various locations.</p> <p>Can understand where the UK is located in the world.</p> <p>Can understand where a contrasting country is located in the world. E.g. China</p> <p>Can ask geographical questions-where is it? What is this place like? How near/far is it?</p>	<p>Can describe and contrast different places and environments</p> <p>Can use geographical language to communicate their ideas about various locations.</p> <p>Can identify and describe factors which bring tourists to certain areas.</p> <p>Knows where the UK is located in relation to other places in the world</p>
<u>Subject specific skills</u>	<p>Matches a picture to objects in the environment</p> <p>Gives meaning to some environmental text, signs or symbols</p> <p>Can explore where 2 countries are on a map/globe</p> <p>Can use the term 'a long way'</p> <p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects</p>	<p>Pupils use symbols / single words to convey understanding.</p> <p>Can locate the UK and another country on a map with support</p> <p>Can label land and sea on a map</p> <p>Pupils can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world e.g Where is the nearest mountain?</p>	<p>Can use a map to locate the UK and a contrasting country.</p> <p>Pupils can begin to explain what a capital city is.</p> <p>Can use an atlas independently to locate different countries on a world map.</p> <p>I can draw a freehand map of given country e.g. Japan</p> <p>Can name the capital city of given country.</p> <p>Can draw a map of a chosen country with some physical and human features.</p>	<p>Can use a map to find the UK and contrasting country and capital cities and main rivers.</p> <p>Pupils can explain what a capital city is.</p> <p>Can use an atlas to find different types of maps of a given country.</p> <p>Can draw a freehand map of given country e.g. China. And begin to label my map with main cities, oceans and rivers.</p> <p>Can name some major cities in given country e.g. China.</p> <p>Can draw a detailed map of a chosen country and locate a range of features such as cities, oceans, rivers and mountains accurately</p> <p>Can use an atlas to locate a range of places and landmarks in chosen country independently.</p>

	<p>Can match pictures of places to pictures/symbols</p> <p>Can draw attention to symbols and signs in the environment</p> <p>Can identify modes of transport to chosen country</p>	<p>Can identify pictures of places that are different to own area e.g Different countries with different architecture - e.g traditional Japanese houses</p> <p>Is able to use simple geographical vocabulary in relation to topic.</p>	<p>Can describe the human and physical features of chosen country and give the location of some of those features.</p> <p>Is able to ask geographical questions to find out about places and begin to give reasoning.</p>	<p>Can ask and answer a range of geographical questions to find out about places and give reasoning when answering key questions.</p>
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Key Learning- Similarities and Differences between UK and chosen country- looking at life in a different country

<p><u>Subject specific knowledge</u></p>	<p>Pupils can talk about familiar places, e.g. park</p> <p>Identifies common ways people can travel e.g train, bicycle, car</p> <p>Can show some awareness of different clothing in different countries e.g thick winter clothes, lighter clothing</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Pupils recognise the physical/natural and human/made features of places, for example, identifying buildings.</p> <p>Describes what they see in a picture</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Identify pictures of places that are different to own area ie China</p> <p>Points out and simply describes the information contained in a photo or picture</p> <p>Is aware that people around the world: dress differently have different homes</p> <p>Eat different foods</p> <p>Speak in different languages</p>	<p>Pupils 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 e.g. China.</p> <p>Pupils I can begin to understand what life is like for people in a contrasting country e.g. China.</p> <p>Pupils can begin to compare school life between countries e.g. Iceland (Reykjavik) and the UK (own school) - different amount of school days.</p>	<p>Pupils can compare and contrast 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 e.g. China.</p> <p>Pupils I can understand what life is like for people in a contrasting country e.g. China.</p> <p>Pupils can compare school life in e.g. China (Beijing) and the UK (own school).</p> <p>Pupils can ask and answer geographical questions in the context of China.</p>
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		Looks at pictures for information		
Subject specific skills	<p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects Can match pictures of places to pictures/symbols</p> <p>Pupils can sort photographs into UK and different country e.g. China</p> <p>Can respond to geographical questions e.g. What water feature runs through a valley?</p> <p>Can experience what some aspects of life in another country are like e.g. China</p>	<p>Discusses features of a place e.g. home/school Identifies the features of the place where they live</p> <p>Observes houses are made of different materials</p> <p>Discusses what they have seen in the environment</p> <p>Can look at pictures for information about a country Describes features of the land using appropriate language</p> <p>Discusses information that can be found in photographs or drawings</p> <p>Makes pictures of places they are familiar with</p> <p>With adult support make a choice from 2-3 options (using symbols) about what they have seen in the news</p> <p>Can answer simple geographical questions.</p> <p>Can experience what Chinese culture is like.</p>	<p>Can tell their partner 3 things they know about life in another country e.g. Chinese life.</p> <p>Pupils can make a model of a landmark from contrasting country, e.g. the Great Wall of China.</p> <p>Pupils can compare what life is like in different countries e.g. China and the UK.</p> <p>Pupils can begin to ask their own questions to find out more about places.</p> <p>Pupils can name some of the differences and similarities between schools in China and in the UK.</p> <p>With support, pupils can write a letter to a friend in China explaining what their school is like.</p> <p>I can begin explain the word 'culture' to my partner. I can name 3 (or more) things which happen in the Chinese New Year.</p>	<p>Pupils can obtain information about a locality using ICT</p> <p>Pupils can research, design and make a model of a landmark from contrasting country, e.g. the Great Wall of China.</p> <p>Pupils can make a presentation of chosen country, recording facts to show what they know about e.g. China.</p> <p>Pupils can compare and contrast what life is like in different countries (China and the UK).</p> <p>Pupils can ask their own questions to find out more about places.</p> <p>Pupils can describe some of the differences and similarities between schools in China and in the UK.</p> <p>Pupils can write a letter to a friend in China explaining what their school is like</p> <p>Pupils can compare school life in e.g. China (Beijing) and the UK (own school).</p> <p>I can explain the word 'culture' to my partner.</p> <p>I can describe 3 (or more) things which happen in the Chinese New Year.</p>

Key Learning- Farming-how human and physical geography is different-comparing a small area of UK to an area of another country

<p><u>Subject specific knowledge</u></p>	<p>Pupils can explore items associated with farming</p> <p>Pupils can use symbols to show an understanding of the steps in growing rice</p> <p>Pupils will know that some crops are grown in different countries e.g. rice</p>	<p>Pupils can identify what farming is.</p> <p>Pupils can name some farm produce from the UK</p> <p>Pupils can name some farm produce from another country e.g. China</p>	<p>Pupils can begin to 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 in the context of China.</p> <p>Pupils know that rice is grown in China. Pupils understand that rice cannot grow in the UK.</p> <p>Pupils can name some crops that grow in the UK</p> <p>Pupils can express their views on features of the environment of a locality</p>	<p>Pupils can 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 in the context of China.</p> <p>Pupils can explain how rice is grown and why it cannot be grown in the UK.</p>
<p><u>Subject specific skills</u></p>	<p>Can respond to geographical questions</p> <p>Pupils can sort pictures into farming and not farming pictures</p> <p>Pupils can taste rice and express a like or dislike.</p>	<p>Pupils can answer a range of geographical questions.</p> <p>Pupils can sort pictures into farming in the UK and farming in another country.</p> <p>Pupils can taste and identify foods from a different country and express preferences.</p> <p>Pupils can order the steps of rice farming</p> <p>Can answer simple geographical questions.</p>	<p>Pupils can ask and answer a range of geographical questions.</p> <p>Pupils can make a simple list of good and bad features of tourism in a locality.</p> <p>Pupils can name the different types of farming in China.</p> <p>Pupils can order the steps of rice farming correctly</p>	<p>Pupils can ask and answer a range of geographical questions and give reasoning when answering key questions.</p> <p>Pupils can describe the different types of farming in China.</p> <p>Pupils can order and explain the steps of rice farming</p>
<p><u>Personal development</u></p>	<p>Team work Problem solving Communication skills Self-belief Self-management Respect Self-awareness IT skills</p>			

Suggested activities

Play traditional Country music and tell the pupils that they would hear this if they went to country for a holiday. Posters of country on walls.

Pupils taste a variety of Country foods.

Use summer and winter holidays to show two contrasting areas of country.

Discuss summer holidays. Create warm sunny day. Sounds of the sea.

Ask what weather they want for a summer holiday and what they want to do - beach holiday, swimming, playing on the beach. Pupils choose appropriate clothes for summer holiday from a choice. Discuss the use of sun cream and why they need to use it.

Use holiday brochures of country (for winter and summer).

Cut and stick pictures from brochures and make 2 collages of 'What country is like'. At the end of the exercise, pupils explain the differences between the two regions of country.

Generate questions about a photograph in terms of: Natural environment (N) Social (S),

Give pupils a selection of photographs and ask them to sit back-to-back in pairs, one pupil to describe what they see and the other to draw what is described, using the prompts from the first activity.

Ask pupils to work in pairs to tabulate positive and negative images from a set of photographs. Ask them to keep a note of their responses for this and the following activity.

•Using the same set of photographs, ask each pupil to talk about their favourite photograph to the others in the group: 'I like this one because...'

•Using a photograph which shows a number of people, ask pupils to identify with one particular person shown and to imagine themselves in that role in the five minutes leading up to the photograph being taken. Ask them to act out their individual role in their group.

Ask pupils to use an image as a centrepiece and to try to create a continuation of the photograph, i.e. what is in front/at the side of it.

pupils to analyse and evaluate perceptions/stereotypes of their own country, e.g. how pupils in China and South Africa might view Britain from films.

Give pupils a pack of images of a poor area in a country and ask them to use the contents to list their initial impressions. Then suggest that they try to find evidence in the images which may reflect a more sustainable lifestyle, e.g. evidence of recycling, sustainable transport, ventilation rather than insulation.

Online resources

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-jobs-and-tourism-in-a-seaside-town/zd88qp3>

<https://kids.britannica.com/kids/article/tourism/476327>

<http://assets.staticlp.com/kids/pdf/travel-book-teacher-guide.pdf>

Evidencing Work

Work sheets

Photographs

PowerPoints