

Key end points of this unit, The Seven Continents, are:

- There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia, and Antarctica.
- We have five oceans on Earth: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean.
- The North Pole is located at the northernmost point on Earth, while the South Pole is at the southernmost point.
- The Equator is an imaginary line that encircles the Earth at its midpoint.
- Deserts, grasslands, and rainforests can be found on various continents around the world.
- We live in the continent of Europe.

Building on children's understanding of spatial sense (their immediate and local area) and the UK, this unit zooms out to encompass the seven continents and five oceans of the world. Children will use **globes** and will begin to understand that a globe is a 3D model of our Earth showing **continents** and **oceans**. They will learn to recognise the **north** and **south poles** and the **equator** and will begin to understand what **geographic location** can tell us about **climate**. Throughout this unit children will be forming an understanding that the world is a **diverse** place, and continents can host many different **landscapes** and living things. They will encounter new and ambitious vocabulary that features throughout the unit, offering children many opportunities to rehearse and apply it.

Children will be introduced to the disciplinary concept of **interconnection** through examples such as human impact on our oceans and the creation of the rice terraces in the Philippines. Understanding of this concept will grow as children study the geography curriculum and encounter further examples such as the construction of the Oresund Bridge in Scandinavia (Year 2 Northern Europe) , the location of cities near to rivers, such as The Thames and the location of London (Year 4 London and the South East), human impact on the Mississippi River (Year 6 North America) and many more. The concept of interconnection is woven throughout the geography curriculum and has been done so to ensure enduring understanding. In the KS1 geography curriculum, children will frequently be asked to consider what a geographer would say about a place. This helps to develop disciplinary knowledge as children begin to understand the questions asked in geography and the methods used to answer them.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. **Lesson 1** begins by introducing children to the seven continents, their names and locations. In EYFS children learned about places around the world when they studied transport including Japan and Thailand. Children will build on their prior knowledge from Year 1 of local maps to understand world maps and globes.

In Lesson 2 children build on their knowledge of continents and look closely at the oceans and their role in the survival of life on earth. They will learn that the oceans produce oxygen, warmth and food. The concept of interconnection is introduced as children focus upon human impact on the oceans.

Lesson 3 builds on the knowledge children have of the continents and oceans by introducing the poles and the equators. This deepens children's geographical understanding and these important aspects of substantive geography knowledge will be returned to in forthcoming units including spatial sense in Year 4 and Year 5.

Lesson 4 introduces the concept of diversity through looking at grasslands, rainforests and desert. In KS2 children will be introduced to biomes, building on this foundational knowledge from Year 1. Children will be introduced to the Rice Terraces of the Philippines as an example of how people can change the land they live in. The Rice Terraces are an example of how geography, climate and society are interconnected.

Lesson 5 builds on prior knowledge of continents and looks more closely at Europe. This lesson provides foundational knowledge for Year 2 when children look closely at Northern Europe before studying Mediterranean, Eastern and Western Europe in KS2.

Finally in the **assessment lesson**, children can label a blank map of the world to show their knowledge of continents and oceans. There is an optional task to answer the question, 'What would a geographer say about the world we live in? With scaffolds to support, this gives children a chance to showcase their knowledge and also to develop disciplinary understanding when considering what would a geographer say about the world.

Key substantive concepts focused on in this unit are **location, climate and landscape**.

Key disciplinary concepts focused on are **interconnection and diversity**.