

What a Wonderful World! Amazing Aerial Views

<p>Aim:</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>In the context of describing aerial views.</p> <p>I can observe aerial photographs.</p>	<p>Success Criteria:</p> <p>I can look at aerial photographs using my observation skills.</p> <p>I can find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills.</p> <p>I can use key words to describe the features I see.</p>	<p>Resources:</p> <p>Lesson Pack</p> <p>Clipboards - per child</p> <p>Coloured pencils - per pair</p> <p>Rulers per child</p>
	<p>Key/New Words:</p> <p>Aerial view, bird's eye view, photograph, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop.</p>	<p>Preparation:</p> <p>Barrier Game Map of The World Activity Sheet (on clipboards) and Mapping My World Activity Sheet - per child</p> <p>Spot it Aerial Views Activity Sheets - enlarged to A3 - per pair.</p> <p>Spot it! Word Bank Activity Sheet - when required</p>

Prior Learning: Children will have looked at aerial views in Year 1 and should understand the term 'bird's eye view'.

Learning Sequence

	<p>Mapping My World: (Barrier Game- applying knowledge of journey lines from Lesson 4)</p> <p>Children sit back to back in pairs with the Barrier Game Map of The World Activity Sheet on a clipboard and coloured crayons. Partner 1 describes and draws a journey across the world using continent, ocean names and compass directions whilst Partner 2 plots the route on their map. Both partners should be drawing the route at the same time. Partners then turn round and compare maps. <i>Did they plot the route correctly?</i> Children take it in turns to draw a route around the world. Encourage children to ask questions of their partners if they need further help in plotting the route. Model an example with another adult where possible to show how to complete the barrier game map!</p>	
	<p>Amazing Aerial Views: Use the Lesson Presentation to show the aerial photograph of London (Children should recall key features of London from Year 1/ Unit 4). Children to pinpoint human and physical features in talk partners. (River Thames, open space/parks, lakes, trees, bridge, buildings, houses, church, football ground, roads, boats, railway line) <i>What do you notice? Is this photograph of the town or country?</i> Continue to show the aerial photographs.</p>	
	<p>Spot it! In pairs, children use the Spot it! Aerial Photographs Activity Sheets to correctly label the key features of a range of aerial photographs.</p>	
	<p>Support by using fewer photographs and use the Spot it! Word Bank Activity Sheet to help support with spelling key words.</p>	
	<p>Support through use of a word bank on the Lesson Presentation. Most children should be able to label the continents and oceans correctly.</p>	
	<p>What Have I Learnt? Children complete the quiz independently on mini whiteboards or in Geography books. (Post-learning assessment quiz to check knowledge developed) <i>Assess understanding via discussion and answers on mini whiteboards.</i></p> <p>Mapping The World: Children use the Mapping My World Activity Sheet to label a blank map of the world with continent and ocean names. Model an example using the Lesson Presentation.</p>	
	<p>Support through use of a word bank on the Lesson Presentation. Most children should be able to label the continents and oceans correctly.</p>	

Taskit

Displayit: Children could demonstrate learning across the unit by creating a [What A Wonderful World Display](#) using the What A Wonderful World Display Pack. You could even put on a school or year group assembly to show what the children have learnt or hold a special 'world geography' day making links across the curriculum.

Playit: Set up Small World Role Play areas for children to role play in different continents. Use a range of small world people, objects and animals!