Y4 – My region and Campania – What are the similarities and differences between my region and Campania, Italy? Lesson 1

Lesson	1 of 11

Learning objective

I can use maps and globes to describe how the world is represented.

National Curriculum links

NC KS2:
Children will:

- identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of Cancer and Capricorn.

Key lesson question	How is the world represented on maps and globes?

Resources

- lesson presentation (PPT)
- activity worksheet (adaptations)
- whiteboards and pens
- practical activity ideas
- focus assessment sheet

Teaching input

- **Geographical knowledge and concepts** – Review the 'geographical knowledge' and 'geographical concepts' the children will use in this lesson, highlighted on the slide.
- **What are the similarities and differences between my region and Campania, Italy?** – The following two slides show the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the relevant slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Locational knowledge** – Introduce Jahan. Choose a child to read what Jahan says about the key geographical knowledge, 'Locational knowledge'. Explain that cartographers make maps to represent the world. Clarify that geographers think about 'space' (where things are) and 'scale' (zooming in and out, big picture vs small details).
- **What do maps show us?** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Clarify that maps are flat representations of Earth.
- **What do globes show us?** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Globes are 3D models of the whole Earth, while maps show the same information flat, sometimes with more detail.
- **How is this map different?** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Explain that it divides the Earth into two halves: the northern hemisphere and the southern hemisphere. Go through the keyword and its definition in the 'New word alert!' box.
- **Locational knowledge activity** – The children are to draw a circle to represent the Earth, add a line to show where they think the equator is and then label it. Then, label the northern and southern hemispheres. Take feedback from the class before the answers are revealed on the following slide.
- **Lines of longitude** – Read through the information on the slide. Introduce longitude as vertical 'imaginary lines' running north–south. Together with latitude, they form a grid system to locate places. Go through the keyword and its definition in the 'New word alert!' box.
- **Lines of latitude** – Read through the information on the slide. Introduce latitude as horizontal 'imaginary lines' running east–west. Explain they are also called parallels. They help geographers describe the position of places. Go through the keyword and its definition in the 'New word alert!' box.
- **Lines of latitude and climate** – Read through the information on the slide. Summarise that countries closer to the equator are hotter, and further away are colder.
- **What are the tropics of Cancer and Capricorn?** – Read through the information on the slide. Highlight that two lines of latitude are called the tropic of Cancer and Capricorn.
- **What are the tropics?** – Read through the information on the slide.
- **Activity** – The children are to use their atlas to label the seven continents and five oceans on the world map on their activity worksheets. Then label the equator, the tropic of Cancer, the tropic of Capricorn and the northern and southern hemispheres. Remind them first to recall continents and oceans before adding today's new learning. There are adaptations for stretch and scaffold available. Take feedback from the class before the answers are revealed on the following slide.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.

Main activity

Children will label the world map using their atlas to help them. They will recall the seven continents and five oceans and add the northern and southern hemispheres, the equator and the tropics of Cancer and Capricorn to their world map.

Challenge

Children discuss why maps and globes are useful to geographers, sharing their ideas before the answers are revealed.

Cumulative quiz questions

1. Which one does not belong? equator, hemisphere, volcano
2. True or false? The equator splits the Earth into northern and southern hemispheres.
3. Which of these shows the Earth as a sphere? atlas, map, globe

Self-assessment

- I can locate continents and oceans using a map or globe.
- I can locate the equator, northern hemisphere, southern hemisphere, and the tropics of Cancer and Capricorn.
- I can explain the difference between lines of latitude and longitude and describe how geographers use them to locate places.

Key vocabulary

climate – the usual weather in a place over a long time
globe – a round or spherical object on which there is a map of the Earth
map – a diagram showing where places are located and their features
parallel – lines that are always the same distance apart and never meet