

Lead Question: What would it be like to live in India?

National Curriculum driver: Geography.

At Key Stage 1 pupils should develop their understanding of the world. They should be able to name and locate the 7 continents and 5 oceans. They should understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.

They should identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

They should use world maps, atlases and globes to identify the UK as well as countries, continents and oceans. They should use simple compass directions and locational and directional language.

Q1: Where are we?

Locate the UK on a globe and a world map. Look at the countries that make up the UK and the seas surrounding it. What are the capital cities in the UK? Locate these on a map. Find Chester le Street on a map of the UK and then on a regional map. Identify the different villages in our area on a local map. Find out which major cities we are near to.

Q2: Where is India?

Locate India on a globe and on a world map. Which countries does it border and which oceans are on its coastlines? What is the capital city? Locate these on a map. Are there any other major cities in India?

Q3: How is the weather different in India to the UK?

Find out where the UK and India are in relation to the Equator. Locate the equator and poles on world map. Identify hot and cold zones of world. Compare the seasons we have in the UK with the seasons in India on a yearly calendar. Compare daily temperatures in a chosen Indian city with local temperatures and plot these on a line graph for comparison. Use ICT to present and film weather forecast.

Q4: Is all of India the same? Is all of the UK the same?

Investigate physical features of the UK and India. Locate major mountain ranges and main rivers. Plot these on a map. Compare photographs of different areas of the UK e.g urban and rural. Compare rich and poor areas of India.

Q5: What would it be like to live in New Delhi?

Use the internet to investigate New Delhi. What are the main industries? Where do people live? Contrast between rich and poor housing.

Q6: What are some famous landmarks in the UK and India?

Investigate, sort and label photographs of famous landmarks from both countries. Write a postcard from a landmark describing it.

Q7: What would you eat if you went to India?

Compare typical meals children eat with typical Indian meals. Look at the differences and similarities. Make some Indian sweets in the cookery room. Or some sort of flatbread.

Q8: If you went to India for a week, what would you want to see or do while you were there?

Children to plan a week of activities they would do if they were visiting India.

Cross curricular links to be made during the unit of work.

As writers we will:

Learn a traditional tale from India including story telling actions.
Write our own versions of the story.
Write descriptions of UK and Indian landmarks.
Write postcards from the UK and India.
Create travel brochure pages for UK and India.

As artists we will:

Investigate famous Indian artists.
Create pictures, collages or prints using an Indian style.

As ICT users we will:

Create and video a weather forecast.
Use ICT to investigate India.
Use the postcard app on the ipads.

As readers we will:

Read traditional Indian stories.
Read information from the internet and from books to research life in India.
Read travel brochures.

As mathematicians we will:

Investigate the time difference between the UK and India.
Use units of measurement to find out how far away India is.
Solve word problems using Indian and UK currency.
Learn how to count to 10 in Hindi.

As dancers we will:

Take part in Indian dancing.

Curriculum Drivers

My Place in the World

Map work as mentioned in the overview.

Live Well, Live Long.

World of Work

Travel agent?
Airline pilot?
Cabin crew?

End of unit presentation

Throughout the unit, we will take lots of photos and videos of the children taking part in activities and of their work. At the end of the unit we will invite their parents in to school to watch a short presentation by the children including a video presentation made using Animoto or a similar program.