

# The Four Seasons : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out how the seasons are linked with the months of the year.	Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	<ul style="list-style-type: none"> <li>Do children know that weather patterns change throughout the year?</li> <li>Do children know that there are four seasons in a year?</li> <li>Can children name the months of each season?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Season Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what the weather is like in spring.	Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.	<ul style="list-style-type: none"> <li>Do children know when spring is?</li> <li>Can children describe what the weather is like in spring?</li> <li>Do children know that spring is a time of new life for plants and animals?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Spring Weather Dice A/B/C</li> <li>Picture Cards (FSD? activity only)</li> <li>Worksheet 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out what the weather is like in summer.	Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	<ul style="list-style-type: none"> <li>Do children know when summer is?</li> <li>Can children describe what the weather is like in summer?</li> <li>Can children identify appropriate clothing and activities for the summer?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E/3F</li> <li>Summer Postcards</li> <li>Word Cards (FSD? activity only)</li> <li>Dictionaries/thesauruses (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out what the weather is like in autumn.	Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.	<ul style="list-style-type: none"> <li>Do children know when autumn is?</li> <li>Can children describe what the weather in autumn is like?</li> <li>Can children use appropriate vocabulary to describe autumn?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Cards</li> <li>Leaf Templates (FSD? activity only)</li> <li>Red, yellow, orange and gold paper - optional (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out what the weather is like in winter.	Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	<ul style="list-style-type: none"> <li>Do children know when winter is?</li> <li>Can children describe what the weather is like in winter?</li> <li>Do children understand how weather can affect human activities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Winter Wordsearch sheet</li> <li>Art materials (FSD? activity only)</li> <li>Winter Words (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To review knowledge and compare the four seasons.	Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	<ul style="list-style-type: none"> <li>Can children name the four seasons?</li> <li>Can children identify the different characteristics of each season in terms of weather?</li> <li>Can children express their knowledge of seasons in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Seasons Booklet Template</li> <li>Sentence Cards</li> <li>Season Wheel Templates (FSD? activity only)</li> <li>Season Wheel Covers (FSD? activity only)</li> <li>Split pins (FSD? activity only)</li> <li>Season Cards</li> </ul>

# Around the World : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Europe on a world map and identify some of its countries and features.	Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<ul style="list-style-type: none"> <li>Do children know that the world is split into seven continents?</li> <li>Can children locate Europe on a world map?</li> <li>Can children describe some of the geographical features and characteristics of France?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Travel Map sheet</li> </ul>
<b>Lesson 2</b>	To be able to locate Asia on a world map and explore the features and characteristics of China.	Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	<ul style="list-style-type: none"> <li>Can children locate Asia on a world map?</li> <li>Can children identify China on a world map?</li> <li>Can children identify and describe some of the features and characteristics of China?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Sheet (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> <li>Dragon Template sheets (FSD? activity only)</li> <li>Card, sticks, materials for decoration (FSD? activity only)</li> <li>Travel Map sheet from lesson 1</li> </ul>
<b>Lesson 3</b>	To be able to locate Australia on a world map and identify some of its features and characteristics.	Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	<ul style="list-style-type: none"> <li>Can children locate Australia on a world map?</li> <li>Do children know that Australia is a country and a continent?</li> <li>Can children identify and describe some of the features and characteristics of Australia?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Memory Game Cards (FSD? activity only)</li> <li>Travel Map sheets from lesson 1</li> </ul>
<b>Lesson 4</b>	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<ul style="list-style-type: none"> <li>Can children locate Africa on a world map?</li> <li>Can children identify Kenya on a world map?</li> <li>Can children identify and describe some of the features and characteristics of Kenya?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Animal Cards</li> <li>Binoculars (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to identify North America on a world map and explore the characteristics and features of the USA.	Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	<ul style="list-style-type: none"> <li>Can children locate North America on a world map?</li> <li>Can children locate the United States of America on a world map?</li> <li>Can children identify and describe some of the features and characteristics of the USA?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Diary Sheet</li> <li>Help Sheet (FSD? activity only)</li> <li>Pinwheel Templates (FSD? activity only)</li> <li>Sticks, pipe cleaners, beads, colouring pens or pencils, scissors, hole punch, glue or stapler. (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to locate South America on a world map and explore the features and characteristics of Brazil.	Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	<ul style="list-style-type: none"> <li>Can children locate South America on a world map?</li> <li>Can children locate Brazil on a world map?</li> <li>Can children identify and describe some of the features and characteristics of Brazil?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Question Cards</li> <li>Picture Cards</li> <li>Information Sheet</li> <li>Mask Template (FSD? activity only)</li> <li>Elastic or art straws (FSD? activity only)</li> <li>Craft materials, e.g. paints, sequins, features, card, tissue paper, etc. (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.	<ul style="list-style-type: none"> <li>Can children locate Antarctica on a world map?</li> <li>Can children identify some of the characteristics and features of Antarctica?</li> <li>Can children locate the seven continents of the world on a map and identify a country in each one?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>World Map A/B (FSD? activity only)</li> </ul>

# Life in the City : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn what a city is and identify some major capital cities around the world.	Children will explore what a city is and what makes a city a city. Children will learn that cities are important and are places where major decisions are made. Children will locate some major cities around the world.	<ul style="list-style-type: none"> <li>• Can children explain what makes a city a city?</li> <li>• Can children identify what you might see in some capital cities around the world?</li> <li>• Can children explain the difference between a city and a farm/country town?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Pictures Cards</li> <li>• Fact Cards</li> <li>• Folding Passport Book (for FSD? activity only)</li> <li>• Capital City Stamps (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the features of a city.	Children will explore human and physical features found in cities. Children will use new vocabulary to locate and describe the physical and human features found in Vancouver.	<ul style="list-style-type: none"> <li>• Can children explain what a physical and a human feature is?</li> <li>• Can children recognise common physical and human features in a city?</li> <li>• Can children describe in detail the features you would find in a city?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Picture Cards</li> <li>• Famous City Picture Cards (for FSD? activity only)</li> <li>• Post Card Template (for FSD? activity only)</li> <li>• Word Bank (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the physical features of Edinburgh and Cape Town.	Children will look closely at the physical features of Edinburgh and Cape Town. Children will use language to describe and compare the physical features of two different cities.	<ul style="list-style-type: none"> <li>• Can children compare two cities?</li> <li>• Can children list and describe features found in a city?</li> <li>• Can children use correct vocabulary for physical features of cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A</li> <li>• Question Card 3B/3C</li> <li>• Edinburgh and Cape Town Features</li> <li>• Travel Journal A and B (for FSD? activity only)</li> <li>• Venn Diagram (for FSD? activity only)</li> <li>• Word Cards (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the human features of Edinburgh and Cape Town.	Children will look closely at the human features of Edinburgh and Cape Town. Children will use language to describe and compare the human features of two different cities.	<ul style="list-style-type: none"> <li>• Can children explain the difference between a physical and human feature?</li> <li>• Can children explain what human features you will find in particular cities?</li> <li>• Can children explain that human features are developed according to the physical environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Memory Picture Cards (for FSD? activity only)</li> <li>• Memory Word Cards (for FSD? activity only)</li> <li>• Symbol Drawing Sheet (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore symbols and patterns used to create maps.	Children will explore what a bird's eye view is and describe maps from this perspective. Children will explore how to use symbols to represent objects in a bird's eye view map.	<ul style="list-style-type: none"> <li>• Can children explain what an aerial map is?</li> <li>• Can children use symbols and keys to create a map?</li> <li>• Can children recognise human and physical features on maps?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• City Map</li> <li>• Worksheet 5C Key</li> <li>• Simon's City Map (for FSD? activity only)</li> <li>• Simon's City Tourist Cards (for FSD? activity only)</li> <li>• Travel Journal (for FSD? activity only)</li> </ul>

# Where do I live? : Geography : Year1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	<ul style="list-style-type: none"> <li>Do children know what a continent is?</li> <li>Can children name and locate the seven continents?</li> <li>Can children identify the UK on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>World Jigsaw</li> <li>World Map sheet</li> <li>Wheel Templates (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify the countries and capital cities of the UK.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.	<ul style="list-style-type: none"> <li>Do children know that the United Kingdom is made up of different countries?</li> <li>Can children name the countries and capital cities of the UK?</li> <li>Can children identify the national flags of each of the countries of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Information Sheet</li> <li>Game Cards</li> <li>Flag Templates (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to identify features and characteristics of the countries of the UK.	Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.	<ul style="list-style-type: none"> <li>Can children name the four countries of the UK?</li> <li>Can children name the capital cities of the UK?</li> <li>Can children identify some features and characteristics of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Fact Cards</li> <li>Picture Cards (FSD? activity only)</li> <li>Word Mat (FSD? activity)</li> </ul>
<b>Lesson 4</b>	To explore the town we live in.	Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	<ul style="list-style-type: none"> <li>Do children know the difference between a village, town and city?</li> <li>Can children locate their local area on a map of the UK?</li> <li>Can children use a variety of sources, including maps, to help them explore the local area?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Photos of local area</li> <li>Access to internet</li> </ul>
<b>Lesson 5</b>	To be able to describe where you live.	Children will consolidate their understanding of where they live and extend this to thinking about the road and house their live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.	<ul style="list-style-type: none"> <li>Do children know what addresses are used for?</li> <li>Can children write their own address?</li> <li>Can children describe where they live?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Envelopes and stamps (FSD? activity only)</li> <li>Address Guide (FSD? activity only)</li> </ul>



# Let's Go to the Arctic : Geography : Year 1/2

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore the Arctic Circle.	Children will look at Arctic Circle maps to learn about what it is and where it is. They will explore the seven countries that make up the Arctic Circle. They will look at and describe images of towns found in the Arctic Circle.	<ul style="list-style-type: none"> <li>Do children know where the Arctic Circle is?</li> <li>Can children list some countries found in the Arctic Circle?</li> <li>Can children read and use maps to complete activities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Arctic Circle Map</li> <li>Worksheet 1A/1B/1C</li> <li>White/lined paper</li> <li>Memory Cards (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the climate in the Arctic.	Children will learn new weather vocabulary and will use it to describe weather patterns. They will learn about winter and summer in the Arctic and what the weather is like in each of these seasons.	<ul style="list-style-type: none"> <li>Do children understand that weather can change in the Arctic?</li> <li>Can children explain the different seasons in the Arctic?</li> <li>Do children know that weather can be different in different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Cards</li> <li>Word Cards</li> <li>Scenario Cards (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the Arctic's physical features.	Children will use their senses to describe the landscapes in the Arctic. They will learn some new vocabulary associated with physical features found in the Arctic, including mountains, hills, icebergs, rivers and lakes.	<ul style="list-style-type: none"> <li>Do children understand what a physical feature is?</li> <li>Can children list some physical features found in the Arctic?</li> <li>Can children use their senses to describe landscapes and their features?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Arctic Landscapes</li> <li>Physical Features Cards</li> <li>Worksheet 3A/3B</li> <li>Landscapes Cards (for FSD? activity only)</li> <li>Questions Cards (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the animals living in the Arctic.	Children will look at animals in the Arctic and how they survive the cold, harsh winters. They will use maps to locate and record animal distribution in the Arctic.	<ul style="list-style-type: none"> <li>Can children list some animals found in the Arctic?</li> <li>Can children describe some features Arctic animals have?</li> <li>Can children use maps to locate and describe Arctic animals?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Arctic Circle Map A/B</li> <li>Worksheet 4A/4B/4C</li> <li>Word Bank</li> <li>Follow Me Animal Cards (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore cities and towns in the Arctic Circle.	Children will look closely at some Arctic cities and describe the physical features within the cities. They will use a map to locate these cities in the Arctic and describe the country they are in.	<ul style="list-style-type: none"> <li>Can children list some human features found in Arctic cities?</li> <li>Can children explain the difference between human and physical features?</li> <li>Can children view aerial photos and images and locate human features?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Town Picture Cards</li> <li>Worksheet 5A/5B/5C</li> <li>Inuit Story (for FSD? activity only)</li> <li>Make an Igloo (for FSD? activity only)</li> <li>Igloo Examples (for FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To compare an Arctic town to a city in the United Kingdom.	Children will look closely at Sisimiut in Greenland and compare it to London in the United Kingdom. Children will use language to compare the physical features, human features and weather patterns in each place.	<ul style="list-style-type: none"> <li>Can children find similarities between two places?</li> <li>Can children find differences between two places?</li> <li>Can children explain that human and physical features in towns and cities can be different and similar?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sorting Cards</li> <li>Worksheet 6A/6B</li> <li>Venn Diagram Cards</li> <li>London Grid (for FSD? activity only)</li> <li>Sisimiut Grid (for FSD? activity only)</li> <li>Grid Cards (for FSD? activity only)</li> </ul>

# Map Makers : Geography : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to use compass points to navigate around a map.	Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps.	<ul style="list-style-type: none"> <li>Can the children explain what a direction is?</li> <li>Can the children explain why using directional language is important?</li> <li>Can the children use directional language to guide a partner?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Treasure Map 1A/1B/1C</li> <li>Pirate Game Sheet 1B</li> <li>Treasure Chest Sheet</li> <li>Big Pirate Game (FSD? Only)</li> <li>Compass Sheet (FSD? Only)</li> </ul>
<b>Lesson 2</b>	To use aerial photographs and plan perspectives to recognise and create landmarks	Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room.	<ul style="list-style-type: none"> <li>Can the children explain what is meant by an aerial view or perspective?</li> <li>Can the children draw the classroom as an aerial view to help another pupil?</li> <li>Can the children draw an aerial view or perspective of a familiar room?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Plan View Example Sheet</li> <li>Shape Sheet</li> <li>Worksheet 2A/2B/2C</li> </ul>
<b>Lesson 3</b>	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.	<ul style="list-style-type: none"> <li>Can the children read the information on the town map examples?</li> <li>Can the children explain what the use of a key is?</li> <li>Can the children draw their own key for their maps?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Map Research Sheet 3A/3B</li> <li>Symbols Sheet</li> <li>Challenge Card A/B/C</li> </ul>
<b>Lesson 4</b>	To devise a simple map and use and construct basic symbols in a key.	Children will recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.	<ul style="list-style-type: none"> <li>Can the children recall the key features seen on their walk?</li> <li>Can the children show how to draw a simple map?</li> <li>Can the children draw a key to aid with reading their map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Map Checklist</li> <li>Map Template Sheet</li> </ul>
<b>Lesson 5</b>	To design a map, referring to key human features.	Children will think about some of the human and physical features that are found in a town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a map.	<ul style="list-style-type: none"> <li>Can the children read the map of Spring Town?</li> <li>Can the children explain why Spring Town is not designed very well?</li> <li>Can the children design a new town with human features?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Town Design Sheet 5A/5B/5C</li> <li>Key Features Sheet</li> <li>Spring Town Map (FSD? activity only)</li> <li>Blank Spring Town Map (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To create a 3D map using their town designs.	Children will recap what they have found out about maps and their features. They will then translate this by creating 3D maps. They will consolidate what they have learnt by guiding each other around the 3D maps they have created.	<ul style="list-style-type: none"> <li>Can the children recall key features of a map?</li> <li>Can the children complete their 3D maps using the checklist?</li> <li>Can children talk through their designs using geographical vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>3D Map Example Sheet</li> <li>Paper Lantern Instruction Sheet (FSD? Only)</li> <li>Map Checklist (FSD? Only)</li> <li>Paper lanterns</li> </ul>