

<p>Theme reads:  The Tiger Child – Joanna Troughton (Copies at Pegasus.)  Extracts from Eyewitness weather (Copies at Peg.)  Percy the Parkkeeper After the storm – Nick Butterworth  Gobble you up – Gita Wolf  Seasons of Splendour – Madhur Jaffrey  Grandma and the great gourd - Chitra Banerjee Divakaruni and Susy Pilgrim Waters  Ganesha’s sweet tooth – Sanjay Patel  Pattan’s Pumpkin: An Indian Flood story – Chitra Soundar  Floods – Christine Thomas Alderman  India – Susie Brooks</p>	<p>Year 2 (summer): Enquiry Question  <b>What happens when a street becomes a river?</b>  <b>Key driver:</b> Determination  <b>Key skills:</b> I can compare and contrast human and physical geographical features in different places in the world with the UK.  <b>Year Enquiry:</b> How do we survive in a wild world?  <b>Topics:</b> Case study: UK vs India (Chembakolli, Tamil Nadu)  <b>High quality outcome:</b> Children will design a flood resistant house and justify their design by writing a brief rationale.</p>	<p>Resources  Atlases, globes, maps, photographs  <a href="https://www.bbc.co.uk/bitesize/clips/z4fr87h">https://www.bbc.co.uk/bitesize/clips/z4fr87h</a> - Introduction to India video  <a href="https://www.actionaid.org.uk/school-resources/search/s/country/0-2382">https://www.actionaid.org.uk/school-resources/search/s/country/0-2382</a>  <a href="https://www.actionaid.org.uk/school-resources/resource/a-sensory-journey-through-india">https://www.actionaid.org.uk/school-resources/resource/a-sensory-journey-through-india</a>  <a href="http://intranet.yorks.ac.uk/margaret/ICTWeb/QCASO/W/geography/geo10.pdf">http://intranet.yorks.ac.uk/margaret/ICTWeb/QCASO/W/geography/geo10.pdf</a> - A Village in India unit (some pictures etc. useful.)  <a href="https://www.floodtoolkit.com/wp-content/uploads/2015/02/flood-aware-teacher-scheme-of-work.pdf">https://www.floodtoolkit.com/wp-content/uploads/2015/02/flood-aware-teacher-scheme-of-work.pdf</a></p>
<p>Key Vocabulary:  UK, India, continent, country, village, weather, season, monsoon, climate, river, flooding</p>		<p>Pupil Pledge</p>

<p>Launch  Role play taking a trip to India (taxi to the airport, at the airport, flights, bus, tuk tuk etc) initially without telling children where they are going. Can they guess from pictures/description of the country? What do they know about India already?  WALT: I can locate India on different maps.  Outcome: Children will locate and label India and Chembakolli on maps and consider how far from the UK it is.</p>	<p>Lesson 2  Climate and weather in Oxford and Chembakolli  WALT: I can identify seasonal and daily weather patterns in Oxford and Chembakolli.  Outcome: Children to share what they remember about UK weather from the autumn term. Compare to the climate and weather in Chembakolli.  Sort statements and pictures about climate/weather into Chembakolli or Oxford.</p>	<p>Lesson 3  What does monsoon mean?  WALT: I know what a monsoon is and understand how it affects people who live in India.  Outcome: Children explore images and video clips of a monsoon. Create a monsoon guide including what they are, impact and how people stay safe.</p>	<p>Lesson 4  Physical features of Chembakolli/Tamil Nadu  WALT: I can use maps and photographs to identify key physical features.  Outcome: Groups of children investigate different photographs and maps and then present what they have learned about physical features of Chembakolli/Tamil Nadu region of India to the rest of the class.</p>	<p>POP Quiz  Children complete a travel brochure about visiting Chembakolli.  Template and sentence stems provided.</p>
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<p><b>Lesson 6</b> Comparing homes in Oxford and homes in Chembakolli WALT: I can identify similarities and differences between homes in my local area and homes in Chembakolli. Outcome: Children explore common homes in the village of Chembakolli and identify similarities and differences with their own homes/homes in the local area.</p>	<p><b>Lesson 7</b> Flooding in Oxford WALT: I know some of the causes of floods. Outcome: Children learn what a flood is and what may cause them. They learn about the impact of flooding in the local area.</p>	<p><b>Lesson 8</b> Flooding in India WALT: I can explain the impact of flooding in India. Outcome: Children learn about floods during monsoon season in India and explore some of the negative and positive impacts floods can have.</p>	<p><b>Lesson 9</b> Flood resistant homes WALT: I can explain how flooding affects people in the UK and in India. I can design a flood-resistant house. Outcome: Children will design a flood resistant house and justify their design by writing a brief rationale.</p>	<p><b>Celebration</b> Children to make their flood resistant houses and create an exhibition.</p>
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<p><b>Content:</b> What will we learn? What are the core concepts? To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p><b>Coherence:</b> How does this link to previous learning? Builds on understanding of the world from EYFS and unit 3 in year one. Builds on understanding of weather and seasonal patterns from year two unit 1. Builds on understand of climate zones from year two unit two.</p>	<p><b>Creativity:</b> How will we show we understand in multiple ways? Artistic and written outcomes: diaries, letters, reports.</p>	<p><b>Compassion:</b> What opportunities are there to teach compassion? Learning about how people live during monsoon season in India, considering the impact of the weather on their lives.</p>	<p><b>Community:</b> What links are there to local resources? Areas that flood around Oxford. Newspaper reports and accounts of most recent floods in Oxford.</p>
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