**Unit Planning Guidance**

***Enquiry question: What are the countries that make up the United Kingdom like?***

**Unit context**

This unit builds on pupils’ knowledge in all strands of geography: place knowledge, locational knowledge, and human and physical geography. It introduces pupils to the United Kingdom. However, it mainly aligns with the locational knowledge strand. Within this strand, pupils are expected to name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The unit draws on the ‘human and physical geography’ strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.

Pupils will:

* become familiar with maps of the United Kingdom and learn to recognise its shape and to locate it on a world map and a globe
* identify England, Northern Ireland, Scotland, and Wales, as well as their capital cities
* locate their own town/city within the United Kingdom
* develop contextual knowledge of the location of significant places within the UK—including their defining physical and human characteristics
* recognise the four countries’ individual flags, as well as the Union Jack and what it represents
* begin to develop an understanding of the concept of union.

Throughout the unit, pupils will be introduced to a range of sources of geographical information—including maps, diagrams, globes, and aerial photographs—and will begin to learn how to interpret them. Pupils will be encouraged to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing. They should begin to understand basic subject-specific vocabulary relating to human and physical geography, such as ‘city’ and ‘mountain’, and simple compass directions (north, south, east, and west).

Please note that for each lesson, the lesson outline information can be found at the start of the slides (the key vocabulary, key knowledge, and key terms) and not in the pupil workbooks like in Key Stage 2.

**General resources**

The *Additional resource: Knowledge quizzes* contains all the knowledge quizzes for Year 1, as well as the charts where pupils record their scores for each quiz. You could print and make these into a small booklet to hand out to pupils every lesson.

The *Subject knowledge guide* and *Knowledge organiser* for the unit are available as printable documents on *Oxford Owl.*

The full curriculum can be viewed in the full *Geography progression document* for Years 1–6.

***Pupils are not expected to read the text in the pupil workbook independently; it should be read as part of a guided reading exercise with an adult.***

***Each lesson has been designed for a two-hour duration.***

**Links to previous and future learning**

*The knowledge from previous and future units which closely link with this current unit are shown below. For more information about how this unit fits into the wider sequence of learning, please see the Geography progression document.*

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| **Year 1** | **Year 2** | **Year 3** |
| **Our local area**   * Where do we go to school and what is it like there? * What is it like to live in our local area? * What is special about our local area? * Where do people live and work in our local area? * Can we map our local area? * What would we change about our local area? | **Planet Earth**   * What are the seven continents that make up planet Earth? * What are the five oceans that make up planet Earth? * What is the continent of Europe like? * What is the continent of North America like? * What is the continent of South America like? * What is the continent of Oceania like? * What is the continent of Africa like? * What is the continent of Asia like? * What is the continent of Antarctica like? * Why are some parts of Earth hot and some parts cold? | **Settlements and land use**   * Where are mountains and hills in the UK? * Which seas and oceans surround the UK? * Where are rivers located in the UK? * Where have people chosen to settle in the UK? * What are the counties of the UK? * How is land used in the UK? |

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| **Unit overview** | | | | | |
|  | | **Key knowledge** | | **Key vocabulary** | |
| **Lesson 1**  ***What is the United Kingdom?*** | | * ‘United’ means joined together. * ‘Kingdom’ means a country ruled by a king or queen. * The four countries in the United Kingdom are: England, Northern Ireland, Scotland, and Wales. | | * England * Northern Ireland * Scotland * **United Kingdom** * Wales | |
| **Lesson 2**  ***What is it like to live in Scotland?*** | * Edinburgh is the capital city of Scotland. * Edinburgh has a famous castle and is where the Scottish Parliament meets. * In the Highlands, there are large mountains and enormous lakes. | | * **capital city** * haggis * Highlands * lakes (lochs) * mountains (Munros) | |
| **Lesson 3**  ***What is special about Wales?*** | | * The capital city of Wales is Cardiff. * The Welsh language (Cymraeg) is the oldest language in the UK. * Snowdon is the highest mountain in Wales. | | * Cardiff * Cymraeg * Mount Snowdon * **national landmark** * Snowdonia | |
| **Lesson 4**  ***Why do people visit Northern Ireland?*** | | * Ireland is made up of the Republic of Ireland and Northern Ireland. * Northern Ireland is part of the UK. The Republic of Ireland is not. * Belfast is the capital city of Northern Ireland. * The Giant’s Causeway is the most popular tourist attraction. | | * Belfast * Gaelic * Giant’s Causeway * **tourist** | |
| **Lesson 5**  ***What is England famous for?*** | | * England is the biggest country in the United Kingdom. * London is the capital city of England. * The tallest mountain in England is called Scafell Pike. | | * city * countryside * London * **parliament** * River Thames * Scafell Pike | |

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| **Lesson 6**  ***What is the Union Jack and what does it represent?*** | * The countries in the United Kingdom all have their own flags. * The Union Flag (known as the Union Jack) is the national flag of the UK. * The Union Jack is made up of the individual flags of England, Scotland, and Northern Ireland. * The Welsh flag is not included on the Union Jack. | * **flag** * union * Union Flag * Union Jack |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 1:**  ***What is the United Kingdom?*** | * ‘United’ means joined together. * ‘Kingdom’ means a country ruled by a king or queen. * The four countries in the United Kingdom are: England, Northern Ireland, Scotland, and Wales. | Lesson 1 slides  Pupil workbook  Subject knowledge guide  Google Maps | * England * Northern Ireland * Scotland * **United Kingdom** * Wales |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** |
| Pupil workbook  Response to the enquiry question | **DC4**: Place and space | The **United Kingdom** is made up of four countries. Charles III is the king. | * Pupils understand what ‘union’ means. * Pupils can name and locate the four countries that make up the UK. |
| **Teacher notes:**   * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Existing knowledge**: Through class discussion, gauge pupils’ current knowledge of the United Kingdom. You could collect responses on pieces of paper and add them to the working wall. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then show a satellite map of your local area on Google Maps. Ask: ‘What can you see in this map?’. Remind pupils of work done on local area in Unit 1, what a map is, what a key is, and what the different symbols stand for. Point out local physical and human landmarks near the school. Zoom out to show the whole of the United Kingdom. Explain our local area is in (*name of town/city*) which is in the United Kingdom. Four countries make up the United Kingdom. * **Read:** Read ‘What is the United Kingdom?’. Explain what the words ‘united’ and ‘kingdom’ mean. * **Talk task:** In pairs, pupil point to countries and ask their partner to say the correct name out loud. It is important pupils practise saying the country names aloud before they go on to write them. * **Read:** Read ‘Compass points’. If this is the first time pupils have come across these terms (north, east, south, and west) then play a game asking them to move to different compass points around the room (or a larger space such as hall/playground, if possible). * **Write:** Ask pupils to answer the questions in the pupil workbook using their knowledge of compass points. * **Group task:** Show the class the UK jigsaw pieces jumbled up on the slide. Encourage pupils to discuss where each country is in relation to the other countries, in order to apply the directional knowledge that they have learned. Then ask pupils to direct you while you move the pieces on the slide into the correct place. * **Write:** Ask pupils to work in pairs to label the countries of the United Kingdom and answer the questions on where the four countries of the UK are in relation to one another in the pupil workbook. Check if pupils are able to practise using the directional knowledge that they have just learned with the map of the UK. Challenge pupils to circle where they live on the map. * **Read:** Read ‘Cities and the countryside’. * **Talk task:** Ask pupils to discuss in pairs what they can see in the pictures. Then ask them to discuss what is similar about the pictures, and what is different.   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address. | | | |

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| **Lesson question** | **New knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 2:**  ***What is it like to live in Scotland?*** | * Edinburgh is the capital city of Scotland. * Edinburgh has a famous castle and is where the Scottish Parliament meets. * In the Highlands, there are large mountains and enormous lakes. | Lesson 2 slides  Pupil workbook  Subject knowledge guide  Additional resource: Knowledge quizzes  Google Maps  Colouring pens or pencils  Video clip from [Visit Scotland](https://www.youtube.com/watch?v=FlG6tbYaA88&feature=emb_logo)  Bagpipe music (optional)  Scottish food such as haggis (optional) | * **capital city** * haggis * Highlands * lakes (lochs) * mountains (Munros) |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.1  Response to the enquiry question | **DC4**: Place and space | A **capital city** is a large city where the country’s Parliament meets. | * Pupils know the capital of Scotland is called Edinburgh, and can locate it on a map. * Pupils can identify the border between Scotland and England. * Pupils are aware of some of Scotland’s famous landmarks and traditions (music and food). |
| **Teacher notes:**   * **Knowledge quiz 2.1:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then show a map of the UK on Google Maps and recap the four countries of the UK. Zoom in to focus on Scotland. Explain that Scotland is the furthest north of the four countries in the UK. Look at the shape of the land and identify some of the many islands surrounding the mainland. Locate the capital city, Edinburgh. Ask: ‘What do you know about Scotland?’. * **Talk task**: Discuss the map shown on the slide. Ask: ‘What can you spot on the map that tourists might want to visit in Scotland?’. * **Write:** Ask pupils to look at the map in the workbook and label Scotland and Edinburgh. Then, ask them to colour Scotland blue. Model how to draw a dot to show where Edinburgh is. * **Read:** Read ‘Visit Scotland!’ and explain thousands of tourists visit Scotland every year. Show the [video](https://www.youtube.com/watch?v=FlG6tbYaA88&feature=emb_logo) from Visit Scotland (<https://www.youtube.com/watch?v=FlG6tbYaA88&feature=emb_logo>). [Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.] * **Retrieval:** Ask pupils ‘Why do you think Scotland is a popular destination? Which attractions did you spot?’. Then ask pupils to write the attractions they spotted in the video in their pupil workbooks. * **Read:** Read ‘What is Scotland like?’ and discuss the Edinburgh landmarks. Explain the term ‘parliament’ (a group of people who run a country). * **Investigation:** Ask pupils to look at the map. Ask: ‘Where are most of the cities located in Scotland?’. Highlight how most cities are located in the south of the country, whereas the Highlands (in the north) have fewer towns and more countryside. * **Read:** Read the remaining ‘What is Scotland like?’ slides to run through famous natural and human-made landmarks, and Scottish traditions (music and food). You could look up places like Loch Ness on Google Maps to show the class their locations. This learning would also be enhanced by playing pupils some bagpipe music or by bringing them some Scottish food to try. Go through the text together and practise saying the unfamiliar vocabulary out loud, such as, Ben Nevis, Loch Ness, bagpipes, kilt, and haggis. * **Retrieval:** Ask pupils to draw lines to match each landmark with the correct information.   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address. | | | |

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| **Lesson question** | **New knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 3:**  ***What is special about Wales?*** | * The capital city of Wales is Cardiff. * The Welsh language (Cymraeg) is the oldest language in the UK. * Snowdon is the highest mountain in Wales. | Lesson 3 slides  Pupil workbook  Subject knowledge guide  Additional resource: Knowledge quizzes  Google Maps  Colouring pens or pencils  Audio recordings of Welsh language or a Welsh speaker to visit (optional) | * Cardiff * Cymraeg * Mount Snowdon * **national landmark** * Snowdonia |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.2  Response to the enquiry question | **DC4**: Place and space | A **national landmark** is an object or feature that is famous and easily recognised. | * Pupils know the capital of Wales and can locate it on a map. * Pupils are aware of some of Wales’s attractions and landmarks, including Snowdonia. * Pupils understand Wales is famous for its mountainous geography. * Pupils know of Snowdon, where it is located, and can describe the view from the top. |
| **Teacher notes:**   * **Knowledge quiz 2.2:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then show a map of the UK on Google Maps and recap the four countries of the UK. Zoom in to focus on Wales. Look at the shape of the land and discuss the location of major towns and the capital city, Cardiff. Ask: ‘What do you know about Wales?’. * **Talk task**: Share a map of Wales and discuss the towns and cities. Ask: ‘Can you spot Cardiff on this map?’. * **Write:** Ask pupils to look at the map in their pupil workbook and to label Scotland, Wales, and Cardiff, and to colour in Scotland and Wales. Model how to draw a dot to show where Cardiff is. * **Read:** Read ‘Visit Wales!’ and explain that thousands of tourists visit Wales every year. Show the [video](https://www.youtube.com/watch?v=VNL4M0lVT3) from Rough Guides (<https://www.youtube.com/watch?v=VNL4M0lVT3>). [Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.] * **Retrieval:** Ask ‘Why do you think Wales is popular with tourists? Which attractions did you spot?’. Then ask pupils to write the attractions they spotted in the video in their pupil workbooks. * **Read:** Read ‘What is Wales like?’ and discuss the Welsh landmarks, natural features such as hills and mountains, and the language. This learning would also be enhanced by playing pupils some Welsh language clips. A Welsh visitor to interview would also help to bring the learning to life. Search for Snowdon Peak on Google Maps. Show map view, then switch to satellite. Drag the yellow figure onto the peak to show the ‘Streetview’ so pupils can experience the view from the top. You can rotate the view 360 degrees. * **Retrieval:** To check pupils’ understanding of the new vocabulary, ask them to write the words next to the correct picture.   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address. | | | |

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| **Lesson question** | **New knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 4:**  **Why do people visit Northern Ireland?** | * Ireland is made up of the Republic of Ireland and Northern Ireland. * Northern Ireland is part of the UK. The Republic of Ireland is not. * Belfast is the capital city of Northern Ireland. * The Giant’s Causeway is the most popular tourist attraction. | Lesson 4 slides  Pupil workbook  Subject knowledge guide  Additional resource: Knowledge quizzes  Google Maps  Colouring pens or pencils | * Belfast * Gaelic * Giant’s Causeway * **tourist** |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.3  Response to the enquiry question | **DC4**: Place and space | A **tourist** is someone who spends time away from home for leisure, holiday, and fun. | * Pupils understand that Ireland is two countries, and that only Northern Ireland is part of the UK. * Pupils know the name of the capital city of Northern Ireland and where it is located. * Pupils are familiar with Irish customs and traditions. * Pupils know what the Giant’s Causeway is and where it is located. * Pupils know the difference between a natural and a human-made landmark. |
| **Teacher notes:**   * **Knowledge quiz 2.3:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then show a map of the UK on Google maps. Recap the four countries of the UK and then zoom in to focus on Northern Ireland. Explain that Northern Ireland is part of the UK, but the rest of Ireland is a separate country—the Republic of Ireland. * **Read:** Read ‘Map of Northern Ireland and Republic of Ireland’. Draw attention to the border, reinforcing the idea that Northern Ireland and the Republic of Ireland are two separate countries. Point out the capital city: Belfast. Ask: ‘What do you know about Northern Ireland?’ * **Talk task**: Share the map of Northern Ireland. Discuss the towns and cities. Ask: ‘Working with your partner, can you spot Belfast on this map?’. * **Write:** Ask pupils to look at the map and to label Scotland, Wales, Northern Ireland, and Belfast, and then to colour Scotland, Wales, and Northern Ireland in. * **Write:** Ask pupils to answer the questions about the location of Northern Ireland. * **Read**: Read ‘What is Northern Ireland like?’. Explain thousands of tourists visit Northern Ireland every year and share the information about Northern Ireland and its landmarks, traditions, and customs. * **Talk task:** Show the class the image of the Giant’s Causeway. Ask pupils to look carefully at this landmark in Northern Ireland. Ask: ‘What do you think it is? What do you think it is made out of?’ * **Read:** Read ‘The Giant’s Causeway’ and explain how the Giant’s Causeway is the most popular tourist attraction in Northern Ireland. Watch the [video](https://www.youtube.com/watch?v=qHygfkHD5TE) about the Giant’s Causeway (<https://www.youtube.com/watch?v=qHygfkHD5TE>), and ask pupils to listen out for why it is called the ‘Giant’s Causeway’ as they watch. You could show the class the Giant’s Causeway on Google Maps. [Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.] * **Retrieval:** Ask pupils to complete the activity in the pupil workbook. Before they start, explain the difference between natural and human-made landmarks. Model the task, then ask pupils to label the other famous landmarks either ‘natural’ or ‘human-made’ to demonstrate their understanding. * **Write:** Check understanding by asking pupils to answer how they can tell the difference between natural and human-made landmarks in their pupil workbooks.   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address. | | | |

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| **Lesson question** | **New knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 5:**  ***What is England famous for?*** | * England is the biggest country in the United Kingdom. * London is the capital city of England. * The tallest mountain in England is called Scafell Pike. | Lesson 5 slides  Pupil Workbook  Subject knowledge guide  Additional resource: Knowledge quizzes  Google Maps  Colouring pens or pencils  Additional resource: City or countryside | * city * countryside * London * **parliament** * River Thames * Scafell Pike |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.4  Response to the enquiry question | **DC4**: Place and space | **Parliament** is a group of people who run a country. | * Pupils know that England is the biggest country in the UK, and can locate its capital. * Pupils can compare and contrast the city and countryside. * Pupils are familiar with some of England’s famous landmarks. |
| **Teacher notes:**   * **Knowledge quiz 2.4:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then using Google Maps, recap the location of Scotland, Wales, Northern Ireland, and their capital cities. Then locate England and London. Explain that London is the capital city of the whole of the UK, as well as the capital of England. * **Talk task**: Share the illustrated map of England and discuss the images. Ask: ‘Can you find London on this map? What landmarks can you spot on the map that tourists might want to visit in England?’. * **Write:** Ask pupils to look at the map and to label Scotland, Wales, Northern Ireland, England, and London on the map. Then colour and label Scotland, Wales, Northern Ireland, and England. * **Group task**: Bring the class back together. Search on Google Maps for your school and explain which country of the UK it is in. Then state a fact about that country, for example England is the biggest country in the UK or Scotland is the furthest north country in the UK. Then split pupils into small groups and give each group a hand out of *Additional resource: City or countryside*. Without explaining what the images are of, ask pupils to work in their groups to sort the images into two piles. Ask: ‘Why have you sorted them in that way?’.Explain that some of the pictures show cities in England, while other pictures show the countryside of England. * **Read:** Read ‘City or countryside?’ to explain the differences between cities and the countryside. * **Group task:** Now that pupils know the difference between cities and the countryside, go through the correct answers. * **Read:** ‘What is England like?’. Explain thousands of tourists visit England every year. Talk about the geography of England and how it varies—from mountains like Scafell Pike to flatlands in southern England. Ask what children can see in the pictures of Scafell Pike and a southern farming field. * **Write:** Explain that some parts of England, like cities and towns, are full of buildings and people. Other parts of England, like the countryside, have more wildlife and farms. Ask pupils to look at the pictures and then answer the questions in the pupil workbook—showing their opinions and preferences of city versus countryside. * **Read:** Read ‘London’ and share information on London and its famous landmarks. Link to learning in the previous lesson: ‘Are these landmarks natural or human-made features? How do you know?’. * **Retrieval:** Ask pupils to look at the photograph of London and see what landmarks they can find. Then ask pupils to write or draw a list of these landmarks in their pupil workbook. Ask pupils to compare their lists—were there any their peers found that they missed?   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address. | | | |

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| **Lesson question** | **New knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 6:**  ***What is the Union Jack and what does it represent?*** | * The countries in the United Kingdom all have their own flags. * The Union Flag (known as the Union Jack) is the national flag of the UK. * The Union Jack is made up of the individual flags of England, Scotland, and Northern Ireland. * The Welsh flag is not included on the Union Jack. | Lesson 6 slides  Pupil workbook  Subject knowledge guide  Additional resource: Knowledge quizzes  Google Maps  Colouring pens or pencils | * **flag** * union * Union Flag * Union Jack |
| **Outcomes/Assessment** | **Disciplinary concepts** | **Key term** | **Key takeaway** | |
| Pupil workbook  Knowledge quiz 2.5  Knowledge quiz 2.6  Response to the enquiry question | **DC4**: Place and space | A **flag** is a piece of cloth hung on a flagpole, which represents something like a country. | * Pupils know the flags of the four countries in the UK. * Pupils recognise the Union Jack flag and understand what the Union Jack flag represents. | |
| **Teacher notes:**   * **Knowledge quiz 2.5:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * **Enquiry question:** Share the unit enquiry question ‘What are the countries that make up the United Kingdom like?’. Explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Then using Google Maps, show the whole of the UK. Point to the different countries and ask pupils to name them. Invite pupils to point out the capital cities of each. Ask pupils to tell their partners three things about each of the four countries, to see how much pupils remember from the previous lessons. * **Read**: Read ‘What are the flags of the countries in the United Kingdom?’ and look at each of the four flags of the UK’s countries in turn, discussing the colours and patterns of each flag. Explain that the Union Jack is a hybrid of the other flags. Explain how union means ‘joined together’. Discuss the Welsh flag and why it is not included. (See the *Subject knowledge guide* for more information on this.) * **Write:** To check understanding, ask pupils to match the flags to the correct country in their pupil workbook. * **Talk task**: Ask: ‘Where have you seen the Union Jack flag?’. Discuss where pupils have seen it and what it is used for. * **Read:** Read ‘The Union Jack’ slides about where the flag is seen and explain how people often feel proud when they see the Union Jack. * **Write:** Ask pupils to colour in the Union Jack flag image in their pupil workbook. Can they get the colours right and in the correct places? * **Knowledge quiz 2.6:** Pupils complete this in the *Additional resource: Knowledge quizzes* to assess their knowledge retention from this lesson. They write their score in the chart also provided in the additional resource.   **Learning review:** Work through the review questions together as a class. Add further questions if you wish to. Note down any misconceptions or areas to address.  **Enquiry question:** Pupils now respond to the enquiry question. This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the *Enquiry question support document*. | | | | |