

Week 1 - Continents

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Use maps, atlases and globes to identify the world
Knowledge:	<ul style="list-style-type: none"> • Name the seven continents. • To know where India is located on a map and that is much larger in size than the UK.

Teacher guidance	
<p>Session outcome: Children will recap their previous knowledge of the UK. They will be able to locate the UK on a globe/world map. They will look at aerial images of the world and ask geographical questions. They will locate other locations on a world map (India, other places children in the class are from). Children will know the 7 continents.</p>	
Lesson exploration	<ul style="list-style-type: none"> • Start with a recap in previous learning on the UK- countries, capitals, seas that surround it- could possibly use the UK jigsaw. • Look at the globe- generate questions- what is it? What is it for? What does it show us? What can you see? • Look at aerial images of the Earth- what can see? Can you locate anywhere? • Look at a map/globe and discuss the areas of land- explain that these are called continents (Continents are very, very large areas of land.) • Watch video- https://www.youtube.com/watch?v=K6DSMZ8b3LE to explore the name and facts about the each of the continents. • Using a world map on the board, atlases and globes, children to work in groups to pieces together a laminated continent jigsaw to create a world map. Children can use post its to label the continents. • Children to then work independently to label a world map with the 7 continents- create a key to colour code each continent? • End the lesson with 'Guess the Continent...' using the facts from the video e.g. I'm the coldestcontinent what am I?... This can be done on whiteboards / verbally and recorded in books during the next lesson. • Introduce that we are going to be looking at the country India. Can you locate it anywhere? How is it different from UK?



Week 2 – Researching and Learning about India

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions. • Locate place of study using a variety of geographical sources including Digital Mapping and understand their location in relationship to locations previously studied. • Understand geographical similarities and differences through studying the human geography in a contrasting non-European country.
Knowledge:	<ul style="list-style-type: none"> • Locate India on a map. • To know some human and physical features of India.

Teacher guidance	
<p>Session outcome:</p> <p>Topic day – WOW day/ or over two weeks – if possible, trip (religious trip to local temple/ external dance company/ food tasting – go to a restaurant). The children will be immersed into India. Children can locate India on a map. Can either have a day or spread out key learning. Children could create a booklet/ write a postcard about what they have learnt.</p>	
Lesson exploration	<p>Carousel activity day? Set up areas in the classroom or spread learning throughout the day.</p> <p>Children will recap about what they know the United Kingdom? (quiz)</p> <p>Where is the United Kingdom? What continent is on? How could we find out? Prompt children to think about using a map and globe? What can we learn from using a map/ globe?</p> <p>Can the children recall the seven continents? The children are going to be exploring a country that is not in Europe.</p> <p>Show children some pictures clues of India. Can the children remember where we are exploring?</p> <p>Reveal we will be learning about India. Plan an activity day where children gather facts all about India. They will need to locate it on a map. Explore about the culture – including religion, culture, dance, food (please include samosas), climate, landmarks etc. Use PowerPoint, videos, music resources etc.</p> <p>End of the day – children to complete quiz to test their knowledge about what they have learnt. Potential writing activity within the day – writing a letter home or postcard. Complete knowledge organisers/ booklet about information they have learnt.</p>



Laura Week 3 – Begin to look at similarities and differences between Coventry and New Delhi

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (India). • Use simple grid references • Use compass directions and locational language (near and far)
Knowledge:	<ul style="list-style-type: none"> • To know the capital city of India • To know some human and physical features of India • To know some similarities and differences between Coventry and New Delhi.

Teacher guidance	
Session outcome: Children will recall their knowledge from previous exploration of India and revisit learning on 'London' from the Spring Term. Children will compare the human and physical features of London and New Delhi.	
Lesson exploration	<ul style="list-style-type: none"> • Quick quiz recapping human and physical features of Coventry/London from previous topic studied. • Display an aerial image of Coventry and New Delhi side by side. Children to generate questions / have a discussion around the images. • Give out photographs of human and physical features of London and New Delhi. Children sort them into a 4-part carol diagram. London, New Delhi, Human, Physical and sort the images. Generate discussion around the similarities and differences the children notice. • Map activity – recap grid references. Children to plot human and physical features on a map of New Delhi and a map of Coventry. • Create a same and different table in book and as a class list the similarities and differences between Coventry and New Delhi. • Challenge question – where would you rather go on holiday? Give reasons for your answer.

Week 4 – Writing opportunity - travel brochure for New Delhi – Corpus Christi

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Identify and describe key features of cities, towns and villages. • Identify similarities between urban and rural. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (India).



Knowledge:	<ul style="list-style-type: none"> • Know human features of New Delhi • Know physical features of New Delhi
Teacher guidance	
Session outcome: Children will write a travel brochure to describe and inform people about New Delhi	
Lesson exploration	<ul style="list-style-type: none"> • Recap learning from previous lesson about the human and physical features of New Delhi. • Recap understanding of similarities and differences between New Delhi and London. • Look at the children's answer to their challenge question- why would you want to go on holiday to New Delhi?- discuss main attractions linked to the human and physical features. • Show children examples of other travel brochures- pick out key features. • Children to produce their own simple travel brochure for New Delhi.

Week 5 – Learning about a significant historical figure who has impacted today -

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use drama to improve understanding of a historical event • Recognise reasons why people from the past acted the way they did. • Recall specific dates in history • Use pictures, stories and online resources to find out about the past • Retell an event from the past. • Describe how events in history have shaped our lives
Knowledge:	<ul style="list-style-type: none"> • Name a significant person from the past (Mahatma Gandhi). • Know why they are famous.

Teacher guidance	
Session outcome: Chn to create fact file/non chronological report about Mahatma Gandhi <i>As members of a catholic school, how is Gandhi a role model for how we should live our lives?</i>	
Lesson exploration	<ul style="list-style-type: none"> • Show chn a photo of Gandhi. Do they know who he is? What is he famous for? • Discuss his achievements and legacy and show them an overview video • Chn to research Mahatma Gandhi using written and online evidence. • Chn to create a fact file



Week 6 – DT project – Indian Food!

Focus Subject(s):	D&T
Skills	<ul style="list-style-type: none"> • Select from and use a wide range of ingredients • Use the basic principles of a healthy and varied diet to prepare dishes

Teacher guidance	
<p>Session outcome:</p> <p>Children plan, create and evaluate their own Samosa.</p> <p>Children will recap key food technology skills of hygiene and food preparation. Level of food preparation is optional depending on cohorts and support.</p> <p>Indian-style snacks - Home school lessons in KS2 Cooking Year 6 - BBC Bitesize (The link says Year 6 as this is guidance for Year 6 to follow without adult supervision)</p>	
Lesson exploration	<p>Introduce Nadiya Hussain and explain how she became successful. Discuss her role as role model.</p> <p>Recap what samosas, introduce a small element of their purpose and share thoughts on whether we liked or disliked these on our wow day.</p> <p>Share options for fillings. Children plan their fillings and explain why they have chosen those fillings (likes/dislikes, healthy choices or authenticity). Show video run through first and then complete step-by-step guide with flipchart to model each part.</p> <p>If time and facilities allow children cook samosas at school if not children can take these home to cook.</p> <p>Children evaluate their samosas.</p>

