

Session	Objective	Content and Activities	Resources	Assessment
1	<p>To locate Blackpool, Asia and India on a World Map.</p> <p>To study India and label major cities, bordering countries and seas.</p> <p>To use and interpret atlases and maps.</p>	<p>Using atlases and globes, ask the children to locate UK, Europe, Asia, India and Rajasthan. Label these on the world map.</p> <p>Give the children a larger scale map of India and ask them to find out which countries/seas border India and label them accurately on their maps.</p> <p>Begin to look at the main physical features of India. (Produce a display using the information found.)</p> <p>Extn: Find a picture of the flag of India and colour the plain one.(hwk)</p>	<p>Globes x 6</p> <p>Atlases x 18</p> <p>Map of World x 36</p> <p>Map of India x 36</p> <p>Flag of India (plain)</p>	<p>Can the children locate the places on the map?</p> <p>Have they labelled them accurately?</p>
2	<p>To identify main physical and human features on a map.</p> <p>To use and interpret atlases.</p> <p>To look at how places are linked together.</p>	<p>Look at the atlases and some photographs of the landscape of India. Discuss the keys in the atlases and look at what each symbol stands for.</p> <p>With the children mark the black landscape map of India with the physical features such as <i>Deserts, Mountains, plains, plateau, rivers: Krishna/Godavari</i></p> <p>Discuss this map with the children and ask them what they think it would be like to live in India and Rajasthan. Make a list of questions of what they need to find out to confirm their thoughts. Discuss how they think people move around India.</p>	<p>Landscape Map x 36</p> <p>Atlases</p>	<p>Can the children understand the key in the atlas?</p> <p>Are the children able to label the physical features of Indian landscape?</p>
hwk	<p>To find out information about Rajasthan.</p> <p>To acquire information from books, CD-Roms and the Internet.</p>	<p>Handwriting exercise about the Village of Rajasthan. Children can also use Internet and books to find out some extra information.</p>	<p>Handwriting Sheet</p>	<p>Discuss work with the children once it has been handed in.</p>
3 MATHS	<p>To compare two localities.</p> <p>To study climate and</p>	<p>Look at the data about the temperature and rainfall of both Rajasthan and Blackpool. Plot line graph to show difference in rainfall. Plot bar chart to show</p>	<p>Data sheets</p> <p>Graph paper</p>	<p>Are the children able to make comparisons</p>

	temperature of different countries and discuss how this may affect the people who live there.	difference in temperature. Make comparisons between the two graphs. Discuss how this may affect industry, trade and farming in both areas. Answer questions through interpretation of the graph. SEN - Graphs already plotted.	SEN graphs	between the two climates? Are they able to suggest ways in which these climates would affect industry?
4	To make comparisons between living conditions in two localities. To use secondary sources of evidence.	½ hour discussion lesson Divide the children into small groups and ask them to identify similarities and differences between homes in India and homes in their own locality by looking at various photographs.	Photographs of houses and people in India.	Can the children list the similarities and differences? Are they able to use secondary sources of evidence?
5	To begin to understand the relationship between location and economic activity.	Discuss with the children the kinds of jobs their parents do. Ask the children why they think a lot of people in this area work at Burtons or in the tourist trade. List reasons for this. Study the photos of people working in India. Focus on the methods of farming, types of crops and the role of women. Play the Life in Rural Rajasthan Game. Discuss outcomes.	Life in Rajasthan Game	6
6	To look at differences between educational facilities in Rajasthan and Blackpool. To use secondary	Homework -prior to lesson: Fill in daily timetable for a school day. Read through the story of Tulsiram Jat, the boy who lives in Rajasthan. Look at what he does during the day. Complete a timetable of his daily routine to their	Hwk - Daily routine A day in the life sheet.	Can the children find the similarities and differences between the two

	sources of information.	own. Discuss similarities and differences between the lifestyles. Discuss why he goes to school in the afternoon.		school routines? Can they suggest reasons for the differences?
7	To experience food from another country. To understand why countries have different foods. (Part of Indian Day)	Discuss religion and other aspects of life in India. Ask the children how they think this may affect the types of food the people eat. Cook an Indian dish from the selection of recipes.	Cooking equipment Parental permission Children to bring in food stuffs	Can the children follow a recipe? Can they suggest reasons for differences in foods?
8	To look at traditional dress and costume worn by Indian women. To discuss reasons for such fashion. To compare European fashion with Asian costume. (Part of Indian Day/art)	Design outfits for Indian women. Look at patterns used – henna hands etc.		