

Lesson 1: Would you like to go to Hong Kong?

This lesson will enable students to learn about concepts of scale, location and direction through maps of the journey to Hong Kong from their own location.

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
<p>Knowledge of major continental land masses and oceans. Knowledge of globally significant cities and the highest mountain range in the world.</p> <p>Hong Kong is a significant city in the world which will allow students to learn about the location of continents - Europe and Asia, the location of major countries such as China and Russia, the location of major mountain ranges – the Himalaya and cities such as London, Moscow, Beijing, Tokyo, San Francisco and New York.</p>	<p>Pupils consider how we travel between different places, and how the characteristics of a place determine how we travel there.</p> <p><u>Continents and Oceans</u> Europe, Asia, North Sea, Pacific Ocean <i>North America, Atlantic Ocean</i></p> <p><u>Countries</u> United Kingdom, China</p> <p><u>Cities</u> London, Hong Kong</p> <p><u>Physical features</u> Himalaya Mountains, Equator, North Pole, Arctic Ocean, Tropic of Cancer</p>	<ul style="list-style-type: none"> - Where is London/Hong Kong? - Which countries do you fly over when travelling by aeroplane from London to Hong Kong? - What is a city? What is a country and what is a continent? How do they compare? - What is the difference between an ocean and a sea? - Which geographical features do I see when flying to Hong Kong? <p>Hong Kong is a large city in Asia.</p> <p>London is located in the Northern hemisphere, in the continent of Europe.</p> <p>Hong Kong is located in the continent of Asia (eastern). It is along the southeast coast of mainland China, and is located in both the eastern and Northern hemispheres.</p>	<p>Starter Read the letter on the PowerPoint presentation inviting the pupils to travel to Hong Kong, and pose the questions included in the lesson plan such as <i>'which countries will you need to fly over?'</i> Pupils use the globe, world map and/or Google Maps or Earth to help them.</p> <p>Main Teaching Use the PowerPoint presentation to guide pupils through the journey they would take if they travelled to Hong Kong. Discuss the range of different transport modes, flight path map and photographs. Use the atlas to look at the countries you might be flying over and ask pupils to use their atlases to explore the countries, landscapes, and cities that the aeroplane passes over on the route.</p> <p>Main Activity Pupils use their atlas and the PowerPoint maps to label the countries that their aeroplane passes over on its journey, mark the flight path and create a map key. Extension: round the world itinerary</p> <p>Plenary Pose the three questions included in the lesson plan to initiate whole class discussion.</p>	<p>Downloads Would you like to travel to Hong Kong? (PPT) Lesson Plan PDF MSWORD World map: flight path from London to Hong Kong PDF MSWORD</p> <p>Additional Resources Globe World map Atlas for each table or talk partner pair Google Maps/ Earth (on Interactive Whiteboard)</p> <p>Assessment opportunities</p> <p>Related to the concept of scale Do students understand the difference in scale of a continent, a country and a city?</p> <p>Related to maps and locational knowledge Are pupils able to locate different countries, continents and oceans on their world map? Do they understand directional language? Have they an understanding of how to relate globes to flat maps?</p>

Lesson 2: Travelling in Hong Kong

In this lesson pupils continue the journey to Lamma Island. They learn about modes of transport and how they integrate with each other, allowing them reinforce their sense of scale and knowledge of landscapes

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Knowledge of the locations of the different islands of Hong Kong and Hong Kong's location in relation to mainland China.	Pupils consider how we travel between different places, and how the characteristics (human and physical) of a place determine how we travel there.	<ul style="list-style-type: none"> - Where is Lamma Island located? - Where is Hong Kong International Airport located? - Which modes of transport are most appropriate to reach Lamma Island? Why? - What is it like where James lives? 	<p>Starter</p> <p>Ask pupils if they can remember the interesting fact about Hong Kong International Airport from last lesson (<i>it is built on reclaimed land</i>). Ask pupils why it is called 'Hong Kong International Airport' (Hong Kong is a 'world city' and people travel to Hong Kong from locations all over the world).</p> <p>Main Teaching</p> <p>Use the PowerPoint presentation to guide pupils through the journey they would take from the airport to James's house. Discuss the range of different transport modes to travel in Hong Kong and why the range is needed (e.g. ferries due to the islands, bicycles due to no cars in certain areas).</p> <p>Main Activity</p> <p>Pupils consider the other modes of transport used after landing at Hong Kong International Airport to continue their journey to Hong Kong Island, and then Lamma Island. They write a postcard describing their journey and James's local area.</p> <p>Extension: Pupils use Hong Kong travel guides or carry out online research to learn more about different areas and islands.</p> <p>Plenary</p> <p>Pupils compare their route planner with others. Discuss what it is like where James lives using the photographs.</p>	<p>Downloads</p> <p>Travelling in Hong Kong (PPT) Lesson Plan PDF MSWORD Route Planner PDF MSWORD</p> <p>Additional Resources</p> <p>Globe World map Atlas for each table or talk partner pair Hong Kong travel guides/ computers for online research (extension)</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>The mode of transport used when travelling to another place in the world depends upon the distance between the places as well as the physical features you must cross (e.g. land or sea, mountains/forests without roads or railways).</p> <p>Hong Kong is also home to more than 200 Outlying Islands.</p> <p>Hong Kong is located in eastern Asia. It borders the South China Sea to the south, west, and east, and shares a land border with mainland China to the north.</p>	<p>Assessment opportunities</p> <p>Related to the concept of scale</p> <p>Do pupils choose appropriate modes of transport?</p> <p>Do pupils understand the physical geography of Hong Kong (islands) and its location in relation to mainland China?</p> <p>Do they understand that different forms of transport are used for different lengths of journey?</p> <p>Have pupils used the images to describe Lamma Island clearly, using a good range of vocabulary?</p>	

Lesson three: What is Hong Kong like?

In this lesson pupils view a series of engaging photographs of Hong Kong that will aid the development of geographical vocabulary, description and a strong sense of place.

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Pupils develop their contextual knowledge of the location of globally significant places; Hong Kong is a world city of trade and finance in China with strong historical and modern links with the UK.	Pupils consider what Hong Kong is like as a place to live, including the human and physical environment. They develop their geographical vocabulary to describe photographs of a broad range of landscapes and places in Hong Kong.	<ul style="list-style-type: none"> - What is Hong Kong like? - What are the geographical features of Hong Kong? - What is the landscape like? - What is the weather like? - What are the city and the countryside like? How are they different? 	<p>Starter Quick flash photo: pupils view the first photograph on the PowerPoint presentation for 20 seconds and then re-draw it adding labels.</p> <p>Main Teaching Start a whole class discussion through posing the questions included in the PowerPoint slides related to each of the photographs. Define the terms: harbour, hill, weather, city, village, and beach.</p>	<p>Downloads What is Hong Kong like? (PPT) Lesson Plan PDF MSWORD Geographical vocabulary word mat PDF MSWORD</p> <p>Additional Resources -Printed copies of photographs -Range of versions of the word mat with different images placed in the centre of the mat for each table -Paper for recording geographical descriptions of photographs</p>
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
Pupils discover the human and physical environment of Hong Kong and they develop their geographical vocabulary to describe photographs of a broad range of landscapes and places in Hong Kong. They learn key geographical vocabulary like weather, hill, coast, sea, harbour, city, town and village.	Learn geographical description and interpretation of photographs to gain a sense of place; Hong Kong offers opportunities to study photographs to support word picture association and description of geographical features.	<p>Hong Kong is a world city of trade and finance in China with strong historical and modern links with the United Kingdom.</p> <p>Hong Kong is in South China; 10,000km away from the United Kingdom.</p> <p>Hong Kong is in area a small city region with contrasting urban and rural environments in close proximity and with extreme weather.</p>	<p>Main Activity Ensure each table group or pair has a word mat with a different photograph in the centre. Take the images from the PowerPoint presentation to produce a broad range. Pupils use the <i>Geographical vocabulary word mat</i> as a guide to create sentences. Extension: Pupils can swap their word mat with another group.</p> <p>Plenary Pupils share their sentences and watch the two videos in the PowerPoint presentation.</p>	<p>Related to prior knowledge of Hong Kong Depending on the school and students' connections, establish if there is any student or adult who has a connection, knowledge and experience of Hong Kong.</p> <p>Related to descriptive language from photographic evidence It will be possible to assess word picture association to see if students comprehend the descriptive words and associated geographical vocabulary.</p>

This lesson will provide pupils with an insight into daily life, lifestyles and culture in Hong Kong. It also explores the process of migration. Pupils learn the diversity of the population in the city and compare and contrast Hong Kong with the place they live.

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Pupils will be further exposed to rural and urban locations. They will recognise similarities and differences in locations.	Pupils learn about people’s experience of Hong Kong as a place. They learn how the diverse population experience the place differently and compare where they live with Hong Kong. Local places Hong Kong Island, Kowloon, New Territories, South China Sea	<ul style="list-style-type: none"> - How do people live in Hong Kong? - What do people do for work, leisure and culture? - Where do people come from? - Why did people come to settle in Hong Kong from other places in the world? <p>Migration is the movement of people from one location to another. People have migrated to Hong Kong as it is a global city with good job opportunities.</p> <p>Hong Kong has diversity in its wealth and cultural background in different parts of the city.</p> <p>Hong Kong is a multi-cultural city that is largely made up of migrants as in the 1800s it was largely a set of remote islands fringed by small fishing villages.</p>	<p>Starter Explain to pupils that Hong Kong is a ‘multicultural world city’. People come to work in Hong Kong from all over the world. They relocate from one part of the world from another, and this process is called migration. Provide the definition of this process.</p> <p>Main teaching: Teach children the locations from which many Hong Kong residents have come from originally.</p> <p>Use the images on the PowerPoint presentation to discuss the different styles of homes in Hong Kong, as well as the diverse population living in the city and the key cultural festivals.</p> <p>Main Activity Pupils complete the <i>Similarities and differences activity sheet</i> (see downloadable resources), and compare and contrast their city with Hong Kong.</p> <p>Plenary Fast facts about Hong Kong People: What have you learned about families in Hong Kong? Pose the question: - Are cities around the world becoming more similar nowadays than they used to be?</p> <p>Explain that ‘globalisation’ as a process when people, businesses and money are moving more freely between different countries/cities.</p>	<p>Downloads Hong Kong - Asia’s World City (PPT) Lesson Plan PDF MSWORD Similarities and differences PDF MSWORD</p>
Human and Physical Geography	Geographical Skills and Fieldwork		Assessment opportunities	
Pupils will be introduced to international migration, economic and forced, global and regional migration leading to multicultural cities.	Pupils use photographs as clues to the lifestyles and backgrounds of the Hong Kong population. They consider similarities and differences between places.		<p>Related to prior knowledge of migration Establish if you have in your school families who have migrated to the UK or are predominantly local.</p> <p>Related to the process of migration Do students understand that there are many reasons for migration? Forced or voluntary? Economic or political?</p> <p>Related to diverse populations in major world cities Can students interpret photographic evidence to assess differences in lifestyles?</p>	

Lesson five – What are the challenges facing Hong Kong?

This lesson introduces children to the challenges facing the city region of Hong Kong; the main teaching part of the lesson covers the human-induced or man-made challenges, and the activity covers natural challenges.

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Students will be further exposed to coastal and inland locations. Hong Kong has a diversity of issues that affect the air, the land and the sea.	Pupils discover the challenges that face Hong Kong and the reasons why these challenges have come about.	<p>What causes people problems in Hong Kong?</p> <ul style="list-style-type: none"> - Problems due to weather. - Problems of air quality. - Problems of sea water quality. - Problems of people making too much waste. 	<p>Starter</p> <p>Explain to pupils that Hong Kong faces a range of human-induced (man-made) and natural challenges.</p> <p>Main Teaching</p> <p>Ask pupils if they can explain the difference between a naturally-caused or man-made challenge. Using the series of photographs, consider the different challenges and whether they are human-induced or due to natural causes. Highlight that there are ways people can protect themselves from natural challenges.</p>	<p>Downloads</p> <p>What are the challenges facing Hong Kong? (PPT) Lesson Plan PDF MSWORD</p> <p>Additional resources</p> <p>Computer access A3 paper for the information poster Coloured pens/pencils</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>What are the effects of these problems?</p> <p>What could be done to solve these problems?</p> <p>Hong Kong faces a range of challenges, including extreme weather, air pollution, sea water pollution, and waste management.</p> <p>The relatively small area of Hong Kong is under pressure of the huge population of eight million.</p>	<p>Main Activity</p> <p>Pupils carry out group research on the natural challenges as guided enquiry using a child-friendly search engine and then create an A3 information poster with their talk partner.</p> <p>Extension</p> <p>Pupils can create 'environmental manifesto' with their top 5 tips for a better environment in Hong Kong.</p> <p>Plenary</p> <p>Ask pupils to discuss in small groups/ as whole class discussion: Which three challenges would you prioritise as the Hong Kong government and why?</p>	<p>Assessment opportunities</p> <p>Related to prior knowledge of environmental pollution</p> <p>What do the students already know about how people damage the environment?</p> <p>Related to environmental impact</p> <p>What do the students know about the effects of the environment on people and people on the environment?</p> <p>Related to the impact of natural hazards</p> <p>How does environmental impact affect richer or poorer countries?</p>

This lesson involves data and evidence-based activities. There will be some cross-curricular learning through maths activities and the questions are related to last lesson; human-induced and natural environmental challenges facing Hong Kong such as overfishing, pollution and flooding.

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
N/A	Pupils learn about the challenges that face Hong Kong and the reasons why these challenges have come about.	<ul style="list-style-type: none"> - What are the major challenges facing Hong Kong? Are they man-made problems? - Can you solve the data challenges related to the challenges facing Hong Kong? <p>Hong Kong faces a range of challenges, including extreme weather, air pollution, sea water pollution, and waste management.</p>	<p>Starter Review the main challenges facing Hong Kong, covered in the previous lesson by asking pupils to brainstorm and record these on the interactive whiteboard.</p> <p>Main Teaching Explain to the pupils that the government and non-governmental organisations assess the risk that different challenges pose to the people and environment through research and data collection.</p> <p>Watch the informative video from non-governmental organisation WWF on the risks of overfishing and the video showing extreme rainfall in Hong Kong.</p>	<p>Downloads What are the challenges facing Hong Kong? (PPT) Lesson Plan PDF MSWORD Hong Kong data challenge PDF MSWORD Hong Kong data challenge answer sheet PDF MSWORD</p> <p>Additional resources Calculators Squared paper/ Maths books Interactive Whiteboard/ blackboard/ flipchart</p>
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
Pupils consider the environmental challenges facing Hong Kong and how these impact the people living there	<p>This lesson will be application of number and data interpretation and representation which could support the development of numeracy and graphicacy skills.</p> <p>Pupils answer data challenges related to the challenges facing Hong Kong, to understand further the risk they pose to the people and the environment</p>	<p>The government and non-governmental organisations use data to assess the challenges facing a place.</p> <p>They use this information to prioritise the most serious challenges and introduce actions and policies to overcome them.</p>	<p>Use the PowerPoint presentation images and key questions to explore the actions taken to mitigate the challenges facing Hong Kong.</p> <p>Main Activity Pupils work through a series of data challenges. These questions are differentiated by stepped challenge.</p> <p>Extension To create data challenge questions for their partner.</p> <p>Plenary Pose the questions:</p> <ul style="list-style-type: none"> - Which challenge facing Hong Kong concerns you the most? - Does the UK face any similar challenges to Hong Kong? 	<p>Pupils can be assessed on their knowledge of the human-induced and natural challenges facing Hong Kong and its population. Their learning from last week can be reviewed and assessed.</p> <p>Pupils can also be assessed according to the mathematics assessment tools or KS1 and KS2, through ability to answer the data challenge questions.</p>

Key Stage 1-2: Hong Kong