

**national curriculum links**

**lesson 1**

2d Children will use secondary sources of information (photos) to discuss what kind of country they think they're investigating.  
3a Using photos, children will identify what kind of country Japan is in terms of weather, landscape, people.

**lesson 2**

1e In looking at pictures of an unknown country children will express their own views about what they perceive.  
2a Children will use geographical vocabulary to explain Japan's location in relation to the UK (eg: near, far, east, west...)  
2c Children will use globes, maps and plans at a range of scales to locate Japan.  
3e Children will recognise how Japan is linked to the UK (through language, sports etc).

**lesson 3**

1a Children will ask geographical questions (for example what is it like to live in this place?).  
2a Children will use geographical vocabulary (adjectives) to describe various different locations in Japan.  
2c/d Children will use maps and photos to locate different towns/ regions of Japan.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, population).  
3b Children will describe where different towns in Japan are located by making reference to the map.  
3d In finding out what their region is like, children will compare it with other places in Japan, as well as places in the UK.

**lesson 4**

1a Children will ask geographical questions to help them decide what to pack in their suitcases.  
4a Children will make observations about features in the environment (for example, how weather affects the landscape and people's daily lives).

**lesson 5**

2d Children will use secondary sources of information (photos) to gain an overall impression of Japan.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, population) and then try to categorise different places.  
3e Children will recognise how Japan and the UK are linked through food, transport, holiday activities.

**lesson 6**

1c Children will use their knowledge of Japan to express their own views about Japanese places in the form of a postcard.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, holiday destinations, souvenirs, food).  
3b When writing their postcards, children will describe where different towns in Japan are.

# japan in geography at ks1

a 6-session project designed to introduce Japan at Key Stage one within the geography curriculum. All additional resources can be downloaded from the website at [www.japan21.org.uk](http://www.japan21.org.uk) or call 020 7630 8696 to have them posted to your school.

**1** lesson: 30 – 40 mins  
resources: photo set 1  
Together as a class, study various pictures of Japan. Use contrasting

images. The teacher should not tell the children at this stage where the photos come from.



*Itsukushima shrine, Miyajima (near Hiroshima)*

Ask the following questions: what can you see? What are the people doing? What are they eating? What is the weather like - how do you know? What can you tell me about the buildings? What do you think the people are talking about etc...

Only once the pictures have been studied should the teacher ask: where do you think these pictures were taken? How do you know they are not of (town where your school is)?

Tell the children that the pictures are of Japan. Has anyone heard of Japan? What do you know about it? Where is it? List all of the facts children already know or think they know, so that they can be used as a form of assessment at the end of the unit of work. (i.e. when asked the same question again after 6 weeks, what can children tell you about Japan then?)

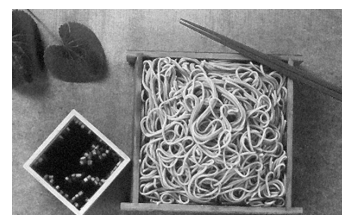
**2** lesson: 30-40 mins  
resources: globe, map 1  
Introduce a globe to the children. Can they locate Japan and the UK?

Ask them: how would you get to Japan? Car? Bus? Train? Show me your route. How long do you think it will take? Have you ever been to an airport? What was it like?

Children should then be given a map of the world and should colour in Japan and the UK. Children should be encouraged to make comparisons between Japan and other countries: is Japan bigger or smaller than the UK? Point on your map to a country that is bigger than the UK. (You do not need to worry about continents at this point. It is more important that children can use "x is bigger than / smaller than" correctly.)

Look at the shape of Japan. What does it look like? Is it joined on to any other countries? Is the UK the same? Can you think of a word that means a piece of land in the middle of the sea?

**Extension:** Do people in Japan speak English? What language do you think they speak? Do you know any Japanese words? Have you heard of karaoke, judo, karate etc? What do they mean? Can anyone here speak a different language? Tell us about it. (If there is time, you could learn some basic greetings.)



*Photo courtesy JICC*

3

lesson: 1 hour  
resources: map set 2,  
adjectives, fact cards

Give each table two contrasting places in Japan to focus on, such as Hokkaido and Kyushu, Kyoto and Tokyo, Nagano and Osaka. The first task is then for children to find the two locations on their map



Ask the questions: what sort of place do you think Hokkaido is? How do you know? What do you think the weather's like? What do you think there is to do there? Would you like to visit it? Why, or why not?

Once the children have had their initial discussions, give them large cut out adjectives which they have to put on each location to describe it, such as 'hot', 'cold', 'busy', 'quiet'...

Finally children have to write this information up as sentences on fact cards. Cards are differentiated so for LAG (lower ability group): children simply have to identify the correct word from the map and copy it down - e.g. 'Tokyo is....and....' MAG: 'Tokyo is.....' TAG: 'Tokyo is.....' Use words from the map and your own words to describe each location.

4

lesson: 30 - 40 mins  
resources: holiday items picture sheet, passport templates

The children are now going on holiday to one of their two locations. What would they pack and why? They can take 5 items to only one of their locations from the selection on the table in front of them (use your own artifacts or use the picture card provided. Some items should be

completely inappropriate for travel abroad, such as a cup and saucer.)

Once children have packed, ask them to justify their choices. As a class ask: if you were going to a hot place, what might you need? What would you definitely not need? Ask children to examine their selection again and check if they would now want to change any of their contents.

The teacher could briefly explain passports to the children and they could then design their own for display, including drawing a picture of their face and writing down their name, age and birthday.

5

lesson: 30 - 40 mins  
photo set 2, category headings, chopsticks

This session is to provide children with the necessary information to help them in Lesson 6. The main aim is to give children a general overview of Japan, while concentrating on subjects they can relate to. Thus themes covered should be things like 'food', 'tourist attractions', 'souvenirs' and perhaps 'transport'.



Each table is given a selection of photos (photo sets 1 & 2 can be combined to give a greater choice) and several cards with category headings on. They then have to sort the photos into the correct categories - e.g. food, old buildings, new buildings. Discuss the images - what's happening?

What is it? Where do you think they are going? Have you been anywhere like this? What kind of food is being prepared? etc

Children are then given chopsticks to practise with and this activity will relate to the food pictures (If the school is able to get hold of any Japanese food they could try eating it - otherwise try picking up small objects like pasta shapes ...)



6

lesson: 1 hour  
resources: postcard templates

Children will pretend they've been on holiday to Japan and will write a postcard home. On one side they draw a picture and on the other write their message.

LAG: Postcard is fairly structured with just the odd word to fill in.

MAG: Some structure to provide guidance

TAG: Only a few words given to help, such as 'On the first day I...' 'Tomorrow I will...'

Dear \_\_\_\_\_

I am having a \_\_\_\_\_ time

in \_\_\_\_\_ I will be in \_\_\_\_\_

Japan for \_\_\_\_\_ days.

The weather is \_\_\_\_\_ and I \_\_\_\_\_

have to wear my \_\_\_\_\_

everyday!

So far I have seen \_\_\_\_\_ and \_\_\_\_\_

tomorrow I will go to \_\_\_\_\_

See you soon! Love from, \_\_\_\_\_

Postcards can then be used as a display. As a final assessment, teachers should refer back to the first lesson and ask children again what they now know about Japan - compare answers to the initial list.

NB: to obtain the extra resources needed for this project, please visit the website at [www.jfet.org.uk](http://www.jfet.org.uk) or [www.japan21.org.uk](http://www.japan21.org.uk) or contact Japan 21, tel: 020 7630 8696 email: [education@japan21.org.uk](mailto:education@japan21.org.uk)