

info buzz

THE UNITED KINGDOM

By Izzi Howell

INFO BUZZ GEOGRAPHY

Info Buzz Geography is a set of carefully graded 24-page books that introduces young readers to aspects of human and physical geography of significant countries in different continents. Other titles in the series are Argentina, India and Japan.

Children reading at **Bookband Purple**, who may be in Year 2, should be able to access most of the text independently, except for the pronunciation of some of the country-specific vocabulary. Children reading at a lower level are likely to need more help with the book.

The books all follow a predictable organisational structure for an information report text.

Key features of the books include:

- Written in the third person, present tense
- Divided into double-page spreads with a heading to define the topic
- Contents, index, glossary, photographs with captions
- Maps
- Questions to help children link their own experiences to the subject matter
- A quiz
- Teaching notes

The book supports schools in delivering the English national curriculum requirement to teach geography in key stage 1, specifically in inspiring a curiosity and fascination about the world and its people. It includes information about:

- The countries that make up the United Kingdom
- Capital cities and countryside in the UK
- Interesting places to visit in the UK
- UK culture: food, sports and festivals
- Wildlife around the UK
- Famous people from the UK

WORKSHEETS

Each book is accompanied by two worksheets.

Access to the book will be needed for the first of the worksheets, but the second can be completed without the book although access to simple information about the UK, and particularly the country and area you live in, is assumed. All of the activities are linked to the English national curriculum (2014).

WORKSHEET UNITED KINGDOM: 1

- Asks children to use information in the book to complete a table to show which facts are true for which countries in the UK.
- Introduces the conventions of using a table to record responses and explains that the children need to add a tick to the correct column, or columns, each time to answer the questions.
- Encourages children to write their own question that they can also answer.

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Learning objective: to find information in a non-fiction book.

Comprehension skills practised:

- Using contents/index to identify where to find the information
- Scanning the text for the key words
- Beginning to skim the text to identify where to read more carefully
- Careful reading of relevant passages to confirm answers

WORKSHEET UNITED KINGDOM: 2

- Asks children to record information about the country they live in and their local area. Some of the information about the country and the places near where you live will generate shared answers, but many of the questions will be individual to each child, and in particular for children from minority ethnic groups.

Learning objective: to think about how someone felt during their experiences.

Comprehension skills practised:

- Finding information, including from pictures
- Considering information requested
- Selecting information and ideas to record from a range of sources, including personal experiences.

UNITED KINGDOM

1

Read each sentence. Tick to show which UK country it is true for. Sometimes you might need to tick more than one box for a sentence.

| | England | Northern Ireland | Scotland | Wales |
|---|---------|------------------|----------|-------|
| The country is in the UK | | | | |
| The country is very close to Ireland | | | | |
| The country is close to France | | | | |
| Belfast is its capital city | | | | |
| Cardiff is its capital city | | | | |
| Edinburgh is its capital city | | | | |
| London is its capital city | | | | |
| Ben Nevis is in ... | | | | |
| The Giant's Causeway is in ... | | | | |
| Stonehenge is in ... | | | | |
| Conwy Castle is in ... | | | | |
| Some people eat haggis in ... | | | | |
| Some people eat cawl in ... | | | | |
| People celebrate St David's Day in ... | | | | |
| People celebrate Hogmanay in ... | | | | |
| Write a new sentence of your own, then tick to show which country it is true for. | | | | |

UNITED KINGDOM

2

1. If you live in the UK, which country do you live in?

| | | | |
|----------|--|------------------|--|
| England | | Northern Ireland | |
| Scotland | | Wales | |

2. What is the capital city of the country you live in?

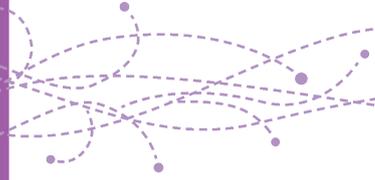
3. Which countries in the UK have you visited?

| | | | |
|----------|--|------------------|--|
| England | | Northern Ireland | |
| Scotland | | Wales | |

4. What is the countryside like near where you live?

5. List two interesting places near where you live.

6. Which festivals do you celebrate?



UNITED KINGDOM

2

7. Which foods do you eat that are special to where you live?

8. Which sports do people who live near you play?

9. List some of the wildlife you have seen.

10. Which famous people come from the country you live in?

JAPAN

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The book supports schools in delivering the English national curriculum requirement to teach geography in key stage 1, specifically in inspiring a curiosity and fascination about the world and its people. It includes information about:

- Where Japan is and which are its neighbouring countries and oceans
- Japanese cities and countryside
- Interesting places to visit in Japan
- Japanese culture: food, sports, festivals and art
- Japanese wildlife

WORKSHEETS

Each book is accompanied by two worksheets. Access to the book will be needed for the first of the worksheets but the second can be completed without the book although access to simple information about Japan is assumed. All of the activities are linked to the English national curriculum (2014).

WORKSHEET JAPAN: 1

- Asks children to use information in the book to complete the sentences about what they have read.
- Introduces the use of the contents page to identify the topics and the index to find the individual word or ideas.
- Talks about the different ways in which these two information sources are organised.

Learning objective: to find information in a non-fiction book.

Comprehension skills practised:

- Using contents/ index to identify where to find the information
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- Careful reading of relevant passages to confirm answers

JAPAN

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WORKSHEET JAPAN: 2

- Asks children to recap what they have learned about modern and traditional ideas in Japan. Narrow their discussion to modern and traditional buildings.
- Gives children the opportunity to look at pictures online and in a range of reference books so they can identify whether buildings are modern or old.
- Asks them to draw and write about on old building and a modern one. Then it asks them to think of two ways in which the buildings are different and two in which they are the same.

Learning objective: to think about how someone felt during their experiences.

Comprehension skills practised:

- Finding information, including from pictures
- Selecting information and ideas to record
- Looking for similarities and differences

JAPAN

1

Complete the sentences. Choose a word from the box to fill each gap.

| | |
|--------------------|-----------|
| art | buildings |
| building materials | cities |
| comic | crops |
| festival | foods |
| sport | wildlife |

1. Tokyo and Kyoto are Japanese _____
2. Rice, beans and sweet potatoes are _____ that grow in Japan.
3. Sumo wrestling is a Japanese _____
4. Origami is a kind of _____.
5. Wood and paper are traditional Japanese _____
6. Japanese _____ includes bears, monkeys, eagles and cranes.
7. Shichi Go San is a Japanese _____.
8. Sushi and sashimi are _____ that people in Japan eat.
9. Manga is another word for a Japanese _____
10. Himeji Castle and the Tokyo Skytree are _____ people visit in Japan.

JAPAN

2

If you go to Japan today, you will see some modern buildings and some old buildings.

| | |
|------------------------|---------------------------------|
| Draw an old building | Write about the old building |
| Draw a modern building | Write about the modern building |

Write two things that are the same and two things that are different about these buildings

The same _____

Different _____

INDIA

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- Where India is and which are its neighbouring countries and oceans
- Indian cities and countryside
- Interesting places to visit in India
- Indian culture: food, sports, festivals and art
- Indian wildlife

WORKSHEETS

Each book is accompanied by two worksheets.

Access to the book will be needed for the first of the worksheets but the second can be completed without the book although access to simple information about India is assumed. All of the activities are linked to the English national curriculum (2014).

WORKSHEET INDIA: 1

- Asks children to use information in the book to complete a table to show the range of different landscapes in India. They then identify which type of landscape matches which activities.
- Introduces the conventions of using a table to record responses and explains that the children need to add a tick to the correct column if they can find evidence of that kind of landscape in India.

INDIA

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Learning objective: to find information in a non-fiction book.

Comprehension skills practised:

- Using contents/index to identify where to find the information
- Scanning the text for the key words
- Beginning to skim the text to identify where to read more carefully
- Careful reading of relevant passages to confirm answers

WORKSHEET INDIA: 2

- Asks children to find out about some of India's major cities using this book, other books and the Internet.
- Asks children, working independently or together, to research at least one city and to identify something interesting about the city, its buildings, its people or its culture.
- Encourages them to talk about what they have found out and select the most interesting piece(s) of information to record.

Learning objective: to research information.

Comprehension skills practised:

- Selecting information and ideas to record from a range of sources
- Finding information, including from pictures

INDIA

1

Tick to show whether you can find each of these types of countryside in India.

| | Yes | No |
|------------|-----|----|
| Coasts | | |
| Deserts | | |
| Grasslands | | |
| Hills | | |
| Forests | | |
| Mountains | | |
| Rivers | | |

Finish these sentences by writing the name of a type of Indian countryside.

People go climbing in the Himalayas, which are _____

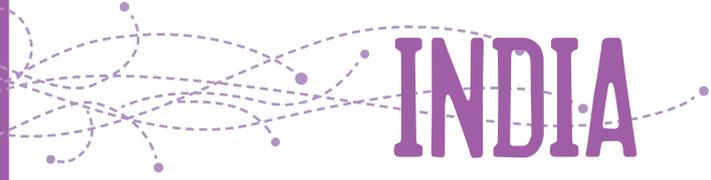
People grow tea on _____

People might see elephants in _____ or _____

People might see tigers in _____

People plant rice near _____

People visit harbours along the _____



INDIA

2

India is a large country with many different cities. Find out about three Indian cities. Write something interesting about each city in the circles.

City Name:

This city is interesting because...

City Name:

This city is interesting because...

City Name:

This city is interesting because...

ARGENTINA

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- Where Argentina is and which are its neighbouring countries and oceans
- Argentinian cities and countryside
- Interesting places to visit in Argentina
- Argentinian culture: food, sports and festivals
- Argentinian wildlife

WORKSHEETS

Each book is accompanied by two worksheets.

Access to the book will be needed for the first of the worksheets but the second can be completed without the book although access to simple information about Argentina is assumed. All of the activities are linked to the English national curriculum (2014).

WORKSHEET ARGENTINA: 1

- Asks children to use information in the book to find out the meaning of some Argentinian words.
- Introduces the need to scan the text to find the chosen words. Explain that the number in brackets after each word tells you which page it is on. Once children have identified the word and know its meaning, ask them to categorise the word by writing it in one of the boxes. Some of the words can be written in more than one box.
- Asks children to write sentences explaining what some of the words mean.

ARGENTINA

By Izzi Howell

Learning objective: to find information in a non-fiction book.

Comprehension skills practised:

- Scanning the text for the key words
- Using the pictures for additional information
- Careful reading of relevant passages to confirm answers

WORKSHEET ARGENTINA: 2

- Asks children to find out about some of the wildlife that lives in different places in Argentina.
- Gives children the opportunity to look at pictures online and in a range of reference books.
- Encourages them to read, as well as using pictures, to identify where the creatures like to live.
- Asks them to draw and write about a creature that lives in each habitat. Talk together about the variety of different places creatures live in and discuss whether a creature could move to a different place in the same country.

Learning objective: to research information

Comprehension skills practised:

- Finding information, including from pictures
- Selecting information and ideas to record
- Looking for similarities and differences

ARGENTINA

1

Read these Argentinian words. Write them in a box to show what kind of thing they are.

alfajores (p.13)

Buenos Aires (p.6)

gaucho (p.8)

guanaco (p.18)

Iguazu Falls (p.11)

mate (p.13)

Mendoza (p.16)

pato (p.14)

Salta (p.7)

tango (p.17)

Ushuaia (p.7)

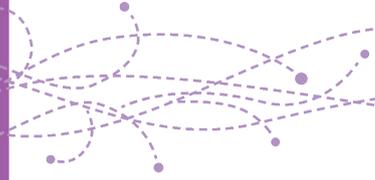
Somewhere people live

Something people see

Something people do or are

Something people eat or drink

Choose three of the words. Write what they mean.



ARGENTINA

2

Lots of different animals and birds live in different places in Argentina.
Draw and write about some of them:

Draw in this column.

Write in this column.

| | |
|---|--|
| a bird or animal that lives in the mountains | |
| a bird or animal that lives on the grasslands | |
| a bird or animal that lives in lakes | |
| a bird or animal that lives near the coast | |