

Geography Curriculum – Unit Summary

Year 2		
World Wide Weather and Climate	Continents and Oceans	Contrasting locality: Islands
National Curriculum		
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North/ South poles. - Use basic geographical vocabulary to refer to key physical features including: season and weather (soil and vegetation- what can be grown in hot and cold places?)	- Name and locate the world's seven continents and five oceans. - Use world maps, atlases and globes to identify the UK and its countries as well as the continents and oceans. - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting Non-European country. - Use basic geographical vocabulary to refer to key physical features including: beach, cliff and coast. - Use basic geographical vocabulary to refer to key human features including: city, town, village etc. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple plan and use and construct basic symbols in a key.
Prior Knowledge		
Pupils should already know from Year 1: A definition of physical geography and an understanding of the terms <u>season</u> and <u>weather</u>.	Pupils should already know: - Where the four countries are located on a UK map - The four capital cities of the four countries of the UK - The names of the seas surrounding the UK.	Pupils should already know: - A definition of human and physical geography and the difference between the two. - Basic vocabulary to refer to key physical features (island, beach, cliff and coast) - Seven continents of the world and five oceans

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Knowledge to Cover		
• Revise the definition of physical geography from Y1 and ensure children have an understanding of the terms season and weather. • Start by looking at the seasons we experience in the UK and how this affects our daily weather patterns. • Then expand this to look at hot and cold countries worldwide and how this relates to their position in relation to the equator and the North and South Poles. Do these countries experience seasons and weather patterns similar to ours? • Define the terms soil and vegetation and discuss how the climate of countries affects what can be grown in these places.	• Revisit learning from Y1 to ensure children can locate the UK on a map, in an atlas and on a globe. Ensure they can label the countries of the UK, capital cities and surrounding seas. • Then introduce the term continent and ensure children can name and locate the seven continents. • Then introduce the term ocean and ensure children can name and locate the oceans of the world. • Revise the use of compass directions and directional language and use these to describe where the continents, oceans etc are in relation to each other.	• Revise the definition of physical and human geography and ensure children can establish the difference between the two. • Revise vocabulary introduced in Year 1 of beach cliff and coast and use this to define what an island is. • Use aerial photographs to explore what an island could look like. Use these photographs to recognise basic human and physical features relevant to all islands (e.g. coast and cliffs etc.) and how some features may not be on all islands (e.g. towns, village, cities etc.) • Choose an island to study that contrasts that of the UK (a tropical island?). Look at human and physical features of the UK and how these are different to the contrasting non-European island. Links could be made to previous weather topic. • Create simple plans of the islands and construct basic symbols as a key.
TRIPS: Potential trip to BBC Newcastle- weather presenter for the day	TRIPS:	TRIPS