

Medium Term Plan – Geography– Year 2

Autumn - Continents and Oceans - What can we find out about the world?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of learning
Pre-learning	- Children know that the United Kingdom is a country in Europe made up of four countries. - Children know that rivers are physical features (e.g. River Thames in London).	Earth Ocean Land	<u>Lesson 1: Using globes and satellite images.</u> <u>Learning</u> - The Earth is covered with water and land. - Most of the surface of the world (over 70%) is covered with water. - The colours on a globe or satellite image give us information, such as whether it's land or ocean
Learning in this unit	<u>Geographical Knowledge</u> - The Earth is made up of land, water and the atmosphere. - Globes and satellite show land and ocean using different colours. - The world's land is divided into seven continents: Europe, Africa, Asia, North America, South America, Oceania and Antarctica. - The ocean is a vast, joined-up body of saltwater covering almost three-quarters of Earth's surface, divided into five named oceans: Pacific, Atlantic, Indian, Arctic and Southern. - Rivers carry water from high areas like mountains to the sea, lake or ocean and exist on every continent. - Mountains are high areas of land, and groups of mountains form mountain ranges, which are found on every continent. - Continents are divided into countries, and the UK is a country located in Europe, with the Atlantic Ocean to its west. - We can locate the UK on a globe and find our own location within the UK on a map. <u>Geographical Skills</u>	Continent Land	<u>Lesson 2: Mapping the world, locating the continents</u> <u>Learning</u> - We call large blocks of land continents and there are seven of these on Earth. - The seven continents are Europe, Africa, North America, South America, Asia, Oceania and Antarctica. - Some continents are connected and some include lots of islands.
Physical processes		Ocean Earth	<u>Lesson 3: The world's 5 oceans.</u> - The ocean is a joined-up area of saltwater covering nearly three-quarters of Earth's surface. - We have five named ocean areas: Pacific, Atlantic, Indian, Arctic and Southern. - Oceans are very important for all life on Earth.
Land use and settlement		River Source Mouth	<u>Lesson 4: Rivers of the World.</u> <u>Learning:</u> - Rivers carry water from high places such as mountains to a sea, ocean or lake. - There are rivers on every continent. - Some of the longest rivers are the Nile and the Amazon.
Regions: UK and Global			
Climate and weather			

• Use globes, maps and satellite images to identify land and oceans. • Recognise and interpret the colours and symbols used on globes and satellite images to show land, sea and geographical features. • Locate the seven continents and five oceans on a world map or globe. • Identify and name key rivers and mountain ranges using maps and atlases. • Compare geographical features across different continents (e.g., rivers and mountains). • Use digital and paper maps to locate the UK and understand its position in the wider world. • Develop awareness of scale and distance when using world maps and globes.	Mountain Natural	<u>Lesson 5: Mountains of the world.</u> <u>Learning</u> • Mountains are areas of land that are much higher than the land around them. • A group of mountains in one area is called a mountain range. • There are mountain ranges on every continent, such as the Alps.
	UK Country Europe Globe	<u>Lesson 6: The UK 's place in the world.</u> <u>Learning</u> • Continents are divided into smaller areas known as countries. • The UK is a country located in Europe with the Atlantic Ocean to its west. • We may have friends and family who live in other countries in the world. • We can locate the UK on a globe and our location in the UK on a map.
Useful Resources:		
https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/continents-and-oceans-what-can-we-find-out-about-the-world/lessons?sid-c369c7=1ZbXmOUuad&sm=0&src=3		

Spring - Cold places - What is it like at the North and South poles?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning
Pre-learning	- Children can describe weather using appropriate vocabulary. - Children understand how cold weather affects people's clothing and activities. - Children know that the Earth has land and water, organised into continents and oceans.	North Pole South Pole Ice	<u>Session 1: Locating the north and south poles</u> <u>Learning</u> - The North and South Poles are at the very top and very bottom of the Earth. - The North Pole is located in the Arctic Ocean and the South Pole in the frozen continent of Antarctica.
Geographical Concepts Physical processes Land use and settlement Regions: UK and Global Climate and weather	<u>Geographical Knowledge</u> - The North Pole lies in the Arctic Ocean, while the South Pole is located on the icy continent of Antarctica. - Ice sheets cover land in polar regions. - The Arctic Circle is an imaginary line around the North Pole. - The Arctic has long periods of daylight in summer and long periods of darkness in winter. - The Antarctic Circle surrounds the South Pole and marks the area known as the Antarctic. - Antarctica is the coldest and windiest continent and is surrounded by the Southern Ocean. - Arctic animals such as polar bears have adaptations to survive extreme cold; however, climate change is threatening their habitats. - Penguins live only in the Southern Hemisphere. - The Inuit are people who live within the Arctic Circle, particularly in places such as Greenland. <u>Geographical Skills</u> - Locate the North Pole, South Pole, Arctic Circle and Antarctic Circle on maps and globes. - Use maps, globes and satellite images to identify continents, oceans and polar regions. - Interpret photographs to understand features of polar environments (ice sheets, wildlife, landscapes). - Describe and compare physical environments (Arctic vs Antarctic) using geographical vocabulary. - Identify and explain animal adaptations linked to climate and environment. - Recognise how human life in extreme environments is shaped by climate and available resources.	Arctic Circle Arctic Ocean Permanent ice Midnight sun	<u>Session 2: The north pole and the arctic</u> <u>Learning</u> - The Arctic Circle is an imagined circle around the North Pole that surrounds the area known as the Arctic. - The Arctic Summer has almost continuous daylight and the winter almost continuous darkness.
		Antarctic Circle Ice cap Climate	<u>Session 3: The south pole and the Antarctic</u> <u>Learning</u> - The Antarctic Circle is an imagined circle around the South Pole that surrounds the area known as the Antarctic. - Antarctica is a large region, surrounded by the Southern Ocean, and is the coldest and windiest continent on Earth.
		Polar bear Seal Arctic fox Reindeer Climate change	<u>Session 4: Arctic wildlife</u> <u>Learning</u> - Animals like polar bears live within the Arctic Circle and have special features to live in this environment. - Polar bears hibernate during the harsh Arctic winter and emerge during the summer months to hunt seals from the ice. - Changing ice cover due to climate change means that some polar bear habitats are under threat.
		Penguins Species	<u>Session 5: Antarctic wildlife</u> <u>Learning</u> Penguins are only found in the Southern Hemisphere.

	• Begin to understand how climate change affects places and animals, using simple cause-and-effect reasoning.		• Many species of penguin visit the Antarctic during the summer because of the abundant food and hours of daylight. • The Emperor Penguin is the only species of penguin that remains in the Antarctic throughout the winter months
		Inuit Sealskin Tundra	<u>Session 6 - Living in the Arctic</u> • People who live in the Arctic circle are called Inuit. • Many Inuits live in Greenland. • Inuits wear sealskin coats to keep warm and fish for their food.
Useful Resources:			
https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/cold-places-what-is-it-like-at-the-north-and-south-poles/lessons			

Summer: Hot places: where are they and what are they like? Contrasting Locality: What is it like to live in Tanzania?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning sequence
Pre-learning	• Children can describe weather using appropriate vocabulary.	Equator Temperature	<u>Session 1 - The world hottest places.</u> <u>Learning</u>

	• Children understand how hot weather affects people's clothing and activities. • Children know that some places in the world are much colder than the UK. • Children understand that where a place is affects how hot or cold it is.	Desert	• The tropics are areas either side of the equator. • Places that are hot and wet all year round are found at the Equator. • Hot and dry areas called deserts can be found on the edges of the tropical region.
Geographical Concepts Physical processes Land use and settlement Regions: UK and Global Climate and weather	Geographical Knowledge • The tropics lie either side of the Equator. • Areas at the Equator are hot and wet all year round. • Deserts form on the edges of the tropics - they are hot, very dry, and support little plant, animal or human life. • Tropical rainforests are rich in biodiversity and support many plants and animals. • Tanzania has a warm climate that varies across the country and contains a variety of landscapes. • Tanzania includes many significant physical and human features, such as Mount Kilimanjaro, the Serengeti, Zanzibar and Dar es Salaam. • Arusha has physical and human features that can be compared with those in the pupils' own local area (e.g., climate, coastline, transport, settlements). Geographical Skills • Use maps, atlases and digital tools (e.g., Google Earth) to locate countries, climates, and key geographical features. • Interpret photographs to investigate landscapes, climates, and geographical characteristics of places such as Tanzania and Arusha. • Compare and contrast physical and human features between different places. • Use geographical vocabulary to describe climate, landscapes and features (e.g., hot, dry, wet, tropical, desert, settlement). • Begin to explain how climate affects people and environments, such as why few people live in hot deserts.	Climate Tropical rainforest Diversity Desert Soil Climate change	<u>Session 2 - Tropical rainforests: climate and location</u> <u>Learning</u> • Places close to the Equator have a hot and wet climate which are perfect conditions for tropical rainforests. • Tropical rainforests support a great diversity of plants and animals. • Fruit such as pineapples, bananas and mangoes grow well in tropical regions. <u>Session 3- Hot deserts: climate and location</u> <u>Learning</u> • Hot deserts have extremely high temperatures during the day and very little rain. Not much life can survive there. • The largest hot desert in the world is the Sahara, in North Africa, and it is still growing. • Not many people live in hot desert regions because of the lack of water for everyday activities and growing crops.

	Identify similarities and differences between distant places (e.g., Arusha) and the pupils' local area using evidence from images, maps and direct observation.	Photograph Climate Landscape	<u>Session 4 - Tanzania's climate and landscapes</u> <u>Learning</u> - Photographs can be used to investigate the geography of Tanzania. - There are a range of landscapes in Tanzania. - Tanzania has a warm climate that varies across the country.
		Physical Human Natural	<u>Session 5 - Physical and Human features of Tanzania</u> <u>Learning</u> - Google Earth can be used to locate places in Tanzania. - There are many different human and physical features in Tanzania - Dar es Salaam, Zanzibar, Mount Kilimanjaro, Serengeti National Park - Google Earth can be used to investigate Tanzania's human and physical features.
		Similarities Differences Climate Physical feature City	<u>Session 6 - Similarities and Differences: Arusha in Tanzania</u> <u>Learning</u> - Photographs can be used to investigate and compare Arusha and my local area. - There are similarities and differences between the physical and human

			features in Arusha and my own local area - climate, coastline, transport, settlements.
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Useful Resources:

<https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what-are-they-like/lessons>
<https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/contrasting-locality-what-is-it-like-to-live-in-jamaica-tanzania-777/lessons>