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| <b>Year Group</b> | 2         |
| <b>Term</b>       | Spring 1  |
| <b>Subject</b>    | Geography |

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| <b>Topic</b>             | Around the World                                                                                                                                                                     |
| <b>Curriculum Intent</b> | To use a range of geographical skills to know the continents and oceans, understand hot and cold areas in relation to the equator and to know how people can affect the environment. |

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| <b>Key Vocabulary</b> | Continents, oceans, Equator, hot, cold, country, North Pole, South Pole, habitat, climate, weather, seasonal, |
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| <b>skills</b> | Use a range of sources - maps, aerial photos and atlases<br>Enquiry and investigation skills – observations, similarities and differences<br>Express views and communicate understanding<br>Geographical vocabulary – in ref to physical and human features |
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| <b>Knowledge</b> | <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Identify the locations of hot and cold areas in relation to the Equator and the North and South Poles</li> <li>• Identify seasonal patterns and daily weather in different countries</li> <li>• Know what habitat and climate are</li> <li>• Express views about how people affect the environment</li> </ul> |
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| Spring 1 MTP |                    |            |                 |         |
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| Week         | Learning Objective | Activities | Differentiation | Outcome |

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| 1 | I can name and locate the seven continents and five oceans of the world. | <p>Zoom out on google earth</p> <p>Children locate the continents on a globe / in an atlas – 7 main land masses and five oceans.</p> <p>Children colour / label map</p> <p>Children learn songs about the different continents / oceans</p> <p>Make a class jigsaw of the continents</p>                                                                                                                                                                                                                                                                                                               | <p>Paired work</p> <p>Class discussion</p> <p>TA support if available</p> <p>Photos/visual resources</p> <p>Vocabulary mats</p> | Chn can name and locate the 7 continents and 5 oceans              |
| 2 | I can identify hot and cold areas in relation to the Equator.            | <p>Revisit continents and oceans –</p> <p>Children discuss features of each continent – hot / cold etc what do they know? Could have a continent on each table and children add ideas to the continent shape.</p> <p>Can they spot a pattern when we look at each continent on the globe?</p> <p>Look at atlases to see the temperature maps – what do they notice?</p> <p>Introduce the Equator.</p> <p>Using a torch as the sun – show children how the north and south pole are furthest from the sun so will be cold, and that countries around the equator are nearer the sun so will be hot.</p> | <p>Paired work</p> <p>Class discussion</p> <p>TA support if available</p> <p>Photos/visual resources</p> <p>Vocabulary mats</p> | Chn can say why countries are hot/cold in relation to the Equator. |
| 3 | I can identify seasonal patterns and weather                             | <p>Think about some of the key features of the continents of the world – make a mind map of ideas – hot, cold, lots of people, animals, climate etc</p> <p>Which continent do we live in?</p> <p>Collect ideas for some of the key features –</p> <p>Can we use the atlas to find out any information?</p> <p>What are the seasonal patterns for our continent? What about in the rainforest? What about at the North / South Pole?</p> <p>Can you compare? What are the similarities / differences?</p> <p>Look at rainfall, temperature etc</p>                                                      | <p>Paired work</p> <p>Class discussion</p> <p>TA support if available</p> <p>Photos/visual resources</p> <p>Vocabulary mats</p> | To know some of the seasonal patterns in different continents.     |

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| 4 | <p>I know what habitat and climate are</p> <p>I can make observations about features that give places their character.</p> | <p>What is the difference between weather and climate?<br/>Weather is the day to day change, climate is the long term weather system.</p> <p>What is a habitat?<br/>How does the climate affect the habitat?<br/>Look at the rainforest habitat – (literacy cross curricular)<br/>Make observations about the features of the rainforest and how the climate and weather gives the place its character.<br/>(– compare to our own)<br/>How have the plants / animals adapted to that habitat?<br/>Look at the layers of the rainforest and see which animals live in each layer (science – cross curricular)</p> | <p>Paired work<br/>Class discussion<br/>TA support if available<br/>Photos/visual resources<br/>Vocabulary mats</p> | <p>Know habitat and climate</p> <p>Know some of the features that give a place character</p>          |
| 5 | <p>I can recognise other ways that people can affect the environment and communicate my understanding.</p>                 | <p>Look at deforestation – bananas /chocolate / climate change<br/>Find areas of rainforest on map / in atlas / google maps etc<br/>Compare aerial photographs showing what is happening.<br/>Why do we need to protect the environment?<br/>Why is it being destroyed?</p> <p>Write a letter / make a poster to show ways in which we can help.</p>                                                                                                                                                                                                                                                             | <p>Paired work<br/>Class discussion<br/>TA support if available<br/>Photos/visual resources<br/>Vocabulary mats</p> | <p>Understand deforestation and their express view</p>                                                |
| 6 | <p>I can compare my life to a child in another place</p>                                                                   | <p>Look at the day in the life of a child living in another continent –<br/>Locate the continent and country on a map – what do they already know about that continent?<br/>Watch a video<br/>Look at photos<br/>How is their day the same / different? Why?<br/>How does the climate affect their life?</p>                                                                                                                                                                                                                                                                                                     | <p>Paired work<br/>Class discussion<br/>TA support if available<br/>Photos/visual resources<br/>Vocabulary mats</p> | <p>Make some comparisons between their life and that of a child living in a non-European country.</p> |