

**Whole School definition of Geography:**

Where we learn about and observe the world around us including our local environment.

Autumn Term – Hot and Cold Places	Spring Term – Continents and Oceans	Summer Term – Mugumareno Village, Zambia (Contrasting Locality)
<p><b>National Curriculum links</b></p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p><b>Human and Physical Geography:</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge:</b> Name and locate the world’s seven continents and five oceans</p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the continents and oceans</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>Human and Physical Geography-</b> Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>National Curriculum links</b></p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p><b>Human and Physical Geography:</b> - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Place knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p>
<p><b>Objectives:</b></p> <p><b>Lesson 1: Identify hot and cold places and locate them on a map.</b></p> <p><b>Possible resources:</b></p> <p><u>Quiz:</u> Hot and Cold Places</p> <p><u>KS1 Activity:</u> 1. Hot and Cold Places 2. Hot and Cold Places Vocabulary <u>Map Resource:</u> Where are the world’s hot and cold places?</p> <p><u>Word Mats:</u> 1. Hot Places 2. Cold Places</p> <p><b>Lesson 2: Recognise the features of a hot and a cold place.</b></p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Antarctica photo gallery 2. Desert photo gallery 3. Rainforests photo gallery</p> <p><u>KS1 Activities:</u> 1. Describing hot and cold places 2. Describing Antarctica 3. Describing the desert 4. Describing the rainforest</p> <p><u>Word Mats:</u> 1. Hot Places 2. Cold Places</p> <p><b>Lesson 3: Explore a hot or cold place. (Antarctica)</b></p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Antarctica 2. Deserts 3. Rainforests</p> <p><u>Films:</u> 1. Go on a cruise to Antarctica 2. Emergent layer 3. Canopy layer 4. Understory layer 5. Forest floor 6. Take a high-speed tour of Qatar</p> <p><b>Lesson 4: Identify the animals that live in hot and cold places and recognise how they adapt. (Link to habitats within Science)</b></p> <p><b>Possible resources:</b></p> <p><u>KS1 Activities:</u> 1. Animals in hot and cold places (photos) 2. Animal Adaptation</p> <p><b>Lesson 5: To gather data to answer the enquiry question: Which is the most popular kind of animal found in our school habitat?</b></p> <p>Take pictures and complete a tally chart, walking around our school grounds.</p> <p><b>Lesson 6: To create a pictogram to answer our enquiry question.</b></p> <p>Create a class pictogram, asking the children to explain what we found out. Can they use their previously learnt knowledge to explain why these animals might be suited to our environment?</p>	<p><b>Objectives:</b></p> <p><b>Lesson 1: Understand where I am in the world.</b></p> <p><b>Possible resources:</b></p> <p><u>KS1 Activities:</u> 1. Where in the world am I? Vocabulary cards and Me in the World</p> <p><u>Quiz:</u> Continents and Oceans (Level 1)</p> <p><b>Lesson 2: Locate on a map the seven continents.</b></p> <p><b>Possible resources:</b></p> <p><u>Map Resource:</u> Continents and Oceans</p> <p><u>Films:</u> Africa, Antarctica, Asia, Europe, North America, Oceania, South America</p> <p><b>Lesson 3: Locate on a map the oceans that link the continents.</b></p> <p><b>Possible resources:</b></p> <p><u>Map Resource:</u> Continents and Oceans</p> <p><u>Guided Reading:</u> Oceans (Year 1)</p> <p><u>Fact Files:</u> 1. Arctic 2. Atlantic 3. Indian 4. Pacific 5. Southern</p> <p><u>KS1 Activity:</u> Ocean Flash Cards</p> <p><u>Online Map:</u> Interactive OddPod map</p> <p><b>Lesson 4: Describe where different continents are located.</b></p> <p><b>Possible resources:</b></p> <p><u>Map Resource:</u> World Map Jigsaw and World Map Sentence Strip worksheet</p> <p><b>Lesson 5: Spot the physical and human features of a continent/ Share my understanding of a continent.</b></p> <p><b>Possible resources:</b></p> <p><u>Films:</u> Africa, Antarctica, Asia, Europe, North America, Oceania, South America</p> <p><u>KS1 Activities:</u> 1. Name and Sort Physical and Human Features of: Africa, Antarctica, Asia, Europe, North America, Oceania or South America</p> <p><u>Quiz:</u> Continents and Oceans (Levels 1 and 2)</p> <p><u>For online pages,</u> see Explore the World - Places <u>Show What You Know:</u> Continents and Oceans assessment paper</p>	<p><b>Objectives:</b></p> <p><b>Lesson 1: Explore Zambia’s physical and human features and locate it.</b></p> <p><b>Possible resources:</b></p> <p><u>Film:</u> Play Zambia Bingo!</p> <p><u>KS1 Activities:</u> 1. Zambia Bingo Words 2. Bingo Sheet 3. Zambia Fact Finding Mission</p> <p><u>Guided Reading:</u> Africa’s Physical Features (Year 2)</p> <p>) <u>Online Page:</u> Sneak a Peek <u>Quiz:</u> Africa <u>Online Map:</u> Interactive OddPod map</p> <p><b>Lesson 2: Locate the village of Mugurameno</b></p> <p><b>Possible resources:</b></p> <p><u>Film:</u> Introduction to Mugurameno village</p> <p><u>Online Pages:</u> 1. Mugurameno village 2. Village location 3. Village photo gallery</p> <p><u>Online Map:</u> Interactive OddPod map</p> <p><b>Lesson 3: Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.</b></p> <p><b>Possible resources:</b></p> <p><u>Film:</u> Living near a river</p> <p><u>Online Page:</u> Living near a river</p> <p><u>KS1 Activity:</u> Living Near a River</p> <p><b>Lesson 4: Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.</b></p> <p><b>Possible resources:</b></p> <p><u>Film:</u> What animals live in and near Mugurameno?</p> <p><u>Online Page:</u> Living with animals., Animals photo gallery</p> <p><b>Lesson 5: Use photographs and information texts to help imagine what daily life in Mugurameno might be like. (Hot seating)</b></p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Living near a river 2. Living with animals 3. Food 4. Homes 5. Daily chores 6. Playing 7. School 8. Shopping 9. Recycling</p>

**Films:** 1. Explore the houses in the village 2. What daily chores do children need to do? 3. Find out more about the two schools in the village 4. Go shopping in the village

**Word Mat:** Mugurameno Village

**KS1 Activity:** Diary Entry

**Films:** 1. Watch Nshima being made 2. Make your own Nshima!

**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert	adapt desert habitat iceberg rainforest savanna	Antarctic Circle Arctic Circle The Equator North Pole South Pole

**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Australia Brazil China Egypt France India Spain United States of America	atlas continent globe human ocean physical	east hemisphere north south South Pole west

**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia	crop farm flood market waterfall wildlife	eastern northern southern western

**Glossary**

**crops:** plants that are grown to be used or sold (such as rice, corn or fruit)

**population:** the number of people living in a place

**wildlife:** the wild animals and plants in an area



(Add Actions)

Glossary:

**Adapt:** Finding ways to survive in a place.

**Equator:** An invisible line that runs around the centre of the earth, half way between the North and South Pole.

**North Pole:** The point at the Northern end of the Earth's axis.

**South Pole:** The point at the Southern end of the Earth's axis.

**Desert:** A region which is extremely dry.

**Fieldwork:** An educational activity undertaken outside of the classroom.



(Add Actions)

Glossary:

**Country:** A territory with its own laws, language and culture.

**City-** A large settlement.

**Continent:** A large block of land.

**Ocean:** A vast area of salt water.

**Human features:** Things that people have built

**Physical Features:** Elements that make up a landscape. They naturally appear.



(Add Actions)

Glossary:

**Continent:** A large block of land.

**Crops:** Plant that are grown to be eaten or sold.

**Wildlife:** The wild animals and plants in the area.

**Weather:** The daily experience of wind, rain, sunshine etc.

By the end of Year 2, children should *know*:

- the names and locations of the world's continents and oceans, and some information about each of them;
- where the world's main hot and cold regions are, and some information about what they are like;
- the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
- how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.

By the end of Year 2, children should be *able to*:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions.

**Cross Curricular links:**

**Computing:** Making a map

**Science:** Materials/ Living things and habitats