

	<p>Year group: Year 2</p>	<p>Area/topic: Where are the hottest and coldest places on Earth? (Summer 1)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Key Stage One National Curriculum Objectives:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans (recap). <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify continents and oceans studied at this key stage. 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>Human and Physical</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	

Prior learning	Future learning
<p>In Year 1...</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name the four countries of the UK. Locate the four countries of the UK on a map. Name the capital cities of the four countries of the UK. 	<p>Key Stage Two National Curriculum Objectives:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,

- Locate the capital cities of the four countries of the UK.
- Name the four seas surrounding the UK.
- Locate the four seas surrounding the UK.

Enquiry and geographical skills

- Use a map to locate the four seas surrounding the UK.
- Draw picture maps from stories, using own symbols.
- Devise a simple map of the school grounds.
- Use simple picture maps to move around school.
- Devise a simple map of the local area.
- Conduct a fieldwork study of the school grounds, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features
- Use an atlas to locate the four countries of the UK.
- Use an atlas to locate the four seas surrounding the UK.
- Use a globe to locate the four countries of the UK.
- Use a globe to locate the four seas surrounding the UK.
- Complete a fieldwork study of the local area, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features.
- Examine aerial photos of the school and local area, to identify human and physical features.
- Examine aerial photos the UK and its capital cities to identify human and physical features.

Human and physical

- Identify seasonal and daily weather patterns in the UK.

concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Enquiry and geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- Locate hot and cold areas of world.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence/ Fieldwork opportunities
<ul style="list-style-type: none"> • Children will be able to name the world's seven continents (North America, Asia, Antarctica, South America, Africa, Europe, Australia) and five oceans (Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern Ocean). • Children will be able to use world maps, atlases and globes to identify the world's seven continents and five oceans. • Children will know what the equator is and be able to identify it on a world map, atlas and globe. • Children will know that places located on the equator are the hottest places on earth. They will be able to explain why in relation to distance from the sun. • Children will be able use a world map, atlas and globe to identify hot and cold places in the world in relation to the equator. Children do not need to name countries, they just need to identify regions/areas on a map and understand the link between distance from the equator and temperature. • Children will be able to name and locate the North and South Poles on a world map, atlas and globe. They will be able to explain that these are the coldest places because they are furthest from the equator. • Children will be able to use fieldwork and observational skills to conduct fieldwork investigation of the local area, identifying human and physical features using taught vocabulary. • Children will be able to identify human and physical features of local area on an aerial map. 	<ul style="list-style-type: none"> • Children label the seven continents and five oceans on printed world map using an atlas and/or globe to support if needed. • Children can draw and label the equator on a printed world map. • Children will either verbally explain or write a sentence explaining why areas nearer the equator are hotter than other places further away from the equator. • Children can colour code a printed world map to show hot and cold places on earth, e.g. red for hot places, blue for cold places, yellow for mild. • Travel agents - children to work in group to have a continent and country each. The children can spent a few lessons researching,
Key vocabulary	
<ul style="list-style-type: none"> • Equator • North Pole • South Pole • Continent 	

<ul style="list-style-type: none"> • Ocean • Asia • North America • South America • Australia • Africa • Europe • Antarctica • Atlantic Ocean • Pacific Ocean • Indian Ocean • Arctic Ocean • Southern Ocean • Aerial • North, South, East, West • Near, far, left, right 	<p>creating posters and banners and then setting up stalls in the hall to sell their location.</p> <p>Children from other year groups could be invited to come and vote.</p>
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children may confuse continents with countries. • Children may struggle to understand how Australia is both a country and a continent. • Children may think you can see the equator- it is a visible line. • Some books or videos may refer to Australia as Oceania or Australasia. 	<ul style="list-style-type: none"> • One Day on Our Blue Planet... in the Antarctic • One Day on Our Blue Planet... in the Savannah • One Day on Our Blue Planet... in the Rainforest
Memorable first hand experiences/fieldwork opportunities	Opportunities for communication
<ul style="list-style-type: none"> • Children could be split into teams and step into the role of a travel agent - researching and presenting information about why people should travel to their country. Parents or other children could be invited in to see their travel agents presentation and vote which country they want to visit. 	<ul style="list-style-type: none"> • Children will communicate with peers when conducting fieldwork investigation. • Travel agent project will involve lots of persuasive communication to persuade others to choose their holiday destination.

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p>Cognition and Learning</p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p>Sensory and Physical</p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.

