

	Year group: 2	Area/topic: Continents, oceans, hot and cold areas of the world.
	<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. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify... countries, 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. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <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. 	<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

- Name the capital cities of the four countries of the UK.
- 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.
- Locate hot and cold areas of world.

America, 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.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to name the world's seven continents and five oceans.</p> <p>Children will be able to use world maps, atlases and globes to identify the world's seven continents and five oceans.</p> <p>Children will know what the equator is and be able to identify it on a world map, atlas and globe.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Children will be able to identify human and physical features of local area on an aerial map.</p> <p>Children will be able to devise their own simple map of the local area using basic symbols in a key.</p>	<p>Children label the seven continents and five oceans on printed world map using an atlas and/or globe to support if needed.</p> <p>Children can draw and label the equator on a printed world map.</p> <p>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.</p> <p>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.</p> <p>Fieldwork week- children conduct fieldwork investigation of local area. As part of their fieldwork, they examine aerial maps of the local area and devise their own map with basic symbols.</p> <p>Children can use map to plan fieldwork route and follow map using directional language.</p>
<p>Equator, North Pole, South Pole, continent, 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>	
Common misconceptions	Books linking to this area
<p>Children may confuse continents with countries.</p> <p>Children may struggle to understand how Australia is both a country and a continent.</p>	<p>One Day on Our Blue Planet... in the Antarctic</p> <p>One Day on Our Blue Planet... in the Savannah</p> <p>One Day on Our Blue Planet... in the Rainforest</p>

Children may think you can see the equator- it is a visible line.	
Memorable first hand experiences	Opportunities for communication
Fieldwork week/fortnight (tbc).	Children will communicate with peers when conducting fieldwork investigation. Children will present fieldwork findings in Fieldwork week/ fortnight.

DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;">Communication and Interaction</p> <p style="text-align: center;">When presenting fieldwork findings, children can discuss their findings with an adult, or small group.</p>	<p style="text-align: center;">Cognition and Learning</p> <p style="text-align: center;">Adult can work on a 1:1 basis or in a small group when completing activities. Maps can be enlarged or pre-labelled when children are locating places.</p>
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Social, Emotional and Mental health

Children can conduct presentations to a smaller group or on a 1:1 basis with an adult.

Children can be supported by adult when completing fieldwork activities outside of school.

Sensory and Physical

Children can use maps on a larger scale.