

	<p>Year group: Year 2</p>	<p>Area/topic: Comparing a small area of the UK with a small area of a contrasting non- European country- London and Dhaka (Spring 1)</p>
	<p>(objectives from NC/ELG/Development matters)</p> <p>Key Stage One National Curriculum Objectives:</p> <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify... countries studied at this key stage. <p>Human and Physical</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill... sea, river, valley • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non- European country.</p>	

Prior learning	Future learning
<p>In Year 1... Place knowledge</p>	<p>Key Stage Two National Curriculum Objectives: Human and physical geography</p>

- Describe the **physical** geography of where they live and of a contrasting non-European country. Described some similarities and differences (between Dereham and Sydney)
- Describe the **human** geography of where they live and of a contrasting non-European country. Described some similarities and differences (between Dereham and Sydney).

Enquiry and geographical skills

- Use a map, atlas and globe to locate the four countries of the UK
- Use a map, atlas and globe to locate the four seas surrounding the UK.
- Use a map to locate the four capital cities of the UK.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

What pupils need to know or do to be secure

Key knowledge and skills

- Children will be able to recall knowledge and understanding of the physical and human features of the UK. They will be able to describe the human and physical features of London using taught vocabulary.
- Children will be able to locate Dhaka and Bangladesh on a world map, atlas and globe.
- Children will be able to describe some of the human and physical features of Dhaka.
- Children will be able to compare the human and physical similarities and differences between London and Dhaka.

Possible evidence

- Children can use books and iPads to research information about Dhaka, and locate it on world map or atlas.
- Children can create a travel brochure/leaflet about the human and physical features of

Key vocabulary

- London
- Dhaka
- Bangladesh
- Asia
- Country
- Continent
- Human feature
- Physical feature
- Beach
- Cliff
- Coast
- Forest
- Hill
- Sea
- River
- Valley
- City
- Town
- Village
- Factory
- Farm
- House
- Office
- Port
- Harbour
- Shop

Dhaka- what to expect when you're visiting and what you should bring. Children can include location of Dhaka on a map and how to get there in the leaflet.

- Children can complete a venn diagram style activity to compare key human and physical features between London and Dhaka. Children can write sentences and draw and label pictures to show similarities and differences.
- Children can conduct a presentation about the similarities and differences between London and Dhaka.

Common misconceptions

- Children may find it difficult to comprehend that there are other countries and cultures around the world.
- Children may think that any similarities with London are identical- e.g. they may think Dhaka has the same shops as London does.

Books linking to this area

- The Big Book of the UK.
- Katie in London
- Info Buzz- The United Kingdom.
- My First Book Bangladesh
- Country Jumper- Bangladesh
- Bangladesh in pictures

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none"><li data-bbox="255 92 846 135">• 'Around the world day' TBC	<ul style="list-style-type: none"><li data-bbox="1182 92 2033 226">• Children can conduct presentation, giving information about Dhaka and comparing to London.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></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 style="text-align: center;"><i>Cognition and Learning</i></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 style="text-align: center;"><i>Social, Emotional and Mental health</i></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 style="text-align: center;"><i>Sensory and Physical</i></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.