

## GEOGRAPHY MEDIUM TERM PLAN (MTP) YEAR 2 2021: Taught 2<sup>nd</sup> Half of each term

GEOG. MTP Y2	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Topic Title: Explorers</b></p> <p><b>Key knowledge: Location Knowledge</b></p> <p>Ge1/1.1a To name and locate the world's 7 continents and 5 oceans.</p> <p>Ge1/1.3a 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.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Ge1/1.4b To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities,</p>	<p><b>Topic Title: Animals</b></p> <p><b>Key knowledge: Place Knowledge</b></p> <p>Ge1/1.2a To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries. e.g. Wales, France.</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to compare two areas using information books/ pictures as sources of information</p>	<p><b>Topic Title: London</b></p> <p><b>Key knowledge: Human and physical geography</b></p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Ge1/1.3b 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>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries. e.g. Wales, France.</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Follow and use directional and compass directions (N,S,E,W)</p>

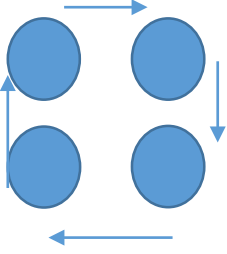
<p>countries e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b>Key vocabulary:</b></p> <p>Near, far, left, right, north, south, east, west</p> <p>Equator, North pole, South pole</p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p>	<p><b>Key vocabulary:</b></p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland, France, Belgium (specific non-European country to be studied)</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>		<p>Understand simple keys on a map</p> <p><b>Key vocabulary:</b></p> <p>Spring, summer, autumn, winter</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>
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Lesson 1	<p><b>Lesson objective (s):</b> To be able to locate the 7 continents and 5 oceans on a world map.</p> <p><b>Brief outline of main tasks:</b></p> <p>Source big maps, Atlas' and globes. In groups the children explore finding the continents, and oceans.</p> <p>In groups the children put together a continent/oceans puzzle.</p> <p>Take photos for books.</p>	<p><b>Lesson objective (s):</b> To identify geographical features of England.</p> <p><b>Brief outline of main tasks:</b> Show children a simple map of the UK. Identify the countries of the UK. Identify the UK on a globe and discuss. Point out how small it looks compared to other countries.</p> <p>Explore England as a country (Use Google Earth) looking at the human and physical geography features:</p> <ul style="list-style-type: none"> <li>• Cities</li> <li>• Mountains</li> <li>• Coasts</li> </ul>		<p><b>Lesson objective (s):</b> To identify parts of the UK.</p> <p><b>Brief outline of main tasks:</b> Provide children with a brief introduction of the UK.</p> <p>Explain how the United Kingdom is made up of England, Scotland, Wales and Northern Ireland.</p> <p>Children work in groups on a paper tablecloth using an atlas/globe to draw the four countries of the UK. Label the countries and add the correct flags.</p> <p>Take photos for books.</p>

		<ul style="list-style-type: none"> <li>• Rivers</li> <li>• Forest</li> <li>• Buildings</li> </ul> <p>Children can make a fact file about England including the human and physical features.</p>		
Lesson 2	<p><b>Lesson objective (s):</b> <b>To understand the divisions of the world.</b></p> <p><b>Brief outline of main tasks:</b> Using a globe and PPT (twinkl have a good ppt called 'equator, hemispheres, tropics and poles ppt') Show and explain: Equator Northern hemisphere Southern hemisphere North Pole South Pole Use directional language to support this.</p> <p><b>Task:</b> Children draw a globe (you may want to give them a circle template- explain in real life this is a sphere but on</p>	<p><b>Lesson objective (s):</b> <b>To identify geographical features of Brazil.</b></p> <p><b>Brief outline of main tasks:</b> Show children a map of Brazil. Identify Brazil on a globe. Compare it to the size of the UK that the children saw last week.</p> <p>Explore Brazil as a country (Use iPad to research) looking at the human and physical geography features:</p> <ul style="list-style-type: none"> <li>• Cities</li> <li>• Mountains</li> <li>• Coasts</li> <li>• Rivers</li> <li>• Forest</li> <li>• Buildings</li> </ul>		<p><b>Lesson objective (s):</b> <b>To identify the points of a compass.</b></p> <p><b>Brief outline of main tasks:</b></p> <p>Explain what a compass is used for and the different directions it indicates.</p> <p>Children use compass app on iPads to work in groups outside to find the different directions. Groups can use chalk to draw the directions on the ground.</p> <p>Back in class the children add the compass points to their tablecloth map of the UK from last week.</p> <p>Take photos for books.</p>

	<p>paper we are going to draw a circle).</p> <p>Then draw and label each of the above.</p> <p>Challenge: They can then add any facts they have learnt from the lesson underneath e.g. <i>The south pole is much colder than the north pole.</i> <i>The weather on the equator is hot all year round.</i> <i>80% of the world population live in the northern hemisphere.</i></p>	<p>Children can make a leaflet about Brazil including the human and physical features</p>								
Lesson 3	<p><b>Lesson objective (s):</b> <b>To understand different types of weather.</b></p> <p><b>Brief outline of main tasks:</b> Ask the children what types of weather they know of. Make a list as a class. Then go through the different types of weather e.g Sunny, raining, cloudy, thunder, lightening, snow, wind, fog.</p> <p>Show the children different weather forecasts from</p>	<p><b>Lesson objective (s):</b> <b>To compare the geographical features of England and Brazil.</b></p> <p><b>Brief outline of main tasks:</b> Get the children to look at the fact file and leaflet they have made about England and Brazil. Recap the geographical features as a class.</p> <p>Children create a comparative table e.g.</p> <table border="1" data-bbox="682 1331 1060 1406"> <tr> <td></td> <td>England</td> <td>Brazil</td> </tr> <tr> <td>Cities</td> <td></td> <td></td> </tr> </table>		England	Brazil	Cities				<p><b>Lesson objective (s):</b> <b>To locate human and physical features of the UK.</b></p> <p><b>Brief outline of main tasks:</b> Children use iPads and atlas' to research the different human and physical features of the four countries of the UK. Two features per country. They add these features to their maps, drawing on the mountains or rivers etc and labelling them.</p> <p>Take photos for books.</p>
	England	Brazil								
Cities										

	<p>website/video of weather forecast. Go through weather symbols and explain this is how weather is reported on a weather forecasts.</p> <p>Task: Children complete the weather symbol worksheet. Then give children a picture of a seasonal scene e.g. winter and ask them What do they see? They write a paragraph describing the scene.</p>	<table border="1" data-bbox="682 191 1060 341"> <tr> <td>Mountains</td> <td></td> <td></td> </tr> <tr> <td>Coast</td> <td></td> <td></td> </tr> <tr> <td>Forest</td> <td></td> <td></td> </tr> <tr> <td>Population</td> <td></td> <td></td> </tr> </table> <p>Children can then write comparative sentences to compare the 2 countries, identifying any similarities and differences.</p>	Mountains			Coast			Forest			Population				
Mountains																
Coast																
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Population																
Lesson 4	<p><b>Lesson objective (s):</b> <b>To identify and understand weather patterns in the UK.</b></p> <p><b>Brief outline of main tasks:</b> Explain to the children that in the UK we have 4 seasons. Go through in detail about each season, identifying the months for each season and what the weather is like for each season. Ask the children what season are we in at the moment.</p>	<p><b>Lesson objective (s):</b> <b>To compare animals that live in England and Brazil.</b></p> <p><b>Brief outline of main tasks:</b> Children recall what they already know about animals in England and Brazil. They write a paragraph and discuss the two different habitats of woodland and rainforest and what live there.</p>		<p><b>Lesson objective (s):</b> <b>To write a diary entry.</b></p> <p><b>Brief outline of main tasks:</b>  Watch video of Katie Morag’s tour of the Island of Strauy and discuss the different features of the Island. Children imagine that they are visiting the island and write a diary entry about their experience.</p>												

	<p>Task:</p>  <p>Label the circles in order of spring, summer, autumn, winter. Children write the months for the season in the circle.</p> <p>Challenge – To describe one of the seasons.</p>			
Lesson 5	<p><b>Lesson objective (s):</b>  <b>To identify and understand weather patterns in Antarctica.</b></p> <p><b>Brief outline of main tasks:</b>  Go through key facts about Antarctica’s weather. There are many videos and websites to choose from to support this.</p> <p>Main facts:  There are 2 seasons- winter and summer.  Summer is from October to February. During this time,</p>	<p><b>Lesson objective (s):</b>  <b>LO: To explore the impact of deforestation in Brazil.</b></p> <p><b>Brief outline of main tasks:</b>  Use Iceland Palm Oil advert – Discuss deforestation, how it impacts on animals.</p> <p>Children make a poster about saving the rainforest.</p>		<p><b>Lesson objective (s):</b>  <b>To create a poster for the Island of Strauy.</b></p> <p><b>Brief outline of main tasks:</b>  Recap the features of the Island of Strauy from previous lesson.  Children to create a poster with 3 features of the island to advertise what you can do there.</p>

the sun is almost always in the sky. Days rapidly get longer there in summer, until, eventually, the sun doesn't set at all. This phenomenon is called the Midnight Sun. January is the warmest month in Antarctica, during which average temperatures climb all the way up to 0 degrees in the Antarctic Peninsula. However, the average temperatures ranges from -10 degrees Celsius to -60 degrees, depending on how far into the continent you travel. If anyone is in Antarctica once winter comes, they're staying until summer returns. Flights and ships cease travel to and from Antarctica once the weather starts to turn, as conditions become too treacherous for travel.

<https://tinyurl.com/y8rtphuo>

Task:  
Each child has a picture of Antarctica. They write a paragraph about what they can see, hear, feel and use some of the facts that they have learnt.



Lesson 6	<p><b>Lesson objective (s):</b>  <b>To compare weather in the UK to Antarctica.</b></p> <p><b>Brief outline of main tasks:</b>  Recap the weather in the UK as a class or you can do this in groups on A3 paper as a mind map.  Do the same with the weather in Antarctica.</p> <p>Task:  Children complete a table for the weather in the UK and the weather in Antarctica listed as bullet points.</p> <p>Then write sentences underneath to compare the two e.g.  <i>In the Uk there are 4 seasons (spring, summer, autumn, winter), however in Antarctica there are only 2 seasons (winter and summer).</i></p>	<p><b>Lesson objective (s):</b>  <b>EVALUATIONS</b></p> <p><b>Brief outline of main tasks:</b></p>		<p><b>Lesson objective (s):</b>  <b>EVALUATIONS</b></p> <p><b>Brief outline of main tasks:</b></p>
Lesson 7	<p><b>Lesson objective (s):</b>  <b>EVALUATIONS</b>  <b>Brief outline of main tasks:</b></p>	TERM END		TERM END
Lesson 8	TERM ENDS			

