



The BIG Picture

In this unit the children will be learning how the Earth is made up of seven continents and five oceans. They will be learning the names and locations of these continents and oceans as well as discovering some of their key physical and human features. Understanding about the different continents and oceans helps children build a better understanding about the world around them. It introduces them to places and cultures beyond their everyday experiences and teaches them their role as responsible global citizens. This unit builds upon the Year One Geography topics of The United Kingdom and Our Local Area. The children will be able to see the positions of these places on a world map and understand how this affects their day to day life.

What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)
They will know the main nations and features of the UK, including their locations and related key vocabulary. (Y1 – The UK)
They will know the location and features of the local area. (Y1 – The Local Area)
They should be able to annotate a simple map of the UK with some of its key features and look at simple maps and aerial views of the local area. (Y1 – The UK and The Local Area)

Key vocabulary & understanding:

Australia, Brazil, China, Egypt, France, India, Spain, United States of America, atlas, continent, globe, human, ocean, physical, east, hemisphere, north, south, South Pole, west

National Curriculum Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- **name and locate the world's seven continents and five oceans**
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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.

Geographical skills and fieldwork

- **use world maps, atlases, and globes to identify the UK and its countries, as well as the 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 environment.

Specific unit objectives

- To understand where I am in the world.
- To locate on a map the seven continents.
- To locate on a map the oceans that link the continents.
- To describe where different continents are located.
- To spot the physical and human features of a continent.
- To share my understanding of a continent.
- To know the names and locations of the world's continents and oceans, and some information about each of them.
- To use globes and atlases – and annotate maps – to identify continents and oceans.
- To use appropriate vocabulary for continents and oceans,

Key Questions

Where in the world am I?
Where are the world's continents?
Where are the world's oceans?
How can I show the continents and oceans on a map?
What are the main features of each continent?
What is special about each continent?

Key Knowledge

The world is made up of many countries.
The countries can be grouped into continents.
The large amounts of water between each continent are called oceans.
Some of the continents are joined by land. Others are separated by oceans.
Human features are made by people.
Physical features are created by nature. The seven continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America.
The five oceans: Atlantic, Arctic, Indian, Pacific and Southern.

Key Texts

Explore The Seven Continents – Bobbie Kalman
Go Exploring Continents And Oceans Series
Infant Atlases
Reading texts available on Oddizzi
Range of non-fiction books to be used.



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In this unit the children will be learning how the climate of places is different depending on where they are in the world. This builds directly upon the previous Year 2 unit as children will use their knowledge of the locations of the continents on a map. They will build upon this locational knowledge by discovering how the location of a place has an impact upon its weather and climate. They will learn about the location of the world's main hot and cold regions. They will also learn some information about what each of the hot and cold regions are like. Children will learn about the location of the Equator and polar regions. Children will be able to apply their Year 1 learning about the location of the UK to give reasons for our climate.

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Locational knowledge

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Place knowledge

- 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

Human and physical geography

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- 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.

Geographical skills and fieldwork

- **use world maps, atlases, and globes to identify the UK and its countries, as well as the 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 environment.

What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)
They will know the main nations and features of the UK, including their locations and related key vocabulary. (Y1, The UK)
They will know the location and features of the local area. (Y1, The Local Area)
They should be able to annotate a simple map of the UK with some of its key features and look at simple maps and aerial views of the local area. (Y1, The UK and The Local Area)
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Key vocabulary & understanding:

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 Knowledge

Rainforests are often close to the Equator. They are hot, with lots of rain!
Hot deserts are quite near to the Equator. They are very dry.
The North and South Poles are the coldest places on the planet.
Antarctica is very cold, with snow and ice covering much of the area.
How hot or cold a place is affects what plants or animals can live there.
People need to wear and use different things for hot places from those for cold ones.
The Equator is an invisible line that runs around the centre of the Earth.
The North and South Poles are the places furthest away from the Equator.
A place is usually hot if it is near the Equator.
A place is usually cold if it is near the North or South Pole.

Specific unit objectives

- To identify hot and cold places and locate them on a map.
- To recognise the features of a hot and a cold place.
- To explore a hot or cold place.
- To identify the animals that live in hot and cold places and recognise how they adapt.
- To compare a pack list for a trip to a hot place with a list for a cold place.
- To describe what I would see in a hot or cold place.
- To know where the world's main hot and cold regions are, and some information about what they are like.
- To use globes and atlases – and annotate maps – to identify the world's hot and cold regions and locate the UK.
- To make use of the four main compass points when describing the location of these key locations and regions.
- To name and locate the Equator, Northern and Southern Hemisphere.

Key Questions

Where are the world's hot and cold places?
What is it like in the world's hot and cold places?
Where can I find out about a hot or cold place (desert, rainforest or Antarctica)?
How do animals adapt to hot and cold places?
What would I pack for a visit to a very hot place?
How would it be different if I was going to a very cold place?
How can I describe what it is like in a hot or cold place?

Key Texts

The Penguin Who Wanted to Find Out! - Jill Tomlinson
The Emperor's Egg - Martin Jenkins
Lily and the Polar Bears – Jion Sheibani
Infant Atlases
Reading texts available on Oddizzi
Range of non-fiction books to be used.



The BIG Picture

In this unit the children will be learning about a small village in rural Africa. They will be learning about different aspects of daily life such as homes, food, work and school. Learning about Mugurameno Village will broaden children's horizons and expose them to a lifestyle that is very different to their own. This unit provides the children with the opportunity to apply their Hot and Cold places knowledge from the previous unit to explain what the weather and climate is likely to be like in Zambia. It will also build upon their knowledge from the Year 1 local area unit as they compare and contrast Runcorn with Mugurameno Village.

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They should be able to annotate a simple map of the UK with some of its key features and look at simple maps and aerial views of the local area. (Y1, The UK and The Local Area)

Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Children will know the location of the Equator, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)

Key vocabulary & understanding:

Africa, Lusaka, River Zambezi, Southern Africa, Victoria Falls, Zambia, population, crop, farm, flood, market, waterfall, wildlife, eastern, northern, southern, western

Key Knowledge

Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park.

People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge).

People often build their own homes out of bricks made from local clay soil.

While life is busy for the children of Mugurameno, they go to school and find time to play. Zambia is a country in southern Africa.

Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season.

There are many national parks in Zambia where the government protects the land and its special wildlife. Mugurameno is a village in rural Zambia.

Specific unit objectives

- To locate Zambia and identify its key human and physical features.
- To locate Mugurameno Village.
- To find out how people use the Zambezi in Mugurameno.
- To compare this with how people use the Mersey in Runcorn.
- To find out about how people protect themselves and their homes from the animals they live with.
- To find out about food eaten in Mugurameno and how it is prepared.
- To find out about materials used to build houses in Mugurameno and compare this with Runcorn.
- To compare the lives of children in Mugurameno with our own.
- To compare the school lives of children in Mugurameno with our own.
- To use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;

Key Questions

Where is Africa?
Where is Zambia?
Where is Mugurameno Village?
How is the river used?
How do people live with animals?
What foods do they eat?
What are the homes like?
What chores do children do?
What is school life like?

Key Texts

The Tortoises Gift – Lari Don
Lila and the Secret of the Rain – David Conway
Infant Atlases
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