



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

Year 2: Geography Curriculum

Spring Term 'Safari Adventure' – Where in the World is Kenya?

<p>Overview of unit: In this unit, the children will apply their knowledge of the UK to its place within Europe. They will learn about the continents of the world and how their position on the globe affects their temperature. The unit will also enable the children to learn about the five oceans of the world – building on learning from Spring Term about the seas surrounding the UK. We will compare Kenya and the Maasai Mara National Park, with Lancaster and Williamson Park. The children will also learn about products from Kenya that we use in the UK.</p>	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Vocabulary used describe hot and cold areas of the world e.g. Northern hemisphere, Southern hemisphere, equator, climatic zones, hot, cold, tropical, temperate, • 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>Prior learning relevant to the unit:</p> <ul style="list-style-type: none"> • <u>ELG: People, Culture and Communities:</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different ...cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • <u>ELG: The Natural World:</u> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • <u>Year 1:</u> Autumn term: “Where in the world is Morecambe?” • <u>Year 1:</u> Summer term: “How does Lancaster compare to Levens?” • <u>Year 2:</u> Spring term: “What is life like on the Isle of Struay?” 	<p>Links to future learning:</p> <ul style="list-style-type: none"> • <u>Year 4:</u> Autumn term – “Where in the world is Tocharo?” • <u>Year 5:</u> Spring term – “How does the Amazon Rainforest compare to Beacon Fell?” • <u>Year 5:</u> Summer term: “Where in the world is Greece?” • <u>Year 6:</u> Autumn term: “Why is the River Nile so important to Egyptians?” • <u>Year 6:</u> Summer term: How does Morecambe compare to other seaside towns?” <p>Links with other learning across the curriculum:</p> <ul style="list-style-type: none"> • <u>English:</u> Children will use the core text ‘Lila and the Secret of Rain’ as a basis for developing literacy skills. • <u>Design Technology:</u> “Do Fairtrade cookies taste better?” Children will learn about Fairtrade and will design and make their own cookie 	
<p>Structure of unit:</p> <ol style="list-style-type: none"> 1. What is a continent? 2. What are the five oceans of the world and where are they? 3. Where is Kenya and what is it like? 4. What are the key human and physical features of Kenya? 5. What products do we use in the UK that come from Kenya? 6. What is the Maasai Mara National Park and how does it compare to Williamsons Park? 	<p>How this unit fits within the National Curriculum for Geography: <i>Pupils should be taught to:</i></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> • understand geographical similarities & differences through studying the human and physical geography of a small area of the UK, 	<p>Key Learning:</p> <p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> • Name and locate significant places in their locality, the UK and wider world. <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> • Describe places and features using simple geographical vocabulary. • Make observations about features that give places their character. <p><u>Enquiry and Investigation:</u></p> <ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments. • Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.

“For nothing will be impossible with God” **Luke 1:37**



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	<p>and of a small area in a contrasting non-European country</p> <p><u>Human and physical geography:</u></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 	<p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment. <p><u>Interpret a Range of Sources of Geographical Information:</u></p> <ul style="list-style-type: none"> • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes. <p><u>Communicate Geographical Information:</u></p> <ul style="list-style-type: none"> • Express views about the environment and can recognise how people sometimes affect the environment. • Create their own simple maps and symbols.
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