|  |  |  |
| --- | --- | --- |
| World Geography Core Subject: Year Group 2 | | |
| National Curriculum: Pupils should develop knowledge about the world. | | |
| * They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills * Develop geographical skills to identify countries, oceans and continents studied * Understand geographical similarities and differences of human and physical geography | | |
| Geographical Area: | North American Continent | |
| Specific Focus: | Urban environments and urban living | |
| Project Question: | Why live in a city in North America? What is the landscape like outside the city in North America? | |
| Declarative Knowledge | | Procedural Knowledge (Geographical Skills) |
| **Generic**   * Name the poles of the Earth and the equator * Name the world’s seven continents and five oceans * Name and some countries and their capital cities on habitable continents of the world * Know planet Earth is made up of land, seas and oceans * Know plant Earth is spherical (globe) * Know planet Earth orbits the sun   **Specific**   * Know the 3 largest countries in North America, Canada USA, Mexico, * Know the North America Continent consists of 23 countries. * Know that some land is used for urbanisation called towns and cities * Know the capital cities of major land mass of Canada, USA and Mexico * Know some of the significant human geography (land marks specific to the capital cities of Canada, USA and Mexico * Know that some land is used for farming to feed the population * Know that some land is set aside to support wildlife * Know that people live in cities for many reasons:   Jobs opportunities, leisure facilities, shopping, good transport networks, different housing options. museums, schools | | * Ask geographical questions * Revisit and continue to embed the identification of seasonal weather and the location of hot and cold areas of the world in relation to the equator and the North and South Poles * To be able to use maps, atlases and globes to locate the north pole, south pole and the equator * To be able to use maps, atlases and globes to locate the world’s seven continents and five oceans * To be able to use maps, atlases and globes to locate the North American and its countries. * To be able to u se simple compass directions (North, East, South and West), to describe the location of features and routes on a map * To be able to use geographical language to describe natural and physical geographical phenomena * To able to communicate ideas verbally and in written form coherently |
| Cross Curricular Links: |
| Literacy text – Manhattan  Art - Stephen Wiltshire Cityscapes  History – James Cook’s voyages |
| Geographical Vocabulary | | |
| Use basic Geographical vocabulary to refer to:  equator, north, south pole, maps, atlas, globes, find, locate, north, south, east, west, compass, position. Earth, continents, countries, mountains, rivers, desert, rain forests, grass lands, human features, cities, towns, villages, buildings, physical features, habitats, native, plants, animals, compass, directions, positions, Europe, North America, South America, Asia, Antarctic, Africa, Australia, Pacific Ocean, Arctic Ocean Indian Ocean, Atlantic Ocean, Southern Ocean, land, sea, oceans | | |
| Prior Learning | Key sub questions | Future Learning |
| EYFS  Africa Similarities and Differences with the local environment  Year 1  Africa (Human and Physical Geography with specifically South Africa) | * What is a continent? * Which hemisphere is North America? * How many countries are there in North America? * How is land organised on the North American Continent by the populations? * Why are capital cities important? * Which non-capital cities are the most important on the North American continent? * What do people do in cities? | * Year 3 Oceans/Currents/Climate and the Environment * Year 4 Continent South America, (Rivers, river settlements, rain forests) * Year 5 Continent Asia (Mountains and Volcanoes) * Year 6 Continent Europe, (Population, Languages/Economic Migration, Trade, Transport, Trading Blocks) |