



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



UK and India: What's the same and what's different?

Year 2 Summer Term 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 2	UK and India: What's the same and what's different?	Term: Summer 1
Context: In this enquiry the children will study the country – India. They will build on their knowledge of the seven continents and the five oceans. They will look in greater detail at the diversity and human processes of the population in India and the rich and poor divide. The children will also experience a special day – India Day, which will involve ‘flying’ to this destination using our imaginations and experiencing a day in India.		
Prior Learning (Direct Pathway) Geography – Location Revisit the location of Middlesbrough and London. Geography –map and atlas work Revisit the seven continents and five oceans. Geography – human and physical features Children will revisit what an aerial map is.		
Prior Learning (Indirect Pathway)		

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Science: Plants

PSHE: SCARF – Being My Best

D&T: Food- Preparing fruit and vegetables

Music: Charanga – Friendship Song

RE: What does it mean to belong to a faith community?

Computing: Information Technology

PE: Games for Understanding

Enquiry Question?

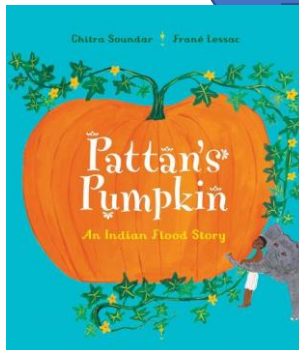
UK and India: What's the same and what's different?

Content on direct pathway

Geography: We will use our geography skills to compare India to the UK, including the different cultures. To do this, we will look at diversity, as well as human and physical processes. For example, we will compare the weather, population and the rich vs poor divide. We will use our findings to publish a book about India.

Learning Showcase

Invite parents to part of our 'Welcome to India' Day.



In our English lessons, we will be focusing on writing a chronological diary based on the book, 'Pattan's Pumpkin' by Chitra Soundar. The children will be recapping their learning of writing in the past tense by adding the -ed suffix, different types of sentences, conjunctions and expanded noun phrases.

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Knowledge Narrative

India and the UK can be compared in many different ways. If you visited India, you would see lots of different food, houses, clothing, culture and animals. India is a diverse place!

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Year Group: 2	Term: Summer 1
Title: UK and India: What's the same and what's different?	Key Focus: Geography
Project Enhancements: <ul style="list-style-type: none">• 'Welcome to India' Day• Bollywood dancing workshop• Talk from Mr Cowley, who lived in India	
How can you help? <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Learn your spellings and maths fluency facts, ready to be tested on Friday <p>You could also:</p> <ul style="list-style-type: none">• Research a child's day in India. How is it the same or different to your day?• Create a collage of an Indian animal• Try a range of Indian food and see what you like best• Create a poster showing your favourite parts of the UK and India	

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UK and India: What's the same and what's different?

Y2
Summer 1

End Point - The aim of this unit is for pupils to:

- Understand the diversity in New Delhi and how it compares to Middlesbrough
- Make geographical comparisons between the UK and India
- Know the location of India relative to the UK

End of unit assessment task:

Double page spread answering the enquiry question of 'UK and India: What is the same and what is different?'

Links:







Text – Pattan's Pumpkin by Chitra Soundar

Prior Learning:

- The name and location of the world's seven continents and five oceans
- The location and significance of the equator
- The four countries of the UK and their capital cities
- Know that the UK is in the continent of Europe
- Know that different parts of the world have different climates, linked to previous topic on Captain Cook unit, food unit in Y2 and Kenyan Savannah unit in Y1
- Seasonal weather patterns in the UK
- Comparisons between Africa and UK and Australia and UK
- 'Urban' and 'Rural' – Y1 Summer 2

Key Aspects of the Unit:

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	Map and atlas work/Fieldwork and investigation
	Location
	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.
	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics
	Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity

Key Knowledge:

- Know the location of India and describe its location relative to the equator, poles
- Use the language of position and direction to describe the route to India from the UK
- Revisit relevant locations previously studied when locating and labelling India on a world map
- Revisit that the UK is in the continent of Europe
- Know that India is in the continent of Asia
- Know that New Delhi is the capital city of India and its key characteristics eg population, location in India
- Revisit that London is the capital city of the UK
- Know that India is a hotter country than the UK due to its proximity to the equator.
- Know that India is on the Indian Ocean
- Know that the UK has the Atlantic Ocean to its west
- Recognise the diversity in New Delhi and Middlesbrough and compare
- Know some of the human and physical feature of rural and urban India
- Consider similarities and differences between India and UK e.g population, weather, languages spoken, main religions, culturally significant events/pastimes , food, clothing

Geographical Skills:

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Mapping:

- Draw a plan, understanding it's showing a bird's eye view
- Use a basic atlas/globe to locate places
- Experience using maps of different scales (eg larger scale maps of a town and smaller scale maps of the world)
- Begin to explain why places are where they are
- Know that when you 'zoom in' you see a smaller area in more detail.
- Recognise world map as a flattened globe
- Experience a range of different maps eg tourist brochure, storybook maps, paper maps
- Large scale street maps

Fieldwork:

- Use a compass (four compass points) to follow and describe routes
- Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).

Vocabulary

slum	An overcrowded place where very poor people live
urban	Belonging to, or relating to, a town or city
rural	Places that are far away from large towns or cities
London	The capital city of the UK.
continent	A very large area of land that consists of many countries, such as Europe
temperature	How hot or cold something is.
degrees Celsius	Units of measurement for temperature
ocean	A huge body of salty water
climate	The general weather conditions that are typical

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Spiritual

Enjoy learning about the world. Use imagination and creativity in learning. Create opportunities for children to ask questions about their environment. Considering how things would be different if they lived in a different country.

Social

Enjoy working with our peers and parents to experience what a day would be like if we lived in India.

Be kind and REAP the rewards

R – Respecting other cultures

E – Being empathetic to those who live different lives to us

Moral

Discussing and understanding the rich vs poor divide in India.

Cultural

Exploring Indian culture. Having a 'Welcome to India' day to understand what it would be like to live in India. For example, the food they eat and clothes they wear. Links to other cultures.

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British Values through EDC

Democracy	The UK and India are both democratic countries.
The Rule of Law	The rich vs poor divide in India means that different people follow different rules.
Individual Liberty	People's choice in India is limited due to their social and economic background.
Mutual Respect and Tolerance	We will be respectful when looking at how different people live.