

Prior Learning- Year R- local area - journeys to school, Japan, Christmas in Germany, Arctic and Antarctica, recycling; Year 1- UK, local area, India; Year 2 – Portsmouth, Islands

National curriculum:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country.

Identify seasonal and daily weather patterns in the UK

Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including city, village and farm

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 and locational and directional language 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

Vocabulary:

Human and physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil valley, vegetation season and weather, city, town, village, factory, farm, house, office, port harbour and shop, North south east and west, Right and left, Seasons, weather, patterns, countries, country, Africa, Namibia, Continent, slums, population, dense, overcrowded, compass, atlas, directions, aerial photographs, key, map location, observational skills, landmark, environment, rural landscape urban, congested, pollution European, non EU, equator

## Snapshot

Map of world, map of Europe, map of UK, map of Southampton  
Recap human and physical features of Southampton  
Label Southampton with physical and human features  
Discuss Southampton Weather patterns and seasons

Writing session – information leaflet about Swakopmund.

Map finding skill game

Quiz in teams: What continent is Namibia in? What countries are bordering it? What ocean is it on? What is the name of the capital city and other cities in Namibia? What is the weather like? What facts have you found out? Where is its location in relation to the Equator?

Comparison – Swakopmund to Southampton including weather patterns

'Google expedition.'

Food tasting session = what food do people eat in Mumbai how does this compare to UK

Rotate around classrooms – 1 class tasting African food, 1 class listening to 'Namibian experts.' 1 class look at videos books and pictures of life in Swakopmund  
Come back and discuss how this compares to life in Southampton.  
Use table

Focus on Swakopmund.  
Sort and label physical and human features.  
Discuss contrasting landscapes and reasons why. Recap the facts we found out from yesterday.

## Geography Medium Term Planning

Year Group: 2

Term: Summer 2

Topic: Comparison of Southampton and Namibia

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can label human and physical features on an aerial photograph of Southampton.	<p>Show chn continents/oceans song and sing together. Using Google Earth Teacher show children world, the, Europe, UK, Southampton.</p> <p>Recap human and physical features of Southampton. Discuss our Weather patterns and seasons = what season are we currently in? What changes over time? How do we know what season we are in? Is this the same for all countries?</p> <p>Review Human and Physical features using a game where the Ch describe a feature (without saying its name) and the other children guess it. This can be done from a simple list of human and physical features.</p> <p>Teacher models how to write a clue for this quiz also explaining the term physical and human.</p> <p>Plenary: explain in this series of lessons we will be leaning about Namibia and find it on Google Earth. Discuss its size, shape, distance from the UK and surrounding countries, seas and oceans, and what continent it is on. Can they find its flag in the back of an atlas?</p>	The children write clues for a quiz in which they specify a feature is human or physical (including an explainer of that term)	<p>To be able to use basic geographical vocabulary to refer to human and physical features.</p> <p>To use maps and aerial photographs to identify countries and landmarks.</p>

<p>where</p>	<p>I can use a map to find out information on Namibia and the UK.</p>	<p>Show chn continents/oceans song and sing together.</p> <p>Repeat process of finding UK and Namibia on Google Earth and then show them Africa and Namibia and where it is in comparison to Southampton.</p> <p>Quiz in teams: put children into mixed ability teams and give every team an atlas. Teacher reads out question. Teams need to find the answer using the atlas and Teacher goes round and gives points to those who are correct.</p> <p>Example questions:          What continent is Namibia in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like (using equator)? Where is Africa? What countries are in Africa? Etc.</p> <p>Look at some photographs and film of Namibia and ask the children to pay close attention to what they think the temperature, rainfall and plants are like / might be and why?          Film: <a href="https://www.youtube.com/watch?v=lqiVGrbh9Vc">https://www.youtube.com/watch?v=lqiVGrbh9Vc</a>          Watch from 3.45</p> <p>Use Google Earth to show the children the equator, the UK and Namibia and tell / elicit from the children why Namibia is so much drier and warmer than the UK. Model how to write some sentences about Namibia and explaining why</p>	<p>Ch to use atlases to answer questions about Namibia and its surroundings.</p> <p>Write some sentences about Namibia describing and explaining its weather / climate / physical features.</p>	<p>To be able to use basic geographical vocabulary to refer to human and physical features.          To use maps and aerial photographs to identify countries and landmarks.</p>
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<p>Session 3 – could take a whole afternoon</p>	<p>I can find out key information about Namibia.</p>	<p>Show chn continents/oceans song and sing together.</p> <p>Elicit from the children and list learnings from the previous session.</p> <p>Life in Namibia hook session – 1 classroom set up with foods from Namibia for the children to taste and describe. 1 classroom children will listen to ‘Namibia experts’ (BC inlaws) and ask questions. 1 classroom set up with facts, books, items and videos about life in the city. Year group to rotate around the different rooms spending time exploring the activities in the rooms. Chn to have clipboards (with below table) and working in mixed ability groups of 3 - classes to rotate around the different rooms spending time exploring the activities and writing notes on what they find.</p> <p>Come back and discuss what we found out and what we did. Discuss how this compares to life in Southampton. Use the comparison table below and collate information as a class to complete this table for the working wall</p> <table border="1" data-bbox="562 834 1252 1331"> <thead> <tr> <th></th> <th>England</th> <th>Namibia</th> </tr> </thead> <tbody> <tr> <td>Food</td> <td></td> <td></td> </tr> <tr> <td>Life in the country</td> <td></td> <td></td> </tr> <tr> <td>Facts about country</td> <td></td> <td></td> </tr> <tr> <td>Things to do and see</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		England	Namibia	Food			Life in the country			Facts about country			Things to do and see							<p>To know 3 similarities and 3 differences between Southampton and Swakopmund (small area of non European contrasting locality)</p>
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<p>Session 4</p>	<p>I can identify the human and physical features of Swakopmund</p>	<p>Show chn continents/oceans song and sing together.</p> <p>Look at world, zoom in to Africa and Namibia and recap learning from previous session, zoom in to Swakopmund from Namibia. Look at 'Google expedition.'</p> <p>Look at photos of Swakopmund and look at aerial photograph of Swakopmund– what can we see? What human features? What physical features?</p> <p>Model how to Label an aerial photograph of Swakopmund with the physical and human features. Chn to complete this on their own.</p>	<p>Children label an aerial photograph of Swakopmund with human and physical features</p>	<p>To know 3 human and 3 physical features of Swakopmund ( small area of a non European contrasting locality) To be able to use basic geographical vocabulary to refer to human and physical features. To use maps and aerial photographs to identify countries and landmarks.</p>
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<p>Session 5</p>	<p>I can compare Swakopmund and Southampton</p>	<p>Show Ch continents/oceans song and sing together.</p> <p>Look at world, zoom in to Africa, Namibia and Swakopmund and recap learning from previous session.</p> <p>Look at aerial photos used yesterday of Swakopmund and Southampton. Discuss the similarities and differences for human and physical features.. Discuss the differences in world location. Discuss cultural differences.</p> <p>How does Swakopmund compare to Southampton?</p> <p>Teacher models how to complete the following table to explain the similarities and differences between the two places - use the maps and the information they collected on session 3 about life in Namibia.</p> <table border="1" data-bbox="562 762 1252 1157"> <thead> <tr> <th></th> <th>Southampton</th> <th>Swakopmund</th> </tr> </thead> <tbody> <tr> <td>Human features</td> <td></td> <td></td> </tr> <tr> <td>Physical features</td> <td></td> <td></td> </tr> <tr> <td>World location</td> <td></td> <td></td> </tr> <tr> <td>Weather</td> <td></td> <td></td> </tr> <tr> <td>Cultural</td> <td></td> <td></td> </tr> </tbody> </table> <p>Plenary: Look at travel information leaflets about different parts of the world to look at what is included and features in preparation for writing own.</p>		Southampton	Swakopmund	Human features			Physical features			World location			Weather			Cultural			<p>Ch complete a table with the similarities</p>	<p>To know 3 human and 3 physical features of Swakopmund ( small area of a non European contrasting locality)</p> <p>To know 3 similarities and 3 differences between Southampton and Swakopmund ( small area of non European contrasting locality)</p> <p>To be able to use basic geographical vocabulary to refer to human and physical features.</p> <p>To use maps and aerial photographs to identify countries and landmarks.</p>
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Session 6	I can create an information leaflet for Swakopmund	<p>Show chn continents/oceans song and sing together</p> <p>Using information from table plan information leaflet about Swakopmund.(10 mins)</p> <p>Chn to make own information leaflet on Swakopmund using A4 paper.</p>	Ch write their own information leaflet about Swakopmund	<p>To know 3 human and 3 physical features of Swakopmund ( small area of a non European contrasting locality)</p> <p>To be able to use basic geographical vocabulary to refer to human and physical features.</p> <p>To use maps and aerial photographs to identify countries and landmarks.</p>
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**Impact:**

To know 3 human and 3 physical features of Swakopmund ( small area of a non European contrasting locality)

To know 3 similarities and 3 differences between Southampton and Swakopmund ( small area of non European contrasting locality)

To be able to use basic geographical vocabulary to refer to human and physical features.

To use maps and aerial photographs to identify countries and landmarks.