

Year 2 Geography Unit

Hot and Cold Places

In this unit children will learn and locate the continents of the world. They will be introduced to the basic concept of climate zones, mapping out hot and cold places globally and look at features in the North and South Poles. They will study two contrasting locations and compare weather, lifestyles and land use.

By the end of the unit children must:

- Name and locate the seven continents.
- Name and locate the five oceans.
- Recognise and locate the equator on a globe / world map and locate countries in the Northern and Southern Hemisphere.
- Understand how hot and cold a location is depends on its distance from the Equator and north and south poles.

They will be given the opportunity to:

- Use vocabulary of North, South, East and West.
- Use an atlas/globe/online/world map to locate places around the world.
- Use books, maps and images of a location as sources of information.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Compare the weather in different places around the world.
- Identify Equator and North and South Pole.
- Identify and describe where places are in the world, including Northern and Southern hemispheres.
- Understand that land can be used for different purposes (fields, houses etc.)
- Identify land use in different areas.
- Make simple comparisons between human and physical features of different places using geographical vocabulary.
- To compare their own lifestyles to that of humans in a contrasting location.
- To name and locate the seven continents.
- To name and locate the five oceans of the world.

Map Skills

- Use vocabulary North, South, East and West.
- Follow directions using cardinal compass points (N,S,E&W)
- Have experience of using maps and plan views of locations.
- Use an atlas/globe/online/world map to locate places around the world.

Fieldwork (Not in this unit)

Geographical Enquiry/Using Sources

- Use books, maps and images of a location as sources of information.
- Use resources to respond to open questions about a locality.
- Ask own simple geographical questions about a locality.

Environment

- Understand that humans have had a negative impact on the environment – melting ice caps.
- Give some examples of how human development has affected animals habitats – melting ice caps.
- Suggest ways to help improve the environment.

Useful Information for Teachers to support the children in learning more and remembering more

Builds on:

EYFS- Comparing Mary Seacole's home in Jamaica to our local area.

Animals in contrasting environments – how do they differ to our pets (animals in Antarctica, The Amazon and the African Savannah / Grasslands)

Future Learning:

Year 4 -Recognise and identify climate zones.

Year 5 -Identifying location Greece within continent of Europe.

Identifying climate zones and Biomes.

Suggest areas around world that would have similar climates and justify reasoning.

Make detailed comparisons places- land use, human and physical features and climate.