



## Year 2: Geography

### Autumn Term – Seasonal and daily weather patterns Enquiry - *How does the weather affect our lives?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Year 2 pupils will recognise and describe how weather changes and some of the ways this impacts people's lives.</p>	<ul style="list-style-type: none"> <li>• The names and location of the world's continents and oceans.</li> <li>• The location of the Equator, North Pole and South Pole.</li> <li>• The elements that make up the weather.</li> <li>• Observe and measure elements of the weather using simple instruments</li> <li>• Record my results and display them graphically.</li> <li>• How and why the weather changes in the UK during the four seasons.</li> <li>• The location of hot and cold places in the world and how the weather varies in these places.</li> <li>• Why temperatures decreases from the Equator towards the North and South Pole.</li> <li>• The features of the environments of Antarctica and the Sahara Desert.</li> <li>• Why Antarctica and the Sahara are both deserts.</li> </ul>	<p><b>Recognise:</b> Name and point out the locations of the world.</p> <p><b>Identify:</b> Distinguish that Antarctica and Sahara are both deserts.</p> <p><b>Describe:</b> Give an account in words of how weather changes and some of the ways this impacts people's lives.</p> <p><b>Observe:</b> Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p><b>Select:</b> Decide upon and choose that information considered most suitable or relevant</p> <p><b>Categorise/Classify:</b> Arrange information into particular groups according to shared qualities or characteristics</p> <p><b>Sequence:</b> Place a set of related events or things that follow each other into an order</p> <p><b>Compare and contrast:</b> Find similarities and differences between Antarctica and the Sahara desert.</p> <p><b>Recall:</b> Remember and recount something learned about how weather changes.</p> <p><b>Reason/speculate :</b> Thinking and forming ideas about the impact of weather on people's lives.</p> <p><b>Summarise:</b> Outline or sum up briefly the main points about Antarctica and the Sahara desert.</p>

**Sequence:** In year 1 children will have previously been able to name and know where the location of the world's continents and oceans are. They will have also learnt about the location of the Equator, North Pole and South Pole. They will have previously learnt about human and physical features in year 1 and the weather in various countries they have studied.

**Vocabulary:** Island, Equator, North Pole, South Pole, Adaptation, Expedition, Physical feature, Human feature, Environment, Continent, Ocean, Country, Atmosphere, Weather, Season, Desert.

**Spring Term – Physical geography – global food production**  
**Enquiry- *Why does it matter where my food comes from?***

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This term, the children will consider ‘Why does it matter where my food comes from?’ They will learn about the process of farm to fork and food miles. They will discover where farms are located in the UK and the process of making cheese. They will understand what agriculture is, what happens on a farm and from where common foods originate.</p>	<ul style="list-style-type: none"> <li>• What a farm is and what happens on a dairy farm.</li> <li>• How milk is used as a raw material of dairy products.</li> <li>• The physical and human features of the rural and urban landscapes of Devon in the UK.</li> <li>• Why the weather in Devon makes it an ideal place for dairy farming.</li> <li>• How weather conditions in Devon compare with those of the UK as a whole.</li> <li>• The three main types of farms found in the UK.</li> <li>• What trade is and what importing and exporting means.</li> <li>• The most popular fruits consumed in the UK and where in the world they are produced.</li> <li>• The stages of growing bananas and exporting them to the UK.</li> <li>• How sugar is refined from sugar beet.</li> <li>• Some of the benefits of buying food locally.</li> <li>• The different meat produced by animals in Britain.</li> <li>• What ‘free range’ means.</li> </ul>	<p><b>Recognise:</b> Name and point out different food products.  <b>Identify:</b> Distinguish something or someone from others that may be similar  <b>Describe:</b> Give an account in words of what agriculture is and where foods come from.  <b>Observe:</b> Identify and distinguish with a degree of analysis the amount of sugar in some of our products.  <b>Select:</b> Decide upon and choose that information considered most suitable or relevant  <b>Categorise/Classify:</b> Arrange information into particular groups according to shared qualities or characteristics  <b>Sequence:</b> Place a set of related events or things that follow each other into an order  <b>Compare and contrast:</b> Find similarities and differences between fruit and vegetables we eat.  <b>Recall:</b> Remember and recount something learned about agriculture.  <b>Reason/ speculate:</b> Thinking and forming ideas about our food without necessarily firm evidence yet to back it up – conjecture, supposition  <b>Summarise:</b> Outline or sum up briefly the main points about what happens on a farm and where common foods originate.</p>
<p><b>Sequence:</b> In year 1 children will have previously been able to name and know where the location of the world’s continents and oceans are. They will have also learnt about the location of the Equator, North Pole and South Pole. They will have previously learnt about human and physical features in year 1 and the weather in various countries they have studied. Outside of school, children may have visited a farm or been on a school trip to a farm and been exposed to different animals. They will also be familiar with some vocabulary from year 1 such as: Urban, Rural and agriculture.</p>		
<p><b>Vocabulary:</b> Physical feature, Human feature, Environment, Country, Weather, Urban, Rural , Landscape , Agriculture, Trade, Economic activity, Settlement, Raw material, Export, Import, Manufacture, Refine, Pasture, Plantation, Nutrition, Tropical, Temperate.</p>		

## Summer Term – Area comparison – Kampong Ayer

### Enquiry - *How does the geography of Kampong Ayer compare with where I live?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This half term children will be looking at a non- European location. They will focus on the location of Kampong Ayer which is in the Brunei part of Borneo. Children shall consider how their lives might be the same or different by comparing features such as houses and homes, transport, weather and climate, school and the natural environment. The children will discuss why there may be differences.</p>	<ul style="list-style-type: none"> <li>• The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole.</li> <li>• The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei.</li> <li>• Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation.</li> <li>• The distribution of tropical climate in the world.</li> <li>• The main features of a tropical climate</li> <li>• How the tropical climate of Brunei compares with the temperate climate of the United Kingdom.</li> <li>• The structure of tropical rain forest vegetation.</li> <li>• The weather conditions experienced on a typical day in Banda Seri Begawan.</li> <li>• The main physical and human features of Kampong Ayer.</li> <li>• How the human and physical geographical features of Kampong. Ayer compare with those of my locality.</li> <li>• Create a scale floor plan for a typical home in Kampong Ayer and compare it with one of my home.</li> <li>• How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important.</li> </ul>	<p><b>Recognise:</b> Name and point out the different rainforests in the world</p> <p><b>Identify:</b> Distinguish climates, economic activities that may be similar.</p> <p><b>Describe:</b> 'Say what you see'. Give an account in words of some of the settlements and places in Asia.</p> <p><b>Observe:</b> Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others about the environment of Kampong Ayer compared to the UK.</p> <p><b>Select:</b> Decide upon and choose that information considered most suitable or relevant.</p> <p><b>Categorise/Classify:</b> Arrange information about Kampong Ayer into particular groups according to shared qualities or characteristics.</p> <p><b>Sequence:</b> Place a set of related events or things that follow each other into an order.</p> <p><b>Compare and contrast:</b> Find similarities and differences between transport, homes, schools, natural environment, climate, weather in the UK and Kampong Ayer.</p> <p><b>Recall:</b> Remember and recount something learned about Kampong Ayer.</p> <p><b>Reason/ speculate:</b> Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p><b>Summarise:</b> Outline or sum up briefly the main points about the differences between Kampong Ayer and the UK.</p>
<p><u>Sequence:</u> In year 1 children will have previously been able to name and know where the location of the world's continents and oceans are. They will have also learnt about the location of the Equator, North Pole and South Pole. They will have previously learnt about human and physical features in year 1 and the weather in various countries they have studied. In Spring term, children will have learnt about different types of climate such as temperate and tropical.</p>		
<p><u>Vocabulary:</u> Landscape, Village, Rainforest, Tropical, Vegetation, River, Tide, Habitat, Adaptation, Deciduous, Coniferous, Emergent, Island, Canopy.</p>		