**Year 2 Geography Curriculum – Spring Term**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Hot and Cold Places (with rivers and mountains)** | | | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | | | **Links across the curriculum** |
| 1. Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles      1. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | | | **Keyword** | | Definition | **Headland** | A steep point of land projecting from a coastline into the sea or other expanse of water; a cape or promontory. | | | | **PSHE** – diversity; people groups.  **History –** Scott of the Antarctic  **English** – labelling  **Science –** animal groups (Year 1) |
| **Arctic** | | The cold most northerly region on earth. | **Marsh** | Low-lying land, often flooded in wet weather and usually more or less waterlogged throughout the year; a tract or area of such land. | | | |
| **Antarctica** | | The cold most southerly region on earth. | **Mudflat** | A relatively level stretch of muddy land at the margin or shore of a river which is left uncovered at low tide. | | | |
| **Polar regions** | | Extremes of North and South, from the equator, on a globe. | **equator** | A great circle of the earth, in the plane of the celestial equator, and equidistant from the two poles. | | | |
| **Summit** | | The highest point on a mountaintop. | **Canopy** | A covering or hangings suspended over a throne, couch, bed, etc., or held over a person walking in procession. | | | |
| **Cliff** | | A high and very steep rock face, typically having exposed strata. | **Deforestation** | the [cutting](https://dictionary.cambridge.org/dictionary/english/cutting) down of [trees](https://dictionary.cambridge.org/dictionary/english/sycamore) in a [large](https://dictionary.cambridge.org/dictionary/english/large) [area](https://dictionary.cambridge.org/dictionary/english/area), or the [destruction](https://dictionary.cambridge.org/dictionary/english/destruction) of [forests](https://dictionary.cambridge.org/dictionary/english/forest) by [people](https://dictionary.cambridge.org/dictionary/english/people): | | | |
| **Hill** | | A natural elevation of the earth's surface rising more or less steeply above the level of the surrounding land. | **River** | A large natural stream of water flowing in a channel to the sea, a lake, or another, usually larger, stream of the same kind. | | | |
| **Peak** | | A projecting point; a pointed or tapering extremity | **Bank** | The sloping, vertical, or overhanging edge of a river or other watercourse | | | |
| **Ridge** | A long and narrow stretch of elevated ground; a range or chain of hills or mountains. | | **Mouth** | | The place where a river enters a lake, larger river, or the ocean is called its mouth | | |
| **Coastland** | The edge or margin of the land next the sea, the seashore. | | **Source** | | the start of a river; also known as headwaters. | | |
| **Beach** | The shore of the sea, on which the waves break, the strand; spec. the part of the shore lying between high- and low-water-mark. | | **Stream** | | a small, narrow river. | | |
| **Dune** | A mound, hill, or ridge of sand or (occasionally) other loose sediment, typically deposited by the wind and occurring esp. on the sea coast. | | **Tributary** | | A tributary, or affluent, is a stream or river that flows into a larger stream or main stem river or a lake. A tributary does not flow directly into a sea or ocean. | | |
|  | | | | | | | | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | | | **Key Skills** | | |
| 1. What are polar regions like? (Do polar bears live in the South Pole?) | | * Polar regions are only found on north and south extremes of the equator. * The North Pole is called the Arctic and the South Pole, Antarctica. * Polar regions are exceptionally cold, have snow and ice, can have long dark winters and long light summers. * The Arctic is mainly ice (frozen water) and the Antarctic is mainly land. * Polar Bears live in the Arctic and Penguins live in the Antarctic and would never meet in the wild. | | | | | | | * To locate north and south poles on a globe/map. * Research where Polar Bears and penguins live. | | |
| 1. Are mountains only found in polar regions? | | * A mountain is any land projection higher than 600 metres high. * Mountains are found all over the world even in warmer climates. * Mountains become colder nearer to the summit. * Key mountains are named- Mount Everest. * Climbers need training and equipment to scale mountains as they can have extreme conditions and be extremely dangerous to scale. | | | | | | | * To locate how mountains appear on a 3D map projection. * To label mountains in many locations around the world. | | |
| 1. Are all coastlands beaches? | | * Coastland is where the land meets the sea/ocean. * Not all coastlands are beaches. * Coastland can vary even within a localised area with different features such as: beach, cliff, dunes, headland, marsh, mudflats, rock stack. * Countries with coastland border the sea; some countries are landlocked without coastland. * The UK is made up of two main islands with varied coastland. | | | | | | | * To locate countries that have a coastline and those without. * To identify key features of a coastland and label these, such as: beach, cliff, dunes, headland, marsh, mudflats, rock stack. | | |
| 1. Are deserts always sandy? | | * Deserts exist all across the world. * Deserts are places that have extreme temperatures of both hot and cold. * Deserts have very little to no rainfall and are therefore dry places. * There are many types of desert and they are not all sandy. * People and animals have had to learn how to survive in deserts’ extreme and hostile conditions. * Much of the world’s oil comes from desert areas making them important to communities on a wider scale. | | | | | | | * To locate deserts in different continents across the world. * To categorise a desert and contrast an atypical sandy desert with a non-typical colder non-sandy desert. | | |
| 1. Is it always raining in the rainforest? | | * Rainforest can cover large parts of land and do not have borders like countries. * Rainforests are only found close to the equator. * The climate in rainforests is always hot, but unlike deserts, temperatures stay remarkably steady. * Despite the name; rainfall is distributed fairly evenly and it is not always raining. There are no particular seasons. * Rainforests are home to a wide variety of animal and plant species. * Much produce in our shops comes from rainforests such as: coffee, chocolate, bananas, pineapples, nuts, coconuts, oranges, palm oil, rubber and timber. * Farming and industry are responsible for deforestation affecting the habitats and availability of resources for animals and people living in rainforests. | | | | | | | * To identify areas of rainforest on a map (e.g., amazon) * To recognise the diversity of rainforests and discuss the significance of their resources and our interdependence to them. | | |
| 1. Can rivers run through rainforests? | | * Rivers have a source and can begin as small streams. * Rivers flow downhill, finding their way to the lowest point on land, before returning to the sea or ocean. * People still use the rivers today; to live on in boats or nearby, for travel and trade. * Rivers have a great historical significance and many rivers in the past joined cities, with many capital cities today being built near rivers for trade routes (London, New York, Paris etc) * Rivers can run through landscapes and provide specific benefits for plants and animals (The River Amazon running through The Amazon Rainforest). The River Nile is also an important example providing a wealth of fertile farming in otherwise desert area. | | | | | | | * To identify the following features of rivers: source, bank, stream, tributary and mouth. * To sequence the journey of a river from source to sea. * To discuss the benefits a river can provide to an area (The River Amazon/The River Nile). | | |
| **Themes and links** | | | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lesson 1 * Lesson 2 | | | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the world | | **1** |  | | **3** |  | | **4** | The Water Cycle | | **5** |  | | **6** | North America and Sustainability | | |
| **Interdependence** | * Lesson 5 * Lesson 6 | | | | | | | | |
| **Environment and sustainability** | * Lesson 1 to 6 | | | | | | | | |
| **Cultural understanding and diversity** | * Lesson 1 | | | | | | | | |