

Unit Overviews

Year 2 Autumn: Would you prefer to live in a hot or cold place?		
Intended outcome of the unit	Lesson	Objective
- Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - Recognise the features of hot and cold places. - Locate some countries with hot or cold climates on a world map.	1	Where are the continents? To name and locate the seven continents.
	2	Where are the coldest places on Earth? To locate the North and South Poles.
	3	Where is the Equator? To locate the Equator on a world map.
	4	What is life like in a hot place? To compare the UK and Kenya.
	5	Do we live in a hot or cold place? To investigate local weather conditions.
	6	Would you prefer to live in a hot or cold place? To identify key features of hot and cold places.
Key Vocab: Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map		

Unit Overviews

Year 2 Spring: Why is our World wonderful?		
Intended outcome of the unit	Lesson	Objective
- Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map. - Collect data by sketching findings on a map and completing a tally chart. - Present their findings in a bar chart.	1	What are some of the UK's amazing features and landmarks? To identify geographical characteristics of the UK.
	2	Where are some of the world's most amazing places? To locate some of the world's most amazing places.
	3	Where are our oceans? To know the names of the five oceans and locate them on a map.
	4	What is amazing about our local area? To understand how to draw human and physical features on a sketch map.
	5	Why are natural habitats special? To investigate local habitats and record findings.
	6	How can we look after natural habitats special? To understand how to present findings in a bar chart.
Key Vocab: aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map.		

Year 2 Summer: What is it like to live by the coast?		
Intended outcome of the unit	Lesson	Objective
- Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. Identify human features in a coastal town. - Describe how people use the coast. - Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.	1	Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.
	2	What is the coast? To explain what the coast is.
	3	Where is the features of the Jurassic coast? To identify the physical features of the coast.
	4	How do people use Weymouth? To identify human features on the coast.
	5	How do people use our local coast? (Data Collection) To investigate how people use the local coast.
	6	How do people use our local coast? (Findings) To present findings on how people use the local coast.
Key Vocab: Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature.		