

Year 2 Medium Term Geography Planner

Hot and Cold Places

NC link

• Pupils should locate hot and cold areas of the world in relation to the Equator and the North and South Poles • Pupils should use world maps, atlases and globes to locate countries, continents and oceans • Pupils should use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountains, sea, ocean, river, soil, valley, vegetation, season and weather. • Pupils should ask geographical questions and learn geographical terms.

Key Vocabulary

Weather, temperature, hot, cold, world, Equator, Arctic, Antarctica, North Pole, South Pole, climate, climate zones, southern hemisphere, northern hemisphere, climate change, prevent, adapt, adaptation, habitat, survive, hibernate, migration, sand dunes, ice bergs, rivers, deserts

Oracy lesson: Where is water?

- To know where our water comes from and what it is used for
- To understand what a drought is and how poorer countries deal with it
- To consider ways in which we can help ensure everybody has access to clean, safe water

Enquiry Question 1:
Where in the world is it hot and cold?

Consider:
What do hot and cold places look like (sorting)? How do these places compare with the place where I live? Can I place the hot and cold places on a map? How can the lines on a map help me see where the hot and cold places are?

Geographical skills:
Locational knowledge

Enquiry Question 2:
What is the climate like in other places compared to mine?

Consider:
Teaching the children about the climate. What is a climate zone? How does the climate in the rainforest/desert/arctic compare to ours? Look at climate data from different countries – can we tell from it, which places are hot and cold?

Geographical skills:
Locational knowledge
Geographical skills and fieldwork

Enquiry Question 3:
Does climate change affect me?

Consider:
Discuss climate change with the children and how this is impacting the world. What could we do to help prevent climate change?

Geographical skills:
Geographical enquiry

Enquiry Question 4:
How do animals adapt to living in hot and cold places?

Consider:
Which animals live in hot and cold places? How do animals survive in these places? How do animals' bodies adapt to fit in with their environments? What if a penguin took a trip to the Sahara?

Geographical skills:
Place knowledge
Human and physical geography

Enquiry Question 5:
If I took a trip to a hot/cold place, what would I see?

Consider:
What are the physical features of hot/cold places? Consider including – waterfalls, rivers, glaciers, sand dunes, salt flats, ice bergs, rainforests.

Geographical skills:
Human and physical geography
Locational knowledge

Enquiry Question 6:
Could I survive in the hottest/coldest places on Earth?

Consider:
Teaching children about what happens to their bodies in the hottest and coldest places on Earth. How would they survive? Would they need any specialist equipment?

Geographical skills:
Place knowledge
Locational Knowledge

Making connections across subjects

<https://www.bbc.co.uk/bitesize/articles/zrm98hv> (climate video)
<https://www.bbc.co.uk/iplayer/episode/b0074shj/planet-earth-5-deserts-short-version> (Planet Earth - deserts)
<https://www.bbc.co.uk/programmes/m0009tt8> (Planet Earth - Antarctica)
<https://www.bbc.co.uk/iplayer/episode/m0013mjs/bitesize-daily-57-year-olds-geography-56-year-olds-3-geography-hot-and-cold-places> (BBC Bitesize – hot and cold places)
Write a postcard of a place that is very hot or cold – setting description? ENGLISH LINK
Use the iPads to design an animal that could live in a hot/cold place – COMPUTING LINK.