



Year group: Year 2

Term: Spring

Subject: Geography – UK Vs Africa

Prior learning

EYFS They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate

environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Y1 Chn know about the human and physical features of their school and local area and explored some of the key facilities. They will know the continents and be able to identify the UK. They will be able to identify Africa as a continent on a world map and know that it is close to the equator, so is therefore a hot country.

What comes next?

KS2 Children will explore a range of settlements in the UK, looking at its physical and human features. They will go on to identify capital cities throughout the world.

What they learn about Africa will be prior learning for the Egypt topic in y5. Vocabulary will be built on throughout KS2 as they compare different places and see how places change over time.

Assessment

Where should Paddington live – London or Nairobi?

Notes and guidance

Children will read maps of the UK to identify the countries and capital cities. They will know the difference between a country and a continent.

Children will study pictures/videos of Nairobi and London and ask geographical questions e.g. What is it like to live in this place? REFLECTION, EMPATHY How is this place different to where I live?

How is the weather different? How are lifestyles different?

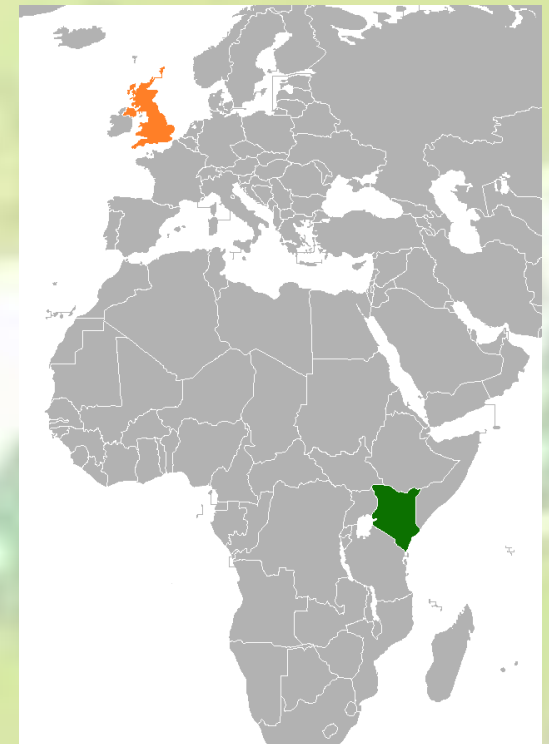
Draw pictures to show how places are different and write comparatively to show the difference.

Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

Digimap key can be used to link the vocab to the places. Pictures also can be added for extra help

Key vocabulary

Animals, area, attractive, climate, continent, compare, crops, desert, different, dry, environment, industry, island, journey, job, marsh, mountain, ocean, pollution, similar, tropical



Substantive Knowledge

I know the 4 countries and capital cities of the UK
I know the human and physical features of London
I know what life is like for someone living in London
I know Kenya is in Africa
I know Nairobi is the capital of Kenya
I know what life is like for someone living in Nairobi
I know the human and physical features of Nairobi

Disciplinary Knowledge

I know geographers develop knowledge of places around the world from maps and pictures

Procedural Knowledge

I can read a map of the UK
I can identify human and physical features of London and Nairobi
I can compare 2 places

Links to other curriculum areas

PSHE – Lifestyles and culture in Africa
English – Stories from Africa
DT – Architecture of buildings in London/Nairobi

Learning Outside the Classroom

Use of Digimaps
'Make' the different countries of the UK with cities marked
'Create' a part of Nairobi/London outside to show comparison

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)