



Geography – Year 2 – Medium Term Plan
Autumn 1, Twinkl: Weather Explorers



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is our weather like?	To understand what the weather is like in the UK. To look at the weather where we live.	- I can name types of weather that happen in the UK. - I can observe (look at) the weather. - I can record my observations in a weather diary.	Locational Knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's seven continents. 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.	Space Place Connections, Similarities and Differences Environment Earth Processes	Lesson Pack - Atlas Writing Resources included Role-play resources included Fieldwork opportunity: - Clipboard – 1 per pair - Camera (optional) Hands-on opportunity - Craft resources (tissue paper, coloured card/paper, straws, cotton wool)
Two: Where is it hot? Where is it cold?	To identify and locate hot and cold places in the world. To locate the equator and describe how it relates to hot and cold areas of the world.	- I can explain where the equator, the North Pole and the South Pole are. - I can describe how hot and cold areas of the world are related to the equator. - I can locate countries in hot and cold places in the world.	Geographical Skills and Fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use simple fieldwork and	Space Place Scale Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment Earth Processes	Lesson Pack - Glove to demonstrate Writing Resources included Role-play resources included Fieldwork opportunity: - Clipboard – 1 per pair - Camera (optional) Mapping opportunity: - Red and blue paint Speaking and listening opportunity: - KS1 Atlas

Three: How does our weather change through the seasons?	To name and identify the different seasons in a year. To understand seasonal weather patterns.	• I can name the four seasons. • I can explain the weather patterns we see during each season. • I can understand why there are four seasons in a year because of the Earth's tilt.	observational skills to study the geography of their school and its grounds.	Space Place Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment Earth Processes	Lesson Pack Writing Resources included Reading resources included Fieldwork opportunity: - Clipboard – 1 per pair - Camera (optional) Hands-on opportunity - Junk modelling resources and natural resources
Four: How does weather affect us?	To understand the impact of the weather on our lives in the context of the weather of the UK. To describe how the weather can affect us.	• I can name different types of weather that can affect us. • I can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. • I can identify weather symbols on a map.		Space Place Scale Connections, Similarities and Differences Environment	Lesson Pack - Weather vane, thermometer and rain gauge Writing Resources included Role-play resources included - Tablet to record optional Speaking and listening resources included - Clipboard – 1 per pair - Camera (optional) Fieldwork opportunity resources included

Five: What is weather like around the world?	To explore different types of weather around the world.	• I can identify types of weather around the world. • I can compare the weather of the UK with weather in countries around the world. • I can begin to locate these countries on a world map.		Space Place Scale Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment Earth Processes	Lesson Pack Writing Resources included Role-play - Items for each country's station Fieldwork opportunity: - Clipboard – 1 per pair - Camera (optional) Mapping opportunity resources included. Active opportunity - Seven gym mats - Rope for equator line
Six: How do people adapt to weather around the world?	To identify types of extreme weather around the world. To identify ways people adapt and prepare for extreme weather.	• I can give examples of extreme weather around the world. • I can understand some things that extreme weather can do to our surroundings. • I can explain ways people adapt to extreme weather conditions.		Space Place Scale Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment Earth Processes	Lesson Pack Writing Resources included Fieldwork opportunity: - Clipboard – 1 per pair - Camera (optional) Speaking and listening resources included Hands-on opportunity - Hairdryer/ fan - Water - Selection of paper, cardboard, lolly sticks, glue, modelling dough, straws, string and tape per group.

Assessment:

1. I can name types of weather that happen in the UK.
2. I can observe (look at) the weather.
3. I can record my observations in a weather diary.
4. I can explain where the equator, the North Pole and the South Pole are.
5. I can describe how hot and cold areas of the world are related to the equator.
6. I can locate countries in hot and cold places in the world.
7. I can name the four seasons.
8. I can explain the weather patterns we see during each season.
9. I can understand why there are four seasons in a year because of the Earth's tilt.
10. I can name different types of weather that can affect us.
11. I can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.
12. I can identify weather symbols on a map.
13. I can identify types of weather around the world.
14. I can compare the weather of the UK with weather in countries around the world.
15. I can begin to locate these countries on a world map.
16. I can give examples of extreme weather around the world.
17. I can understand some things that extreme weather can do to our surroundings.
18. I can explain ways people adapt to extreme weather conditions.



Geography – Year 2 – Medium Term Plan
Autumn 1, Twinkl: Continent and Oceans



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What are the continents and where are they?	To be able to name the world's seven continents. To be able to use a world map to locate continents.	- I can name the continents of the world. - I can locate the continents on a world map. - I can describe where a continent is.	Locational Knowledge Name and locate the world's seven continents and five oceans. Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Space Place Scale Connections, Similarities and Differences	- Lesson pack - Atlases - Globe - Orange - Scissors - Strong - Wool - Chalk
Two: What are the continents like?	To identify the human and physical features of different continents. To compare the human and physical features of different continents.	- I can describe human and physical features in different continents. - I can discuss similarities and differences between continents.	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. ☐ key human features, including: city, town, village, factory, farm, house, office, port, ☐ harbour and shop.	Space Place Scale Connections, Similarities and Differences Diversity Environment	- Lesson pack - Globe - Scissors - Sticky notes
Three: Are some continents hot and others cold?	To understand that different areas in the world experience different types of weather. To locate the equator and describe how it relates to hot and cold areas of the world.	- I can explain where the equator, the North Pole and the South Pole are. - I can explain how hot and cold areas of the world are related to the equator. - I can describe how people live in different ways in hot and cold areas of the world.	Geographical Skills and Fieldwork ☐ Use world maps, atlases and globes to identify the continents and oceans studied at this key stage.	Space Place Scale Connections, Similarities and Differences Diversity Environment Earth Processes	- Laptops - Atlases - Scissors - Thermometer 1 per class
Four: What are the oceans and where are they?	To be able to name and locate the five oceans. To understand that seas are part of oceans.	- I can name the oceans of the world. - I can locate the oceans on a world map. - I can explain the difference between a sea and an ocean.	☐ Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.	Space Place Scale Connections, Similarities and Differences Diversity	- Lesson pack - Atlases - Laptops - A3 Paper - Selection of materials per group scissors, tissue paper, sugar paper, straws, paint, coloured pens, wool

Five: What lives in our continents and ocean?	To explain that different animals live in different parts of the world. To relate hot and cold areas of the world to where animals live.	• I can name animals that live on different continents. • I can discuss how different animals are related to hot and cold areas of the world.		Space Place Scale Connections, Similarities and Differences Diversity Environment	- Lesson pack - Laptops - Scissors - A3 paper - Selection of books about animals.
Six: Which continent would you travel to?	To collect data to answer a question. To communicate information which answers a question.	• I can collect data to answer a question about which continent children would like to travel to. • I can present my findings.		Space Place Scale Connections, Similarities and Differences Diversity Environment	- Lesson pack - Camera - Laptops - Coloured interlocking cubes - Sticky notes - Large mats in gym or hall
Assessment: 1. I can name the continents of the world. 2. I can locate the continents on a world map. 3. I can describe where a continent is. 4. I can describe human and physical features in different continents. 5. I can discuss similarities and differences between continents. 6. I can explain where the equator, the North Pole and the South Pole are. 7. I can explain how hot and cold areas of the world are related to the equator. 8. I can describe how people live in different ways in hot and cold areas of the world. 9. I can name the oceans of the world. 10. I can locate the oceans on a world map. 11. I can explain the difference between a sea and an ocean. 12. I can name animals that live on different continents. 13. I can discuss how different animals are related to hot and cold areas of the world. 14. I can collect data to answer a question about which continent children would like to travel to. 15. I can present my findings.					



Geography – Year 2 – Medium Term Plan
Autumn 1, Twinkl: Contrasting Kenya



COMING SOON

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:					
Two:					
Three:					
Four:					
Five:					
Six:					
Assessment: 1.					