

<p>Question: Why can't a Meerkat live in the North Pole?</p>	
<p>National Curriculum Link: Name and locate the world 'seven continents and five oceans. Identify seasonal and daily weather patterns. Use basic geographical terminology. What is a polar region? Compare and contrast.</p>	
<p>International Baccalaureate Learner Profile Link: Researcher: Develop skills as a researcher, discover what a polar region is and make comparisons.</p>	

<p><u>Knowledge, Skills and Understanding</u></p> <p>G1: Use a map to locate and name the world's seven continents and its five oceans. Identify the polar regions and Equator on a map or globe. Location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Describe North Pole using words and pictures.</p> <p>G2: Identify seasonal and daily weather patterns in the United Kingdom Explain the main features of hot and cold places and show understanding of wearing different clothes in Winter and Summer.</p> <p>G3: To name animals that live in the North and South Pole and describe why they are suited to the environment. Ask relevant questions about locality studied.</p>
<p><u>Challenge</u></p> <p>Answer questions using a weather chart.</p>

Previous learning Year 1

	Locational knowledge	Place knowledge	Physical and human Geography	Geographical skills and fieldwork
Year 1	<ul style="list-style-type: none"> -Name the four countries of the UK, capital cities and surrounding seas. -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK. -Begin to know simple features of the countries of the UK. -Use aerial photographs to recognise and describe the basic human and physical features of Liverpool -Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. 	<ul style="list-style-type: none"> local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc. -Know the physical features of our local area of Kensington including, Welsh hills and rivers. -Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas. 	<ul style="list-style-type: none"> - Order the months of the year and recognise seasons. -Identify seasonal and daily weather patterns in the United Kingdom and know the differences between the seasons -Name a range of weather types. -Identify the types of clothing worn in different weather, offering explanations about how weather can affect people's lives, giving examples both positive and negative. -Relate weather types to the seasons and months of the year. -Identify the types of weather we have in the United Kingdom and record the daily weather in our area. -Know how the weather can affect different jobs. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -beach, cliff, coast, forest, hill, mountain, sea, ocean, river. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to locate the United Kingdom and its countries. -Use simple fieldwork and observational skills to study the geography of their school and its grounds; -Observe and identify the key human and physical features of its surrounding environment. -Know what a map shows us and explain some basic features of maps, e.g. roads and buildings. -Draw a simple sketch map of the school and local area from observations in the outdoor environment. Know and use the terminology of left, right, above, below, next to. -Plan a simple route around the local area using a map and key vocabulary.

New Learning Year 2:

Year 2	<ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. -Name and locate the world's seven continents and five oceans. -Describe where different continents are located. Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. 	<ul style="list-style-type: none"> -Understand the human and physical geography of the UK and the local area (from Year 1). -Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of Tecoma <u>Tecoma</u> and know that it is located near the Lake Patzcuaro and describe how people use the river and the issues the villagers now face (it is drying up) -Understand geographical similarities and differences of Liverpool and Mexico 	<ul style="list-style-type: none"> -Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent. <u>including:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, <u>including:</u> city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> -Identify hot and cold places and locate these on a world map. -use world maps, atlases and globes to identify the 7 continents and 5 oceans. -use world maps to locate the continents of the world -Use aerial photographs to 'view from above' and recognise basic human and physical features. -Use and follow simple compass directions (NESW): -Plan and follow routes on a map using map <u>symbols</u> - <u>(to be developed further in year 3)</u> -Ask geographical questions - 'Where is it? What is this place like? How near/far is it?' -Use 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
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	Locational Knowledge	Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Year 3	<p>-Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2).</p> <p>-Locate Europe on a world map – and its relative location to the UK – and identify some of its main characteristics.</p> <p>-Name 8 countries in Europe, and their capital cities.</p>	<p>-Understand the main human and physical features of the Mediterranean region of Europe, with a focus on Spain and understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines).</p> <p>-Know at least four main differences between daily life in Spain, Madrid and our local area.</p>	<p>-Describe how volcanoes are formed and the key features of volcanoes.</p> <p>-Understand the effects of a recent volcanic eruption on the human population focus on Pompeii and evaluate the advantages and disadvantages of living near a volcano.</p>	<p>Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including Digimap, to explore Europe and the cities within different countries</p>

<p>Resources:</p> <p>Immersion room, building an igloo. Polar bear costumes for role play. Polar Region books for research.</p>	<p>Websites or Apps:</p> <p>http://www.bbc.co.uk/nature/habitats/Polar_region http://www.worldwildlife.org/habitats/polar-regions</p> <p>Extended Writing Opportunities:</p> <p>*To write a report about a polar region. Describe the setting, animals that live there and how they can live in the environment. *Compare and contrast living in England to living in a polar region using geographical terminology.</p>
<p>Vocabulary:</p> <p>Polar Hot cold Desert Physical features Polar animals</p>	<p>Numeracy skills:</p> <p>Graph skills, plot graphs of temperatures throughout the year in polar regions. Consider temperature and how it is measured, create charts from data collected.</p>
<p>Suggested Quality Texts:</p> <p>A trip to the bottom of</p>	<p>WOW Experience:</p> <p>Chill Factore (Manchester): Experience the cold climate whilst having fun tobogganing.</p>

the World.
Frank Viva

The Snowy
Day, Ezra
Jack Keats
Meerkat Mail

Cross Curricular Links:

Art: create cold and warm pictures, experimenting with paint and colours. **Computing:** Create a graph using excel. **Enquiry Time:** Create an igloo.(http://www.ehow.co.uk/how_6223473_build-out-plastic-milk-jugs.html)