

YEAR 2 – Hot and Cold Places

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

<p>PLACE KNOWLEDGE Aims To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>
<p>HUMAN & PHYSICAL GEOGRAPHY Aims To understand the processes that give rise to key physical and human geographical</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff,</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>

<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p>	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>

<p>maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps (coast).</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



COMPOSITES

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.
Identify seasonal and daily weather patterns in the United Kingdom.

COMPONENTS

	1	2	3	4	5	6	End Point
	LQ: Where are the world's hot and cold places?	LQ: What is it like in the world's hot and cold places?	LQ: Where can I find out about a hot or cold place (desert, rainforest or Antarctica)?	LQ: How do animals adapt to hot and cold places?	LQ: What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?	LQ: How can I describe what it is like in a hot or cold place?	Write a weather postcard, writing about an imagined visit to a hot/ a cold place and explaining what it was like.
CONCEPTS Link to concept map	Place	Place	Place	Place	Place	Place	To learn about hot and cold places, including what it is like and what happens there.
SKILLS	Identify the hot and cold areas of the world in relation to the equator and the	Identify the hot and cold areas of the world in relation to the equator and the	Identify the hot and cold areas of the world in relation to the equator and the	Identify the hot and cold areas of the world in relation to the equator and the	Identify the hot and cold areas of the world in relation to the equator and the	Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.	To know: Where the world's main hot and cold regions are.

	North and South Poles.	North and South Poles.	North and South Poles.	North and South Poles.	North and South Poles.		Some information about what each of the hot and cold regions are like.
KNOWLEDGE	I can identify hot and cold places on a map. I can locate the Equator and the North and South Poles on a map or globe	I can recognise the features of a hot place. I can recognise the features of a cold place.	I can recognise the features of a hot place. I can recognise the features of a cold place.	I can identify animals that live in a hot place. I can identify animals that live in a cold place. I can explain how animals adapt to living in a hot place. I can explain how animals adapt to living in a cold place.	I can recognise the features of a hot place. I can recognise the features of a cold place.	I can recognise the features of a hot place. I can recognise the features of a cold place.	To be able to: Use globes and atlases – and annotate maps- to identify the world’s hot and cold regions. To make use of the four main compass points when describing the location of these regions.
LESSON LINK	03-ODDIZZI---KS1-Scheme-of-Work---Hot-and-Cold-Places-55.pdf	03-ODDIZZI--KS1-Scheme-of-Work---Hot-and-Cold-Places-55.pdf	03-ODDIZZI--KS1-Scheme-of-Work---Hot-and-Cold-Places-55.pdf	03-ODDIZZI--KS1-Scheme-of-Work---Hot-and-Cold-Places-55.pdf	03-ODDIZZI---KS1-Scheme-of-Work---Hot-and-Cold-Places-55.pdf	03-ODDIZZI---KS1-Scheme-of-Work--Hot-and-Cold-Places-55.pdf	
PROGRESSIVE VOCABULARY	weather hot temperature cold world Equator South Pole Arctic Antarctica North Pole	Hot cold hot desert iceberg sand dunes nomad rain river Antarctica rainforest	Antarctica hot desert rainforest temperature weather	animal adapt burrow environment habitat hibernate adaptation blubber	hot cold weather suitable unsuitable	hot features cold environment	Use appropriate vocabulary when talking and writing about hot and cold regions.
CURRICULUM EXPERIENCES							

<p>END POINT</p>	<p>Identify hot and cold places and locate them on a map.</p>	<p>Recognise the features of a hot and a cold place.</p>	<p>Explore a hot or cold place.</p>	<p>Identify the animals that live in hot and cold places and recognise how they adapt.</p>	<p>Compare a pack list for a trip to a hot place with a list for a cold place.</p>	<p>Describe what I would see in a hot or cold place.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. Identify seasonal and daily weather patterns in the United Kingdom.</p>
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