

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Geography Year Group: 1/2		Area of learning: Comparing UK weather and physical features with a hot climate and cold climate (Greenland and India)
Links to previous work/Remember when	From EYFS Focus on seasons Focus- life here and in a cold country Focus- life here and in a hot country Focus- life here and in another country Y1 and 2- Autumn term study of UK weather- and forecasting Y2 UK focus in cycle B- countries of the UK and landscapes.	
Term	Key Skills to be taught	
Spring 2025 What the children should know at the end of this series of lessons	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	

Vocabulary

key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features- city, town, village, factory, farm, house, office, port, harbour and shop

Climate, temperature, hot, cold, cool, temperate, tropical, arctic, desert, rainforest, mountains.

Biomes- tundra, arctic/polar, temperate forest, rainforest and savannah.

Locational knowledge- in short sessions with atlas/maps

Recap 4 countries and capitals of UK, rivers of UK and the seas round the UK.
Add the main island groups around the UK.

See staff shared- Geography- Locational knowledge-locational knowledge UK.

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
Pre-assessment	<p>Done as a class, create a spidergram of hot and cold countries that they know.</p> <p>Ask why they think there are some parts of the Earth that are always hot and some that are always cool or cold?</p> <p>Look at World Biomes ppt - note UK, Greenland and India biomes.</p>	
1	<p>Learning Objective: To locate the Equator and the North and South Poles on a map and on a globe. To know where the hot and cold areas are generally located. To know that areas around the Equator are hotter and the areas around the poles are colder.</p> <p>Key Knowledge: To know that the world has a northern and southern hemisphere. To know that the Equator and Arctic Circles are imaginary lines around the Earth. To know that not all areas have the same weather due to the Earth's tilt. To know that the Earth is split into biomes of similar climate and physical features.</p> <p>Enquiry Type: Mapping skills. Enquiry skills. Data skills.</p>	<p>Recap – Difference between physical and human geography- see resources in this folder see https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb Note that they will focus on the physical features but might also notice how homes, roads and cities are different too.</p> <p>Where are the hot and cold countries on Earth? Discuss the world map and ask what are the lines that we see drawn on a world map? Include Equator, Tropic of Cancer and Capricorn and the Arctic Circle. https://www.youtube.com/watch?v=Wg-pFtvsymo https://www.youtube.com/watch?v=Ob8zzXjDfc4</p> <p>Also look at these lines on a globe. Discuss how the cold areas are at the poles and the hot areas around the Equator. See clip below. https://www.youtube.com/watch?v=cgKZYAmcReQ https://www.youtube.com/watch?v=gHgs8dcmB4M</p> <p>Explain how there are different regions which we call biomes such as</p> <ul style="list-style-type: none"> - polar/tundra regions- Greenland - tropical/grassland and rainforest regions- India - temperate forest regions- UK <p><i>Children record .</i> Map UK, India, Greenland, Equator and Arctic Circle on a world map. Set up a weather log for UK/Greenland and India- log the weather and temperature across a week using https://www.bbc.co.uk/weather/3831208 Qaanaaq, Greenland https://www.bbc.co.uk/weather/2645425 Hull, UK https://www.bbc.co.uk/weather/1261481 New Delhi, India</p>

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<p>2</p>	<p>Learning Objective: To locate Greenland in the world and know that it is near the North Pole. To know that the climate is a polar climate. To compare the climates of Greenland and UK.</p> <p>Key Knowledge: Note that Greenland is an island. Climate is long, cold winters and short, cool summers. Greenland is mostly within the Arctic Circle. The main biomes are Tundra and Arctic/Polar.</p> <p>Enquiry Type: Mapping skills. Climate.</p>	<p>Recap – What is the name of the imaginary line around the middle of the Earth called? What climate would you expect around this line? What are the 2 areas to the far north and south of the Earth called?</p> <p>Why do I need a woolly hat for Greenland? Look at images of Greenland on their tables. Look at the data they have collected on the weather for Greenland and UK. How does the weather compare? Why is it different? (recap on areas close to poles having less direct sun) https://www.youtube.com/watch?v=5jqw_RfFn5g on a large sheet note- reindeer, arctic foxes, musk oxen, seals, humpback whales and polar bears.</p> <p><i>Children record</i> On an outline map of Greenland add the capital city (Nuuk) and label the Arctic Circle. Add some of the animals seen. Draw themselves in what they would wear in Greenland- label the clothing or create a suitcase for Greenland.</p> <p>Plenary https://www.youtube.com/watch?v=RT6x5GVFPG8 watch as a recap and educates about the changing climate in the Tundra.</p>
<p>3</p>	<p>Learning Objective: To know the key physical features of Greenland. To compare the features to features seen in the UK.</p> <p>Key Knowledge: Key physical features of Greenland</p> <ul style="list-style-type: none"> - mountains, - glaciers, - icebergs, - ice sheet. <p>Know that the UK has mountains but not any glaciers, icebergs or an ice sheet.</p> <p>Enquiry Type:</p>	<p>Recap – How is the climate of Greenland different from our climate? What animals would you spot on a trip to Greenland?</p> <p>What would a polar bear see on a walk around Greenland? See short video and images of physical features of Greenland. https://www.youtube.com/watch?v=b-9xDztBhzE whilst watching the video note (on a large class sheet) the physical features and weather seen.</p> <p><i>Children record</i> Note how the climate and physical features compare to Brough- can be done as a class/groups using the large sheet completed at the start of the lesson.</p>

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	climate and physical geography.	Sort images of physical features into Greenland and UK. Use a binocular style frame to draw 2 physical features that you would spot.
4	<p>Learning Objective: To locate India on a world map and it is near the Equator. To know that India has a wet and dry season and a hot climate. To compare the climate of India with the UK. To know that the climate of India affects the animals, including humans.</p> <p>Key Knowledge: India's climate is typically hot all year round- apart from at high altitudes. The monsoon season causes many problems as does the droughts seen in deserts.</p> <p>Enquiry Type: Climate</p>	<p>Recap – What are the key physical features of Greenland?</p> <p>How does the climate affect what we wear?</p> <p>Compare the data from their work in lesson 1. Discuss what they can note. We have 4 seasons- look at India's climate- hot all year round and a monsoon season. https://www.youtube.com/watch?v=VqDnk9_aUdg focuses on monsoons and the problems they cause- note these as you watch. Discuss how the opposite happens in India in the desert regions- drought. How does this compare to our 4 seasons?</p> <p><i>Children record</i> What are the challenges of having a monsoon season? What are the challenges of a desert climate? Make visual list of these. Draw a suitcase for India's hot, dry desert climate and the hot, wet days of a monsoon season.</p>
5	<p>Learning Objective: To know that the main biomes of India are grassland, rainforest and desert. To link this to the main physical features- mountains, forests, grasslands and desert features. To compare these features to features seen in the UK.</p> <p>Key Knowledge: The main biomes have a particular climate and physical feature desert- sand dunes Grassland- large flat land areas. Rainforests- large forest areas.</p>	<p>Recap – What is the climate of India? How does it compare to the UK?</p> <p>Recap on what a biome is. Focus on 3 of the biomes of India- grassland plains, rainforest and desert. Discuss how we don't have these in the UK and that this is due to our temperate climate. https://www.bbc.co.uk/programmes/p0114qyl</p> <p><i>Children record</i> Map of India with mountain areas, desert, grassland plains and rainforest coloured in.</p> <p>Make a chart to compare the rainforest and the desert- could show animals as well as weather and physical features. Note how none of these are seen in the UK.</p>

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	Enquiry Type: climate physical geography	
6	Learning Objective: To answer key questions to show understanding.	ASSESSMENT LESSON Create a postcard for one of the 2 studied countries.

Learning Outcome/product

Answer key questions-
 How is Greenland's/India's weather different to the UK?
 How is Greenland's/India's physical landscape different to the UK?
 Write a postcard from India/Greenland telling a friend how different the weather and physical landscape is to Brough. (Y1 could draw labelled images to show comparison.)

Make a class pledge to help the polar bears and fund raise to adopt a polar bear for each class/the year group- eg. a toy sale

Assessment records	List only those children who have not achieved the expected outcomes.