



Geography

Year 2

Term by Term Coverage

Fairisle Infant and Nursery School



Expect Success

Autumn 2: Cold places

Can you say what we will be learning about in our topic 'Remember, Remember'?

By the end of this term, children should know how to:

- to identify and begin to describe the key components of the weather
- to describe the weather and begin to identify daily and seasonal variations
- to recognise and begin to describe the key characteristics of very cold places, locating them in the world
- to investigate ground shot photos to help to describe cold places
- to begin to describe how very cold places are similar and different to the locality of the school

Vocabulary

Weather— the state of the atmosphere at a particular place and time regarding heat, cloudiness, dryness, sunshine...

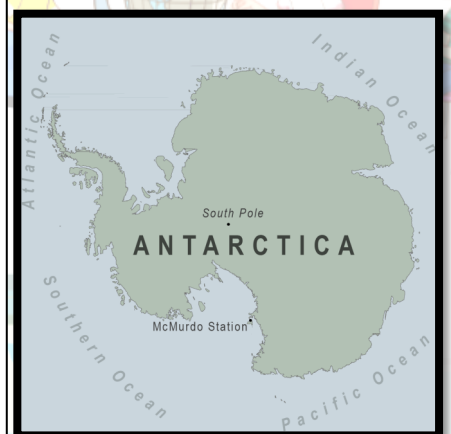
Climate—is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years .

Hail—pellets of frozen rain which follows in showers

Seasons—four divisions of the year marked by a particular weather pattern and daylight hours. This happens because Earth has a tilt and some are as hit with more or less sunlight or warmth.

Forecast—is a prediction of what the weather will be like in an hour, tomorrow, or next week. Weather forecasting involves a combination of computer models, observations, and a knowledge of trends and patterns.

Typical - specific to a particular person or type.



Spring 1: Hot places

Can you say what we will be learning in our topic 'Great Fire of London'?

By the end of this term, children should know how to:

- to continue to identify and describe the key components of the weather
- to continue to describe the weather and identify daily and seasonal variations.
- to use simple atlas maps to locate the main oceans and continents of the world
- to begin to describe how very hot places are similar and different to the locality of the school, locating them in the world
- to begin to describe how the climate of the Kalahari desert affects how meerkats live
- to use simple globes and atlases to identify where the Kalahari desert is
- to look at similarities and differences between hot and cold places, discussing their main features and their location in the world

Vocabulary

Equator—is the imaginary line that runs around the centre of the globe at 0 degrees latitude, at equal distance between the North and South Poles.

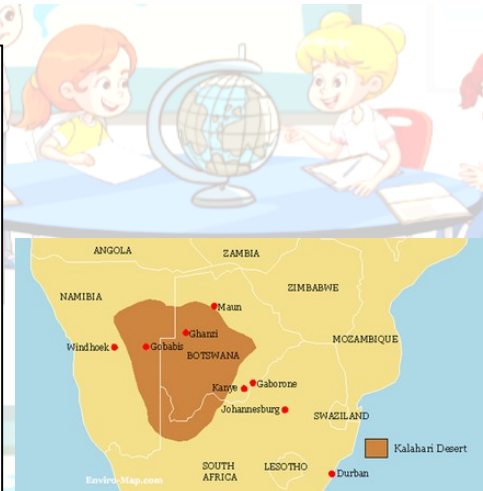
Habitat—is the place where living things naturally live and grow.

Environment—the surroundings or conditions in which a person, animal, or plant lives or operates.

Camouflage—hide or disguise the presence of (a person, animal, or object) by means of camouflage.

Climate—is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.

The Poles (North and South) - The poles are on the top of the Earth, and on the bottom of the Earth, respectively. The Arctic is the North Pole, and the South Pole is in Antarctica.



Spring 2: Southampton Super Cruises

Can you say what we will be learning in our topic 'The unsinkable Journey'

By the end of this term, children should know how to:

- to locate Southampton on a map and describe some of its surrounding areas
- to draw some similarities and differences between Southampton and a surrounding area (e.g. New Forest).
- to investigate the route Titanic followed before it sank
- to understand the importance of Southampton as a port
- to investigate the meaning of export and investigate what's exported from Southampton
- to use simple compass directions and locational and directional language (to describe the route taken by the Titanic)

Vocabulary:

Export—When we make things in one country and sell them in another

Port—is a place where boats can come and go to load and unload their supplies/ people.

Manufacture— is the making of goods by hand or by machine that are intended to be sold to customers upon completion.

Brochure—a small book or magazine containing pictures and information about a product or service.

Cruise lines—A cruise line is a company that operates cruise ships that operate on ocean or rivers and which markets cruises to the public



Summer 2: Contrasting Locality Study— Lyndhurst

Can you say what we will be learning in our topic 'Mighty Minibeasts & Healthy Humans'?

By the end of this term, children should know how to:

- to recognise and identify human and physical features of Lordshill and Lyndhurst and understand how the mix of these features helps to explain its character
- to explain what the physical and human features are used for and why they are important
- to understand that features of a place help to create work for people
- to begin to recognise how humans can change the character of a place
- to draw out similarities and differences between places and begin to understand links between them

Vocabulary:

Human features—things that are made or built by humans

Physical features - The features that are naturally created are known as physical features

Leisure - time when one is not working or occupied; free time.

Town—A town is a place where people live. It is smaller than a city. There are not a lot of people in town and the buildings are relatively less and smaller. It is not as busy as a city and there is lesser traffic in a town.

City— it's an area in which a large number of people live fairly close together. It's a larger town.

Rural— are areas which are not towns or cities. They are often farming or agricultural areas. These areas are sometimes called "the country" or "countryside".

