

Subject: Geography – Year 2, Unit 2, Continents & Oceans



Enquiry Questions:

*Why is the Arctic not considered to be a continent?
Is the climate all the same in a continent?*

NC/POS:

Locational knowledge

- 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.

Place knowledge

- 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.

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.
- 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.

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; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning (what pupils already know and can do):

- Children know what climate and weather means.
- Children know how to use a range of maps at different scales to locate places and its features.
- They know where the UK is in relation to the Equator and there are hot and cold places in the world. Children know how to distinguish between human and physical features.

End Points (what pupils MUST know and remember):

- Name and locate the 7 continents of the world – Asia, Africa, North America, South America, Antarctica, Europe and Australia/Oceania.
- Know that the UK is in Europe.
- Name and locate the 5 oceans of the World: Pacific, Atlantic, Indian, Arctic, Southern.
- Know that nearer the Equator it is hot and further away from the Equator it is cold.
- Know that the climate of a continent can be very different due to their vast size and location of the countries in relation to the Equator.
- Name and locate some hot and cold places of the World.
- Know different wildlife in hot and cold places of the World.

Key Vocabulary: continent, North Pole, South Pole, island, sea, ocean, atlas, compass, countries, landmark, Equator, thermometer, Northern Hemisphere, Southern Hemisphere, climate, wildlife, adaptations.

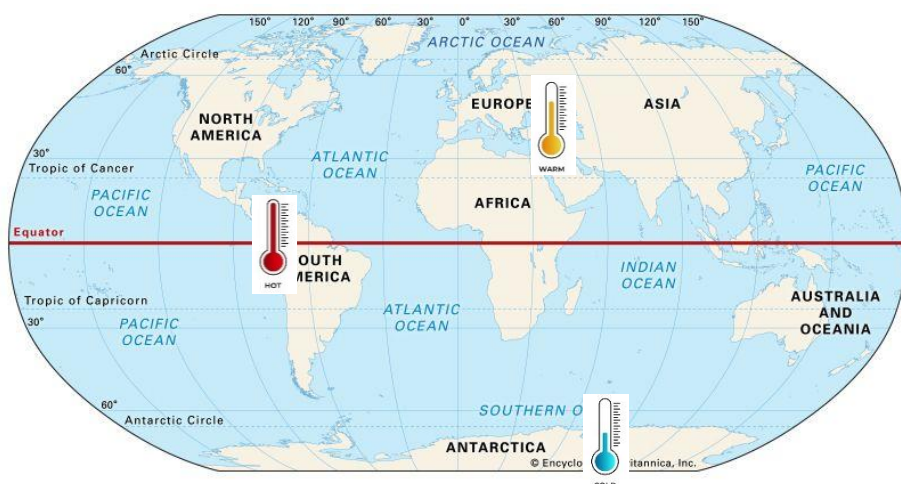
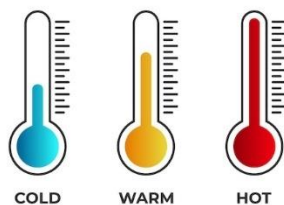
SESSION 1: What is a continent?

End points covered in this session:

Mini recap: • What town do we live in? Warrington. • What country is Warrington in? England • What 'kingdom' is England in? The United Kingdom • Can they name the other countries that make up the UK? Scotland, Wales and Northern Ireland • Children label a map of the UK with these 4 countries. Children learn that the UK is part of a 'continent'. Explain that a continent is a continuous expanse of land made up of lots of countries. • Explain that we have 7 continents: Europe, Asia, Africa, North America, South America, Australia/Oceania, Antarctica. • Use the continent song to help them remember: https://www.youtube.com/watch?v=K6DSMZ8b3LE • Recap: what is a map? How do they help us? Explain that an atlas contains lots of maps to help us find oceans and countries around the World. • Explain how to use the atlas to locate the 7 continents: on a blank World map children label the 7 continents using the Atlas. • Children circle the UK on their map: which continent do we live in? Europe • Children list the continents in order from biggest to smallest: <i>Asia, Africa, North America, South America, Antarctica, Europe, and Australia/Oceania.</i> Look at a globe: ask the children where the North and South Pole are. • Ask the children why they think they are called the 'North' Pole and 'South' Pole – one is in the North and one is South. • Point out that the Arctic is in the North Pole and Antarctica is in the South Pole. Show the children pictures of the Arctic and Antarctica. What similarities can they see? Both icy with cold climates. ENQUIRY QUESTION: Why is Antarctica classed as a continent and the Arctic isn't? • Recap what a continent is: a large area of LAND. • Using this definition of a continent, ask the children 'what would be underneath the ice if Antarctica melted?' – Land. • Explain that if the Arctic melted there would be no land – the Arctic is just a floating plain of ice. • Ask the children to explain why it is not a continent then – because it is not an area of land. • Explain that no one lives in Antarctica permanently, ask them why they think this is? Due to its extreme weather. • Would they like to live there? Why or why not?	Name and locate the 7 continents of the World: Asia, Africa, North America, South America, Antarctica, Europe and Australia/Oceania. Know that the UK is in Europe. Vocabulary: continent, North Pole, South Pole.
<u>SESSION 2: What is an ocean?</u> RECAP: Ask the children why the UK is considered an island: because it is surrounded by water. • Can they recall any names of the seas/channel that surround the UK? English Channel, Irish Sea and North Sea. • Children label their map to show these seas. Show the children the World on Google Earth, what are the green parts of the globe? What about the blue part? What about the white parts?	<u>End points covered in this session:</u> Name and locate the 5 oceans of the World: Pacific, Atlantic, Indian, Arctic, Southern. Vocabulary: island, sea, ocean, atlas.

- Children learn that the green parts are the land, and the blue part is water. (The white parts are the clouds). - Ask the children what they can see more of: land or water? - Explain that the World is made up of more water than land. Refer to their learning of the North Sea and Irish Sea – point out the word ‘sea’ – explain that the water around the World is split into seas and oceans. - Seas are usually smaller than oceans. - Oceans are large expanses of water. - Show the children a map showing the 5 oceans: <i>Atlantic, Indian, Pacific, Southern Ocean, Arctic.</i> - Recap what an atlas is (a book of maps) and how to use one. - Using the atlas, children label a World map with the 5 oceans (this could be used as an opportunity to recap the 7 continents as well).	
<u>SESSION 3: What is Europe like?</u> Ask the children to recall which continent we live in: Europe. Children label a blank four-point compass and use a World map to explain: - What ocean is to the North of Europe? - What ocean is to the West of Europe? - What continent is to the East of Europe? - What continent is to the South of Europe? Explain that Europe is the 2nd largest continent – there are about 50 countries in Europe. - Looking at a map of Europe – what countries can they see? - Using the atlas, they list some countries that are in Europe. - Which country is the largest? Russia. Explain that Russia is so big that it is also in the Asia continent. Show the children pictures of landmarks in Europe, do they recognise any? Do they know where they are located? - Eiffel Tower, Buckingham Palace, Stonehenge, the Colloseum, the Acropolis, Blue Lagoon, Sagrada Familia. - Using a map, children draw an arrow to where the landmarks are located e.g.  Eiffel Tower (France)  Buckingham Palace (UK)  Acropolis (Greece)  Colosseum (Italy) 	<u>End points covered in this session:</u> Know how to use the compass points to describe locations. Vocabulary: compass, countries, landmark.
<u>SESSION 4: What is the climate like in different continents?</u> Show the children a globe – highlight that the World is not flat but is a sphere. On the globe, place a piece of string around the centre of the World – recap, what line is the string representing? The Equator.	<u>End points covered in this session:</u> Know that nearer the equator it is hot and

- Can they describe what the climate is like here? Hot.
- Recap what a thermometer is: how do they help us.
- Look at different thermometers: which is the hottest temperature? Which is the coldest?
- Children stick a different thermometer onto the map to show where on the map is hot and cold.



Show a World map on the whiteboard (with the Equator already labelled).

- Use this as an opportunity to quickly recap the location of the different continents on the map (and the UK).
- Recap the 4 compass points.
- Referring to the compass points, explain that the part above the Equator is the *Northern Hemisphere* because it is in the North and the part below the Equator is the *Southern Hemisphere* because it is in the South.
- Children then use this knowledge and the World map to explain which continents are in the Northern Hemisphere, Southern Hemisphere and both.
 - Northern Hemisphere: North America, Europe
 - Southern Hemisphere: Australia/Oceania, Antarctica
 - Both: Asia (but highlight that it is mostly above), South America and Africa.

ENQUIRY QUESTION: Is the climate all the same in a continent?

Recap the difference between climate and weather: weather is day-to-day (e.g. it is sunny today in Warrington), climate is a long-term average (usually it is sunny in Warrington in summer and cold in Warrington in winter).

- Show the two photos: ask the children 'could both of these photographs be taken in Asia?'

further away from the Equator it is cold.

Know that the climate of a continent can be very different due to their vast size and location of the countries in relation to the Equator.

Locate the hot and cold places of the world.

Vocabulary: Equator, thermometer, Northern Hemisphere, Southern Hemisphere, climate.



- The frosty picture is taken in Siberia in Russia.
- The beach photo is taken in Phuket in Thailand.
- Children describe the differences between the photos.
- On the board, show a map of Asia – can the children find Russia and Thailand.
- Show the location of Siberia and Phuket on a map – why might Siberia be snowy and Phuket be hot? Think about the vast size of Asia and highlight that Thailand is near to the Equator and Siberia is far away.

Look at photos of the difference in climate in all the continents.

SESSION 6: WILDLIFE

Look at the wildlife around the continents:



What animals can they see on the map? (Link to the habitats in Science).

Look at animal adaptations for living in hot and cold places:

- Animals in cooler climates have thicker fur.
- Animals near the Poles have white fur.
- Smaller ears near the Poles because they lose heat.

CHESTER ZOO LINK: looking at wildlife in hot and cold places.

Future learning this content supports:

This content will support future learning on the different continents of the world in KS2: Y4 (Europe), Y5 (North America) and Y6 (South America).

End points covered in this session:

Know different wildlife in hot and cold places of the World.

Vocabulary: wildlife, adaptations.