

# Geography

## Hot and cold places Year 2

### Remember when

Explorers and Adventurers - Antarctica (EYFS)  
 Seasonal weather (Year 1)  
 Sydney (Year 2)

### Sticky knowledge

- To know the 7 continents and 5 oceans.
- Cold countries are near the north and south poles. Hotter countries are near the equator.
- Australia is a hot place and Iceland is a cold place.
- Polar bears live in cold climates and camels live in hot countries.
- In winter it can be dark all night and all day.
- Weather in Svalbard is colder than weather in Hull.

### Key vocabulary

Earth	Desert
Hemisphere	Rainforest
North Pole	Arctic
South Pole	Antarctic
Equator	Weather
Continent	Climate
Ocean	Season
Sea	Atlas
Country	Map
Location	Key
vegetation	forest

### National curriculum

#### Locational Knowledge

-To name and locate the world's seven continents and five oceans

#### Human and physical geography

-To 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

#### Geographical skills and fieldwork

- To 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
- To 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
- To 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

	Title/ focus	Lesson outline
<b>Lesson 1</b>	<p>LO: To know the 7 continents and 5 oceans.</p> <p>SK: To know the 7 continents and 5 oceans.</p>	<p>Recap continents and oceans from previous learning. Re listen to the continent's song used in Sydney topic.</p> <p>Recap how to use a map etc. Order the continents from smallest to largest as part of discussion and discuss other key features of the continents (Africa the hottest, no humans live in Antarctica etc).</p> <p>Activity –</p> <p>WTS – Children to label a world map of the continents and oceans. Adult support when using an atlas.</p> <p>EXS - Blank world map provided. Label continents and oceans using an atlas. Provide basic fact about each continent for pupils to match (e.g. Asia is the largest continent. Antarctica is the coldest continent)</p> <p>GDS – As above. Children to create own key. Write their own fact about each continent (e.g. Asia is the largest continent. Antarctica is the coldest continent).</p>
<b>Lesson 2</b>	<p>LO: To know where the equator is and to locate hot and cold countries in the world.</p> <p>SK: Cold countries are near the north and south poles.</p>	<p>Discuss temperature in relation to the equator &amp; label north and south poles. Countries closer to the equator are hotter and countries further away are colder.</p> <p>Discuss key vocabulary (tropical, warm, temperate, cold). Consider which climate we live in and why. Use the position of the equator to discuss the temperature of the north and south pole and identify countries that are hot.</p> <p>Activity -</p>

	Hotter countries are near the equator.	<p>WTS – Map with continents and oceans labelled for them. Key provided. Map is divided up into climate zones to support colour coded key. Shade hot and cold places in the world.</p> <p>EXS – Map with continents and oceans labelled. Equator drawn onto the map. Complete the key template provided.</p> <p>GDS – Label continents and identify climate type. Pupils to draw the equator line and create own key.</p>
<b>Lesson 3</b>	<p>LO: Identify hot and cold countries.</p> <p>SK: Australia is a hot country and Iceland is a cold country.</p>	<p>Using an atlas identify countries that are on the equator and hotter parts of the world. Also identify countries that are in colder parts of the world building on the previous lessons learning.</p> <p>Discuss how some continents can have countries that are both warm and temperate depending on their size and positioning to the equator.</p> <p>Activity -</p> <p>WTS – Provide specific countries on a word mat. Pupils use atlas to find out whether they are a hot/cold country and write in correct column.</p> <p>EXS – Split page into 2. List hot countries and cold countries using the atlas.</p> <p>GDS – Find hot and cold countries using an atlas. State which continent the countries are in (e.g Kenya is a hot country in Africa).</p>
<b>Lesson 4</b>	<p>LO: To understand which animals live in hot and cold countries.</p> <p>SK: Polar bears live in cold climates and camels live in hot countries.</p>	<p>Use science knowledge to discuss where they think some animals would be suited due to their habitats and how they adapt. Discuss why polar bears could not live in Africa and why camels could not live in Antarctica.</p> <p>Activity –</p> <p>WTS - Simpler map provided with continents already labelled for them. Pupils to focus on adding the animals and making the link to hot/cold places.</p> <p>EXS - Using an atlas, plot animals that live in hot and cold places around the world.</p> <p>GDS – Use cold, temperate, tropical and hot to describe climates.</p> <p>Extension - Answer questions about animals that live in different continents/climates using their maps.</p>
<b>Lesson 5</b>	<p>LO: To know what daily life is like in Svalbard.</p> <p>SK: In winter it can be dark all night and all day.</p>	<p>Learn about life in Svalbard - <a href="https://en.visitsvalbard.com/">https://en.visitsvalbard.com/</a></p> <p>Tik tok – @sejsejlija (Cecilia Blomdahl)  <a href="https://www.tiktok.com/@sejsejlija? t=8nMasj39Wzl&amp; r=1">https://www.tiktok.com/@sejsejlija? t=8nMasj39Wzl&amp; r=1</a></p> <p>Where is Svalbard? Which country/continent? Find this country/continent in your atlas. Learn about daily life in Svalbard. How is this different to life in Hull, England?</p> <p>Explain how due to its position on the earth Svalbard experiences something called polar night. This is when in winter it will be dark all day and all night. Discuss where the children would rather live and give justified reasons.</p> <p>Activity -</p> <p>WTS – Give 3 reasons to visit Svalbard.</p> <p>ARE/GDS – Create a tourist information poster providing reasons to visit Svalbard. Include references to climate/weather, animals, activities etc.</p>
<b>Lesson 6</b>	<p>LO: To compare a hot and cold country. (Sydney and Svalbard)</p> <p>SK: Weather in Svalbard is colder than weather in Hull.</p>	<p>Recap all prior knowledge of Sydney. Where is this city? What is the weather and climate like in this city? Which human and physical features are found in this city? Recap all prior knowledge of Svalbard. Use same discussion points.</p> <p>Activity -</p> <p>WTS – Sorting images into Sydney or Svalbard.</p> <p>EXS – Venn diagram to sort images/facts to compare Sydney and Svalbard.</p> <p>GDS – Venn diagram to sort some images/facts to compare Sydney and Svalbard. Add some of their own facts.</p>

