Subject: Geography – Year 2, Unit 1, Continents & Oceans
Enquiry Questions:
Does it ever snow in Africa?

Where would you prefer to live: Warrington or Thembisa?

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 the name of their school and know they live in a town called Warrington.
- They have been introduced to maps.
- Children know they live in the country of England.
- Children know we have 4 seasons and weather can be hot and cold, dry and wet.

End Points (what pupils MUST know and remember):

- Know that Warrington is a town in the UK.
- Know that Thembisa is a township in South Africa.
- Know that Thembisa is warmer than Warrington because it is closer to the Equator.
- Know what transportation is.
- Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures.
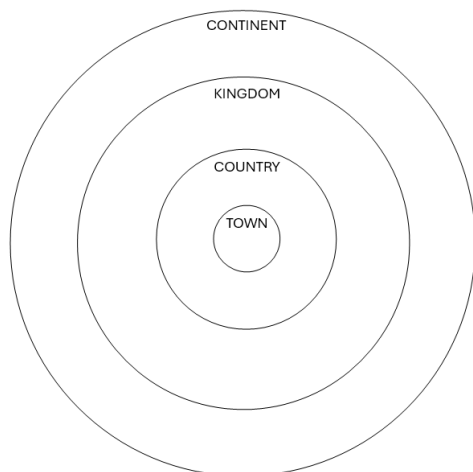- Be able to compare two places and explain their preference.

Key Vocabulary: town, township, country, continent, hemisphere, Equator, climate, weather forecast, temperature, rainfall, aerial image, similarity, difference, school, area, space, transportation, car, plane, bike, helicopter, lorry, train, bus, taxi, shuttle, tram, culture, food, tradition, clothing, languages.

SESSION 1: Where in the World is Warrington / Thembisa? Recap lesson looking at scale: complete a nesting circle.	**End points covered in this session:**

April 2025

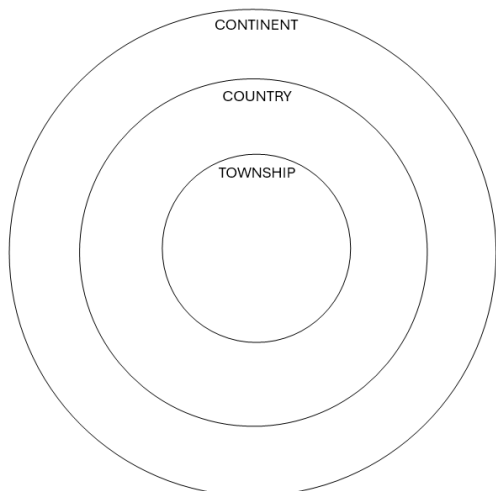|	
- What town do we live in? Warrington. - Which country is this in? England. - Which kingdom? UK. - Which continent? Europe.	Know that Warrington is a town in the UK. Know that Thembisa is a township in South Africa. **Vocabulary: town, township, country, continent, hemisphere.**

CONTINENT

KINGDOM

COUNTRY

TOWN

E.g.

Explain that they will be comparing Warrington to another place across the World. Complete a nesting circle for Thembisa:

- What township? Thembisa.
- Which country is this in? South Africa.
- Which continent? Africa.
- *Notice how Thembisa is not in a kingdom like Warrington.*

CONTINENT

COUNTRY

TOWNSHIP

Using Google Maps, show the children the location of Warrington and Thembisa.

- Children recap the names and location of the 7 continents on a blank World map.
- Then, they locate the UK and South Africa.
- Recap the two hemispheres – Northern and Southern
- Which country is in the Northern Hemisphere? UK

SESSION 2: What is the climate like in Warrington / Thembisa?	**End points covered in this session:**
Recap the location of the Equator and the location of hot and cold places in relation to this line. Using the globe, have the children point to the UK and South Africa.	Know that Thembisa is warmer than Warrington

• Which is closer to the Equator? South Africa. • Recap the meaning of climate. • What do they predict the climate to be like in South Africa compared to the UK then? It should be warmer. Using the Interactive World Weather Map: https://map.worldweatheronline.com/ • Explain how the colours show where is hotter and colder. • Using the colours and key, look at the temperature of the UK and South Africa as a whole. • Which is warmer? South Africa. • Can they use the colours to give an approximate temperature? Print a weekly weather forecast for Warrington and Thembisa. Children compare them looking at the rainfall and temperature. ENQUIRY QUESTION: Does it ever snow in Africa? Ask the children 'does it ever snow in Africa?' Yes! (squash the misconception that Africa is always hot). • Countries such as South Africa snow during the winter and lots of mountains in Africa are covered in snow because it is colder high up. • Look at the article below and photographs https://www.theguardian.com/world/2018/sep/11/giraffes-in-the-snow-south-africa-karoo-desert	because it is closer to the Equator. **Vocabulary: Equator, climate, weather forecast, temperature, rainfall.**
SESSION 3: What is Warrington / Thembisa like? Recap what an aerial image is: a photograph taken from above looking down. • Show the children an aerial image of Warrington and Thembisa: • Children learn that Warrington is 4 times larger than Thembisa. Recap what a map is and how they help us. • Remind children how to use Google Maps. The children then have access to compare Warrington and Thembisa. • Show the children how to use Street View to experience what it is like on the ground in Thembisa. • Children describe similarities and differences.	**End points covered in this session:** Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures. **Vocabulary: aerial image, similarity, difference.**
SESSION 4: What are schools like in Warrington / Thembisa? Show the children a bird's eye view of Bruche (they did this in Year 1) – ask them what they are looking at.	**End points covered in this session:** Know some similarities and differences between

April 2025

	Warrington and Thembisa's schools, transportation and cultures. **Vocabulary: school, area, space.**

- Show the children a bird's eye view of Tlamatlama, a school in Thembisa

- Have the children compare the two images.

Show the pupils the area finder on Google:
https://www.mapdevelopers.com/area_finder.php

- Ask children to click the 4 corners of Tlamatlama to work out its area on the interactive whiteboard (note down the area in m2)
- Next work out Bruche's area (include the field) (note this down next to Tlamatlama's area)
- You will find that the area of Bruche is more.
- Explain that there are around 1476 pupils in Thembisa and only 253 in Bruche.
- How does this make them feel that we have more space in comparison to the other pupils?
- Explain that in classes in Thembisa there can be around 50 pupils compared to Bruche's 30 – what do they think about this?

SESSION 5: What transportation is used in Warrington / Thembisa?	**End points covered in this session:**
Ask children how they get around in Warrington – how do they get to school? What about to the shops?	Know what transportation is.
• Explain that transportation is ways that we travel – look at lots of different types of transportation (cars, plane, bike, helicopter, lorry, train, bus, taxi, shuttle, tram).	Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures.
• Discuss how some methods are better than others for the environment e.g. walking to school is good.	
• Conduct fieldwork in local area to note all the different types of transportation that they see.	
Look at photos of the different means of transportation in Warrington e.g. bus	

April 2025

station, train stations, taxi ranks. • Compare to Thembisa: train station, bus stop and shuttles. (Could use Google Maps Street View). • Similarity: both have good links with their local cities (Manchester/Liverpool) (Johannesburg/Pretoria) • Discuss why people might want to have a good link to a city e.g. careers, more things to do and see. • Fieldwork: use the ClassVRs to visit Pretoria to see the difference between the city and Thembisa.	**Vocabulary: transportation, car, plane, bike, helicopter, lorry, train, bus, taxi, shuttle, tram.**
SESSION 6: What is the culture of Warrington / Thembisa? Compare food, traditions, clothing and languages of the UK and South Africa.	**End points covered in this session:** Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures. **Vocabulary: culture, food, tradition, clothing, languages.**
SESSION 7: Where would you prefer to live: Warrington or Thembisa? Recap everything that they have looked at: • Climate • Aerial views • Schools • Transportation • Culture ENQUIRY QUESTION: Where would you prefer to live: Warrington or Thembisa? Children decide where they would prefer to live and explain why.	**End points covered in this session:** Be able to compare two places and explain their preference.
CHESTER ZOO LINK: Focus on the rhino and its endangerment in Africa.	
Future learning this content supports: The content of this unit will support future units on comparison studies.	

April 2025