Geography
Year 2 **Autumn 2** **Polar Regions**

Subject Purpose
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Content Area
Polar Regions

Key Vocabulary
Seasonal, weather patterns, United Kingdom, equator, North pole, South pole, beach, cliff, coast, sea, ocean, city, town, village, farm, house, office, port, shop, Inuit, polar.

Extended Opportunities
Looking at photos and maps.

Knowledge

- 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, sea, ocean, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house, office, port, and shop.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.

Skills

- 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.

Learning Objectives

To use world maps and atlases to identify the equator and poles.	To identify the location of cold areas of the world.	To identify daily and seasonal weather patterns in the UK.	To investigate how Inuit people live. (settlement/human focus)	To identify physical features of where Inuit people live	To compare and contrast how Inuit people in relation to ourselves.		

