



Year 2 Summer

Australian Adventure

Geography

As Geographers, we will begin our topic by exploring a range of maps, globes and atlases to find out about the world. We will learn about the continents and oceans that make up the world. We will focus on the amazing country of Australia. We will find out about its locational geography, and begin to explore the human features and culture. We will also complete focussed studies into some of the most fascinating areas of Australia, to find out about how it differs to the UK.

Resources and equipment required:

- iPads/Chromebooks/laptops to access Digimaps and Google maps.
- Compasses
- Atlases with information about the UK.
- World maps
- Globes
- Maps of the UK.

Vocabulary

Globe
Map
Atlas
World
UK
North/South Pole
Equator
Compass
Compass point
Location

Summer 1
Episode 2 – G'Day Mate

By the end of this episode, children will:

- Know Australia's position in the world and be able to describe this using, continents and oceans.
- Know that Australia is split into 6 states and be able to identify these areas on a map as well as state the capital cities.
- Be able to explain why the weather can differ so dramatically across Australia and know about the types of disasters that Australia faces, and the impact these can have.
- Be able to explain about Australian culture and how this might differ between indigenous and non-indigenous people.

Procedural skill:

Name and locate the world's continents and oceans

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

NC links:

Pupils should be taught to:

Name and locate the world's seven continents and five oceans.

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.

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

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.

NC links:

Pupils should be taught to:

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.

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 human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

NC links:

Pupils should be taught to:

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.

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Compare and contrast features of England and Australia such as populations, size of country, proportion of rural to urban areas etc. Consider how the rural areas of Australia might differ to those in England. Compare the human features of cities, towns and villages in Australia to those in England.

<p>Acknowledge the oceans surrounding Australia, the continent it is on. Acknowledge the Australian flag, its national anthem</p> <p>Know that Australia is split into 6 states: New South Wales, Queensland, Tasmania, Victoria, Western Australia, South Australia and identify these areas on a map. (This lesson may support knowledge but will need adapting.)</p> <p>Know that each state has its own capital city and be able to identify these. Know that Canberra is the capital city of Australia.</p>	<p>Know that the seasons are different in Australia compared to the UK because of its place in the world.</p> <p>Explore the weather in Australia and explain how this might differ to the UK. Explore how the weather/climate can differ across Australia due to its vast size.</p> <p>Explore the extreme weather that occurs in Australia and compare this to the UK, providing possible reasons for differences. (Use this for your own subject knowledge but adapt to suit Y2.)</p> <p>Acknowledge the effects of extreme weather on the environment and lifestyle. Study some real-life disasters caused by extreme weather (e.g. explore the bush fires in Australia, why they happen and the impact they have. Why does Australia get lots of these but England does not?)</p> <p>Acknowledge reasons why people might or might not want to move to Australia.</p>	<p>Know that Australia is home to indigenous (Aboriginal) and non-indigenous people. Know that the indigenous people travelled 60,000 years ago to move to Australia. (This lesson may be useful to support subject knowledge, but it will need altering to suit the age.)</p> <p>Explore Aboriginal culture, including art, music and dance. How does this differ to the culture of non-indigenous people?</p> <p>Explore the differences in settlements between indigenous and non-indigenous people. Give reasons for why the two might live in different areas. For example, explore why more non-indigenous people live around the coast.</p>
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Summer 2

Episode 3 – From Didgeridoo to Kangaroo

By the end of this episode, children will:

- Be able to confidently discuss the human and physical features of The Outback, Great Barrier Reef and how they differ to the UK

Procedural skill:

Ask and answer geographical questions.

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather and key human features, including: city, town, village, factory, farm, house, office and shop.

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

NC links:

Pupils should be taught to:

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.

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop and key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Carry out an in-depth study into:

- The Outback
- The Great Barrier Reef

Identify its position on a map of Australia and use directional language to compare its position (NESW).

Explore satellite images of the area and compare these to one another. Also use satellite images to look at how this area has changed over time, and pose questions/reasons why (consider the impact of natural disasters)

Explore the climate of the area and relate this back to its position in Australia (build on work done in episode 1).

Identify the physical and human features of the area and begin to compare these to those we find in the area that we live.

Consider the differences in wildlife and plants/vegetation across each of the areas. How does this differ to England? (e.g. focus on the species of fish in the Great Barrier Reef and why these differ to the fish we find in our seas).

Explore reasons why these areas of Australia are significant/well-known/why people visit them (note – don't introduce the term tourism yet as this is introduced in Y3).