

## Year 2 Geography – The UK and Australia

<b>Inspiration</b> Culture		<b>Partnership with parents</b> Place and belonging
<b>Key Questions</b>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>- Place - UK</li> <li>- Location</li> </ul> <p><b>Skill Development M1 Advancing</b></p> <ul style="list-style-type: none"> <li>- Generally, some pertinent geographical questions are asked and answered.</li> <li>- There is some general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.</li> <li>- There is a growing knowledge of the countries of the UK and the continents, countries and oceans of the world.</li> <li>- A growing use of simple fieldwork skills are used and the key physical and human features of the school are generally described well using some geographical vocabulary.</li> <li>- The four countries and capital cities of the UK are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences</li> <li>- The world's continents and oceans are named accurately and there is some application of this knowledge in describing places</li> <li>- Some good comparisons, using geographical vocabulary, are applied to contrasting localities</li> <li>- Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</li> <li>- Patterns of land use are investigated and described using geographical language</li> <li>- A growing repertoire of geographical vocabulary is selected to describe places.</li> <li>- Generally, compass directions are used accurately and locational language used appropriately to describe places.</li> <li>- Simple maps that include keys and simple grid references are created in a number of contexts.</li> </ul>	<p><i>Also covered in:</i></p> <p>Y1 – The local area. An Island Home, Y3 – The UK and Migration</p> <p><b>By the end of this Unit, children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and 5 oceans</li> <li>- Describe where Australia is in relation to other countries</li> <li>- Locate Australia on a world map and globe</li> <li>- Describe the diverse landscape (physical geography) including the weather and climate</li> <li>- Describe the population in terms of location, density, indigenous and non-indigenous, migration</li> <li>- Compare and discuss the similarities between Australia and the UK</li> <li>- Use the terms rural and urban to compare places</li> </ul>
<p><b>Knowledge</b> <a href="https://www.rgs.org/schools/teaching-resources/australia/">https://www.rgs.org/schools/teaching-resources/australia/</a></p> <ul style="list-style-type: none"> <li>- Australia is both a country and a continent.</li> <li>- Australia's capital city, Canberra, is located in the south-eastern part of the country.</li> <li>- Australia is a large country, so the landscape is very varied. There are rivers, beaches, cliffs, mountains, rainforests and deserts as well as many cities and towns.</li> <li>- The Great Barrier Reef is one of the seven wonders of the natural world and is a UNESCO World Heritage Site.</li> <li>- Australia has very unique animals, many of which are marsupials. These include: koalas, wombats, wallabies, possums and bandicoots. Non-marsupials include the platypus, the echidna and the dingo. Australia also has a range of western animals such as sheep and cattle along with wild camel and wild horses.</li> <li>- Australia is a part of the Commonwealth and is very influenced by the UK. Queen Elizabeth II of England is also the Queen of Australia.</li> <li>- The Australian population is made up of many people who have come from different parts of the world along with the indigenous Australian Aboriginal people. Today there are around 23 million people living in Australia with around 600,000 being indigenous peoples of Australia. Australia is multi-cultural; people from a range of different countries have relocated to settle in Australia.</li> <li>- Australia's urban areas (areas of dense population) are located along Australia's coastline. These areas are most accessible for trade and travel, have the most pleasant weather conditions, and access to services and water supply. The inland areas have a significantly lower population than the coastal areas.</li> <li>- Most people in Australia live in cities around the coast and in the south east and south west where the temperature and weather is most comfortable.</li> <li>- Australia still depends a lot on agriculture and mining because it is rich in resources, has good quality farming land, and lots of space for large scale farming.</li> </ul>		
<b>Topic Specific Vocabulary</b>	<b>NC Subject content</b>	
Country, continent, capital city, landscape, marsupial, indigenous, migration, multicultural, population, dense, coast, agriculture, resources, mining, location, rural, urban, temperature,	<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and 5 oceans</li> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</li> <li>- Use basic geographical vocabulary to refer to               <ul style="list-style-type: none"> <li>o Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>o Key human features including: city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> </li> <li>- Use world maps, atlases and globes to identify Australia</li> <li>- Use simple compass directions and location and directional language to describe the location or features and routes on a map</li> <li>- 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</li> </ul>	
<b>Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</b>		
<b>Year1</b>	<b>Year 2</b>	
Features, physical	Community, environment, site, similar	
<b>We are geographers</b>		
Non- chronological report on Australia		