



## DARE to Learn Curriculum

<i>Question to explore...</i>	<i>Where do stories come from</i>
Geographical Coverage	Comparing Different Countries
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• identify seasonal and daily weather patterns in the UK, location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• name and locate the world's 7 continents and 5 oceans</li> </ul>
<b>Locational Geography</b> Incl contextual knowledge of globally significant places	Children can locate the 7 Continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America) and 5 Oceans (Arctic, Atlantic, Indian, Pacific, Southern) of the World. Teach using a variety of methods eg, songs, games, table names, linking an animal/famous person to each continent/ocean, etc
<b>Place Knowledge</b>	Use globes, maps, Google Earth to locate the UK and a country within Africa, linked to this topic. Look at location of countries with relation to continents and oceans of the world.
<b>Human and Physical Geography</b> Incl the processes behind their creation and how they bring about variation and change over time	Look at the physical and human geographical features of a small area within Africa. Compare physical/human features to those found in the UK in previous topic.
<b>Geographical Skills and Fieldwork</b> collect, analyse and communicate data through fieldwork	(From Year 1) Take weather readings on a weekly basis, eg Monday, weather (sunny, cloudy, raining), rain gauge, wind vane, thermometer. Revisit Year 1: Look at globe to discuss hot and cold places, and why (distance from sun – can use solar system model) Where are chosen locations on the globe? What is the climate (based on position on globe)? Compare weather/climate of UK and contrasting country.
<b>Geographical Skills and Fieldwork</b> Interpret a range of sources of geographical information, incl maps diagrams, globes, aerial photos and CIS	Use aerial photographs, maps and Google Earth to investigate physical and human features from a country within Africa, eg do they have mountains, deserts, villages, cities, are the features mainly man-made (human) or natural (physical).
<b>Geographical Skills and Fieldwork</b> Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Write a comparative piece between one feature of UK geography and one of the contrasting country, eg, how where people live is different, or how the landscape they can see from their window is different.



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**Key Geographical Vocabulary** - discuss and remember and embed

**Physical feature, human feature, continent, ocean, climate, desert**  
(Recap from Year 1: **Equator**: an imaginary line drawn around the earth equal distance from the poles. **North Pole/South Pole**: the most northerly/ southerly point on the earth **Arctic**: an area around the North Pole including an area of frozen ice **Antarctica**: an area around the South Pole including an area of snow covered land **Seasons**: a part of the year based on changes to the weather, **Ocean**)



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