

My World: OCEANS and Physical Geography

YEAR 1 and 2: SUMMER 2

What physical features make up our world?

COVERAGE: What physical features make up our world?

Pupils will develop an understanding of:

Year 1

- geographical language to describe feature or location e.g hill/local/a road/coastline/woods
- make simple maps and plans
- explore maps of the local area
- ask geographical questions e.g. what is it like to live in this place?
- express own views about a place, people, environment

Year 2

- geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/farmland
- compare two settlements
- use globes, maps, plans at a range of scales
- use content/index to locate country/draw information from a map
- ask geographical questions –where is this place? what is it like? How has it changed?
- express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences
- recognise how places have become the way they are e.g. shops (patterns and processes)

- Name the seven continents but also the five oceans – know equator, UK on a world map.
- UK in more detail – countries, capital cities, + physical geography of a small area of UK.
- Know key geographical features – hill, beach, cliff, coast, forest, sea, ocean, river.

KEY LANGUAGE AND VOCABULARY:

Maps

Atlas

Globe

Oceans

Countries

Pacific Ocean

Atlantic Ocean

Indian Ocean,

Southern Ocean

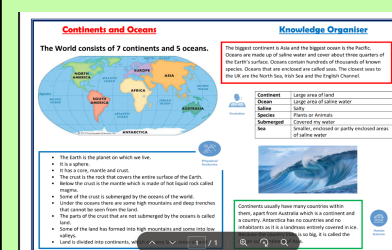
Arctic Ocean

Reefs

Snorkels

Wetsuits

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. What seas is the UK surrounded by?
2. What are the names of the oceans in the world?
3. Where is the Pacific Ocean?
4. What lives in the Pacific Ocean?
5. What creatures live in the Great Barrier Reef and how have they adapted to life there?

KEY SKILLS AND KNOWLEDGE

Year 1

- recognise how places have become the way they are e.g. shops (patterns and processes)
- express own views about a place, people, environment

Year 2

- express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences
- recognise how places have become the way they are e.g. shops (patterns and processes)

ENRICHMENT:

- To create a large undersea display featuring corals and sea creatures.

Visits: - trip to the Sea Life Centre or seaside

Previous Learning:

The children have looked at the British Isles, what countries make up this area and key physical features of these isles .

School Drivers to Examine

Children will look at:

- Care of the Environment = how can we look after our oceans so they are there for a long time? Focus will be on the Great Barrier Reef in Australia.