



Pinner Wood School



Year Group	2	Term	Autumn 2	Subject	Geography	Topic	Hot and Cold Places
						Key Question	What are the differences between hot and cold places?
Prior Learning/skills and other Curriculum Links	EYFS - Developmental Matters ELG: Understanding the World - The World Year 1 : Describe seasonal weather changes				Skills Statements	<p>I can recognise the features of a hot place.</p> <p>I can recognise the features of a cold place.</p> <p>I can identify animals that live in a cold place.</p> <p>I can identify animals that live in a hot place.</p> <p>I can explain what I would wear in a hot and a cold place.</p> <p>I can explain how animals adapt to living in a cold place.</p> <p>I can explain how animals adapt to living in a hot place.</p> <p>I can locate the Equator and the North and South Poles on a map or globe. (LK)</p> <p>I can identify hot and cold places on a map. (LK)</p>	
Fundamental Knowledge	The location of hot and cold areas of the world in relation to the Equator and the North and South Poles and that animals and humans adapt to these climate in various ways.				Sticky Knowledge	<ul style="list-style-type: none"> • <i>The invisible line around the earth where the sun is the hottest is called the <u>Equator</u>.</i> • <i>A place is usually <u>cold</u> if it is near the North or South Pole.</i> • <i>The weather found in a certain place over a long period of time is known as the <u>climate</u>.</i> • <i>Animals can live in hot and cold places because their bodies have <u>adapted</u> to the environment.</i> • <i>Humans adapt to their climate <u>by the clothes they wear, the food they eat and the homes they live in.</u></i> 	

<p>Our Learning Journey</p>	<p>Stunning Start: The children will be encouraged to bring in an item or a piece of clothing that is special to them and they would like to take on holiday. The children will share in a short presentation why they would like to bring it on holiday to go in our class suitcase.</p> <p>Journey: The children will learn about the equator and the poles. They will identify where they are on a map and learn that the climate is different depending on your proximity to these areas. The children will then learn about three areas found in these areas: rainforest, hot deserts and Antarctica. They will then start to identify various features found in these areas e.g. sand, snow, vegetation, animals and people. They will then be encouraged to look more closely at one of these three areas and build a fact-file. Next, the children will look more closely at the living things and identify various animals that may live in hot and cold places and look at how they have adapted their bodies to live in these environments. We will then learn about how humans adapt to their climate through the clothes that they wear when in these environments. We will finish the topic by bringing together everything the children have learnt to create a leaflet about one of the hot or cold places.</p> <p>Show stopper: the children will share their leaflets with year 1 children. We will complete a class swap and the children will partner up with a year 1 child and sharing their learning. .</p>		
<p>Key Vocabulary (revisited)</p>	<p>rain, season, snow, sunshine, temperature, wind, inside, outside, polar,</p>	<p>Key Vocabulary (new)</p>	<p>globe, South pole, North Pole, climate, hibernate, hot, cold, weather, equator Antarctica, desert, rainforests, sand, snow, ice, vegetation, clothes, animals, adaptation.</p>