

**Thematic Planning for the Summer Term
Our Wonderful World & Beyond
Year 2**

Additional Requirements Prior to the Unit:

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Week 1

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Use maps, atlases and globes to identify the world continents
Knowledge:	<ul style="list-style-type: none"> • Name the seven continents. • Know what a continent is

Teacher guidance

Session outcome: Children will recap their previous knowledge of the UK. They will be able to locate the UK on a globe/world map. They will look at aerial images of the world and ask geographical questions. They will locate other locations on a world map (Poland, India, other places children in the class are from). Children will know the 7 continents.

Lesson exploration	<ul style="list-style-type: none"> • Sticky Knowledge: Start with a recap in previous learning on the UK- countries, capitals, seas that surround it- could possibly use the UK jigsaw. • Look at the globe- generate questions- what is it? What is it for? What does it show us? What can you see? • Look at aerial images of the Earth- what can see? Can you locate anywhere? • Look at a map/globe and discuss the areas of land- explain that these are called continents (Continents are very, very large areas of land.) • Watch video- https://www.youtube.com/watch?v=K6DSMZ8b3LE to explore the name and facts about the each of the continents. • Using a world map on the board, atlases and globes, children to work in groups to pieces together a laminated continent jigsaw to create a world map. Children can use post its to label the continents. • Children to then work independently to label a world map with the 7 continents- create a key to colour code each continent? • End the lesson with 'Guess the Continent...' using the facts from the video e.g I'm the coldest continent what am I?... This can be done on whiteboards / verbally and recorded in books during the next lesson.
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Week 2

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the world's continents and oceans • Ask and answer geographical questions. • Use compass directions and locational language (near and far)
Knowledge:	<ul style="list-style-type: none"> • Name the seven continents. • Name the five oceans.

Teacher guidance

Session outcome: The children will label the oceans of the World on a map both in groups and individually. Some children will use geographical vocabulary to describe the location of the oceans.

Lesson exploration

- Sticky Knowledge: Recap prior learning and continents song:
<https://www.youtube.com/watch?v=K6DSMZ8b3LE>
- Show children a variety of aerial images of oceans. Ask them to generate geographical questions in talking partners.
- Explore vocabulary linked to oceans – what is an ocean? How is it different to a river etc? Introduce the names of the five oceans – song link?
<https://www.youtube.com/watch?v=vfv7TF9RHbY>
<https://www.youtube.com/watch?v=X6BE4VcYngQ>
- Group activity – to revisit prior learning, give groups of around 4 children a laminated jigsaw of the continents and ask them to put it together on blue sugar paper, using atlases and globes to guide them.
- Stop for some teaching points - Model how to use an atlas and a globe to identify the oceans. Recap on geographical language NSEW. Use geographical questioning such as which ocean surrounds the continent.....? Which ocean is south of Europe? Children to label the oceans using stickers / post its. Children to go on a learning walk around classroom - children can check their maps against other groups.
- Give children a World map each. Using their large maps, children to name to oceans on the World Map.
- Challenge – questioning activity where children answer the questions about the oceans
1. Which is the largest ocean? Which ocean surrounds.....? Etc Which continent is surrounded by the _____.
- Oceans song to round up learning.



Week 3

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the worlds, continents and oceans • Ask and answer geographical questions • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Knowledge:	<ul style="list-style-type: none"> • Know that the equator is the middle of the earth • Know that places near the poles are cold • Know that places near the equator are hot

Teacher guidance	
Session outcome: label the equator on a map of the world and discuss differences between countries close to and far away from the equator and Poles. Complete packing challenge for destinations in north/south pole and near the equator.	
Lesson exploration	<ul style="list-style-type: none"> • Sticky Knowledge: 4 corner quiz – each corner of the room to be an answer. Question to children regarding their knowledge of oceans and continents. • Introduce key vocab for lesson (equator, hemisphere, northern, southern, south pole, north pole) • Show chn pictures from country close to the equator ad near the poles. Chn to generate questions about the places. What might it be like to live there? • What are their unique challenges? How is life easier/harder for them? • Explain what the equator is and why it is hotter there. <p>https://www.youtube.com/watch?v=cqKZYAmcReQ</p> <ul style="list-style-type: none"> • Can they predict what the weather will be like far away from the equator? • Child is given a ticket to a destination (north pole, south pole, equator) and children are given the challenge of packing a suitcase for this destination. What would they need to take? (link to knowledge of the weather in these areas) • Children could then write up reasons for their choices. I have packed because I know that



Week 4 and 5

Focus Subject(s):	
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions. • Use maps, atlases and globes to identify the worlds, continents and oceans • Understand geographical similarities and differences through studying the human geography in a contrasting non-European country.
Knowledge:	<ul style="list-style-type: none"> •

Teacher guidance

Session outcome:

Topic day – WOW day/ or over two weeks – if possible, trip (external dance company/ food tasting – go to a restaurant). The children will be immersed into India. Children can locate India on a map. Can either have a day or spread out key learning. Children could create a booklet/ write a postcard about what they have learnt.

Lesson exploration

- **Sticky Knowledge:** Children will recap about what they know the United Kingdom? (quiz) Where is the United Kingdom? What continent is on? How could we find out? Prompt children to think about using a map and globe? What can we learn from using a map/ globe? Can the children recall the seven continents? The children are going to be exploring a country that is not in Europe. Show children some pictures clues of India (do not tell them it is India). Can the children work out where we are exploring? Reveal we will be learning about India. Plan an activity day where children gather facts all about India. They will need to locate it on a map. Explore about the culture – including religion, culture, dance, food, climate, landmarks etc. Use powerpoint, videos, music resources etc. End of the day – children to complete quiz to test their knowledge about what they have learnt. Potential writing activity (next lesson) or within day – writing a letter home or postcard. Complete knowledge organisers/ booklet about information they have learnt.

Week 6

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • 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 (India). • Use simple grid references



	<ul style="list-style-type: none"> • Use compass directions and locational language (near and far)
Knowledge:	<ul style="list-style-type: none"> • To know the capital city of India • To know some human and physical features of India • To know some similarities and differences between London and New Delhi.

Teacher guidance	
Session outcome: Children will recall their knowledge from previous exploration of India and revisit learning on 'London' from the Spring Term. Children will compare the human and physical features of London and New Delhi.	
Lesson exploration	<ul style="list-style-type: none"> • Quick quiz recapping human and physical features of London from previous topic studied. • Display an aerial image of London and New Delhi side by side. Children to generate questions / have a discussion around the images. • Give out photographs of human and physical features of London and New Delhi. Children sort them into a 4-part carol diagram. London, New Delhi, Human, Physical and sort the images. Generate discussion around the similarities and differences the children notice. • Map activity – recap grid references. Children to plot human and physical features on a map of New Delhi and a map of London. • Create a same and different table in book and as a class list the similarities and differences between London and New Delhi. • Challenge question – where would you rather go on holiday? Give reasons for your answer.

Week 7

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Identify and describe key features of cities, towns and villages. • Identify similarities between urban and rural. • 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 (India).
Knowledge:	<ul style="list-style-type: none"> • Know human features of New Delhi • Know physical of New Delhi
Teacher guidance	
Session outcome: Children will write a travel brochure to describe and inform people about New Delhi	
Lesson exploration	<ul style="list-style-type: none"> • Recap learning from previous lesson about the human and physical features of New Delhi. • Recap understanding of similarities and differences between New Delhi and London. • Look at the children's answer to their challenge question- why would you want to go on holiday to New Delhi?- discuss main attractions linked to the human and physical features. • Show children examples of other travel brochures- pick out key features. • Children to produce their own simple travel brochure for New Delhi.

Week 8

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use drama to improve understanding of a historical event • Recognise reasons why people from the past acted the way they did. • Recall specific dates in history • Use pictures, stories and online resources to find out about the past • Retell an event from the past.



	<ul style="list-style-type: none"> Describe how events in history have shaped our lives
Knowledge:	<ul style="list-style-type: none"> Name a significant person from the past (Neil Armstrong). Know why they are famous.

Teacher guidance	
Session outcome: Chn to create fact file/non chronological report about Neil Armstrong	
Lesson exploration	<ul style="list-style-type: none"> Show chn a photo of Neil Armstrong. Do they know who he is? What is he famous for? Discuss his achievements and show them an overview video https://www.ducksters.com/biography/explorers/neil_armstrong.php Chn to research Neil Armstrong using written and online evidence. Chn to create a fact file

Week 9 and 10

Focus Subject(s):	D&T
Skills	<p>D&T- Know how to make a structure more stable.</p> <p>D&T- Know what a lever, hinge or winding mechanism is</p>
Knowledge:	<ul style="list-style-type: none"> Design a product with a clear purpose. Refine designs as work progresses.



- Explore objects to identify how they have been created.
- Evaluate their products against design criteria.
- Cut materials safely.
- Measure and mark out to the nearest cm.
- Demonstrate a range of cutting and shaping techniques.
- Demonstrate a range of joining techniques.
- Create products using wheels (moon buggy).

Teacher guidance

Session outcome:

Children design and create a moving moon buggy using a range of cutting and shaping techniques and demonstrating a range of joining techniques (such as levers, hinges or winding mechanisms). The children will need to refine designs and evaluate their products against their own design criteria.

Lesson exploration

Recap children's learning on Neil Armstrong – why is he significant? What is he famous for? How does he link to our world and beyond?

Discuss what a space buggy is? (Space Buggies are called Luna Rovers. They were designed to help Astronauts explore further on the moon as they cannot walk very far in their bulky spacesuits)

Go through information about space buggies – what they are used for, official name (Luna Rovers), show footage of them in space. Discuss the key features of a space buggy?

Explain to the children we are creating our own Space buggy – discuss features we will need to include.

Children to create a design brief outlining materials needed and label.

