Project Summary

Year group:	2	**Term taught:**	1
Project title:	Continents and Oceans		
Enquiry question:	What does the world look like and how is it organised?		
Project length:	7 weeks – around 12 lessons		

Why this project? Why now?

This project is important because it introduces children to the global scale of the world and the structure of the Earth, building on their existing knowledge of the UK. It enables pupils to use maps, atlases and globes to locate the world's seven continents and five oceans. Children will also develop their understanding of basic geographical vocabulary by describing the human and physical features of different continents. In addition, they will explore the animals that live on each continent and consider how habitats influence where species are found. This learning lays the foundations for future geographical studies on climate patterns.

Progression:

Prior learning	*Before this project, pupils have learnt:* - About their local area and some knowledge of the UK - They have learnt what their school and homes look like
New learning	*In this project, pupils will now learn:* - *how to use maps and globes to locate places and also compare places and describe similarities and differences.* - *To collect simple information about places and start to explain some simple links between places too.*
Future learning	*This project prepares pupils for:* - Using maps and globes to find the equator and understand local and global climate

Core purpose:

The core purpose of this project is to develop pupils' understanding of the world beyond the UK by introducing them to the Earth's continents and oceans. Through using maps, atlases and globes, children will learn to name and locate key places across the world. They will compare different locations, identifying similarities and differences in their human and physical features, and gather simple information about a range of places. Pupils will also begin to explain simple links between places, developing an awareness of how locations around the world are connected. This project builds essential geographical knowledge, vocabulary and enquiry skills, providing a strong foundation for future learning about climate, environments and the wider world.

National Curriculum expectations:

Name and locate the world's seven continents and five oceans

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

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.

Subject 'I can' progression statements:

I can use maps and globes to locate places
• I can name and locate continents and oceans
I can compare places and describe similarities and differences
• I can describe how places are different
I can collect simple information about places
• I can gather information about locations
I can explain simple links between places
• I can describe how places are connected

Component knowledge:

The 6-10 'knowledge' expectations for the project:

I am able to name the 7 continents of the world.
I know the location the 7 continents of the world.
I know the 5 oceans of the world.
I can locate the 5 oceans of the world.
I can use a map to find out information about a place.
I know some of the human features of different continents.
I can share some information about animals that live in different places around the world.
I can compare two continents.

Project Outline:

Phases of learning, rather than single lessons

Phase 1: Orientation / retrieval of prior learning	Introduce the enquiry question to the children and learn key vocabulary.
Phase 2: Building core knowledge	Label the continents and oceans on a world map.
Phase 3: Deepening understanding / investigation	Learn about the different continents and oceans and use different resources (maps, globe, videos, atlases) to find out more information about them.
Phase 4: Connecting and concluding	Making simple links between the continents comparing how they are similar and different.
Phase 5: Final reflection on enquiry question/ learning outcome	Answer the enquiry question.

Evidence of Learning / Proof of Progress:

Include ideas for adaption and accessibility for different levels of confidence.
This might take the form of:

- A class video sharing their learning with their parents.

Enrichment opportunities:

A visit to Cotswold Wildlife Park where they can see some of the animals that live on different continents which they would have learnt about in one of their lessons.

Inclusion and Access:

All pupils will work towards the same core curriculum goals in this project.
Support will be provided through:

- Visuals within each lesson.
- A range of resources to refer to.
- Key vocabulary displayed and regularly referred to.
- Sentence stems
- A range of outcomes within lessons not always a written task.
- Guided group support during map work.

Particular attention will be given to securing children's understanding that the Earth is a sphere made up of both land and water. Focus will then shift to developing and embedding key geographical vocabulary, enabling pupils to use this language accurately and confidently in oral discussions.

Common misconceptions:

- Understanding that the world is sphere when focusing on map work.
- Understanding the difference between a country and continent.
- The difference between physical and human features.

Key Vocabulary:

World
Earth
Northern hemisphere
Southern hemisphere
Equator
Climate
Weather
Ocean
Seas
Continent
Country
Population
Landmarks
Physical features
Human features