



Year 2 – My local area and Tulum, Mexico

What are the similarities and differences between my local area and Tulum, Mexico?



Overview of learning

In this unit, children will explore the world using atlases and globes. They will learn to identify the seven continents and five oceans, as well as the countries, capital cities and surrounding seas of the United Kingdom. Children will also discover the location and significance of the equator, the North Pole and the South Pole. Children will develop their fieldwork and map skills by creating simple maps of the school grounds and observing, recording and describing key features in the local area. They will study the human and physical geographical features of Tulum, Mexico and compare them to the features of their local area.

Knowledge and understanding objectives

NC KS1: Children will:

- use world maps, atlases and globes to learn about the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences by studying their local area's human and physical geography and Tulum, Mexico
- identify the hot and cold areas of the world, such as the equator and the North and South Poles
- use geographical vocabulary to refer to key physical and human features
- use simple compass directions and directional language
- use aerial photographs to recognise landmarks, devise simple maps and construct basic symbols using a key
- use simple fieldwork and observational skills to study the school's geography and grounds

Key vocabulary

- Tier 1:** sea
- Tier 2:** atlas, capital city, city, coast, compare, country, different, environment, feature, globe, island, landmark, local area, locate, location, map, observe, ocean, record, ruins, season, settlement, similar, town, village
- Tier 3:** aerial view, bird's-eye view, climate, compass, continent, equator, fieldwork, government, human feature, landscape, map key, map symbol, North Pole, physical feature, port, rainforest, scale, South Pole, temperature

Possible misconceptions

Children may have some confusion between continents and countries. They may think that Mexico is a poor country, but Mexico is the 15th wealthiest country in the world by GDP. Children may assume that Mexico is in South America because they speak Spanish, but it is in North America. It is sometimes called Central America, but this is not a continent. Children may think that Oceania is a continent, but it is a geographical region that includes the continent of Australia along with New Zealand and the Pacific Islands. They may believe that the North Pole is a piece of land covered in snow, but it is actually in the middle of the Arctic Ocean, covered by floating sea ice; there is no solid ground there. The South Pole, on the other hand, is on a continent (Antarctica) – thick ice sitting on land. Note: Throughout this unit, both 'Australia' and 'Oceania' are used in resources, as children may encounter either term.

Videos

1. How to use google maps – <https://www.youtube.com/watch?v=tLzMLa40mPI> 1.
2. Road safety – <https://www.bbc.co.uk/bitesize/articles/z62nxyc> 2.

Previous learning

In Year 1, children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Children will learn about space and scale looking at the location of their classroom and school and their town within the United Kingdom. They will also learn about the seasons in the United Kingdom and explore weather and climate across the globe.

Future learning








































- Y3** – Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.
- Y4** – Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.
- Y5** – Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.
- Y6** – Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Using a range of case studies, children will find out how sustainable different economic activities are in the UK and their ramifications on the environment.

Knowledge and concepts

Geographical knowledge	Geographical concepts
Locating the seven continents and five oceans on a world map, atlas and/or globe	Understanding that the seven continents are different places on Earth, each with its own location, countries and features
Using the contents and index pages to find locations within an atlas	Describing the relative positions of continents and oceans using simple geographical language
Locating the Equator, North Pole and South Pole on a map, atlas and/or globe	Explore different scales by locating their home, the UK and continents – moving from local to global
Explore key physical geography concepts such as weather and climate	Recognising that the United Kingdom is a small part of the world and that different maps and globes help us see it in relation to other countries and continents
Identifying and locating the four countries of the United Kingdom, their capital cities and the surrounding seas on a map or globe	Understanding what a place is like by learning about its climate, whether it is hot or cold
Recognising human and physical features in the local area and comparing them to features in a different locality	Identify whether places in the world have a hot or cold climate based on their location
Explaining the differences between types of settlement (village, town, city)	Understanding how the Earth's position relative to the Sun (e.g. proximity to the equator or Poles) affects climate and temperature in different parts of the world
Creating a simple map and basic symbols in a key	Understanding what a place is like by learning about its key characteristics and features
Using simple fieldwork and observational skills to study the geography of the school	Build a sense of what a place is like by learning about its key geographical features
Using simple compass directions (North, South, East and West)	Understanding that places in the world can be described by their weather, landscapes and what people do there
Use aerial photographs to recognise landmarks and basic human and physical features	Recognising that people in different places may have different traditions, foods and celebrations
	Understanding that countries have their own locations, features and cultures, and that these can be found using maps and globes
	Comparing what different places are like by looking at their physical features
	Identifying similarities and differences between places at different scales, such as a local area and a faraway place

Unit overview

What are the similarities and differences between my local area and Tulum, Mexico?

Can I use globes and atlases to understand about the world?			How can I represent the geographical features of my local area on a map?			What are the similarities and differences between my local area and Tulum, Mexico?			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Key question: Can I use atlases and globes to discover the continents and oceans of the world?	Key question: What are the effects of the equator and the Poles on the climate worldwide?	Key question: What are the United Kingdom's countries, capital cities and surrounding seas?	Key question: Where is my local area and what are the key human and physical features?	Key question: Can I create a map of my school using key map features?	Key question: Can I observe and record human and physical features in my local area?	Key question: Where is Mexico?	Key question: How do the physical features of Tulum compare to my local area?	Key question: How do the human features of Tulum compare to my local area?	Key question: How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tulum, Mexico?'
Learning objective: I can use maps, atlases and globes to locate the world's seven continents and five oceans.	Learning objective: I can use globes and atlases to locate the equator, North Pole and South Pole and describe how their positions affect climate.	Learning objective: I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Learning objective: I can identify the key human and physical features in my local area.	Learning objective: I can create a map of my school and create a key to show map symbols.	Learning objective: I can use aerial photographs to recognise human and physical features in my local area.	Learning objective: I can locate Mexico and describe what it is like.	Learning objective: I can compare the physical features of my local area and Tulum, Mexico.	Learning objective: I can compare the human features of Tulum with those found in my local area.	Learning objective: I can give an example of both a similarity and a difference between Tulum and my local area.
Success criteria: By the end of the lesson, children will be able to name and locate the seven continents and five oceans of the world using atlases and/or globes. They will be able to identify the contents and index pages of an atlas.	Success criteria: By the end of the lesson, children will be able to locate the equator, North Pole and South Pole on a map and/or globe and understand how the positions of these affect temperature and climate. They will be able to identify whether places in the world have a hot or cold climate.	Success criteria: By the end of the lesson, children will be able to identify and locate the four countries of the United Kingdom and their capital cities. They will be able to name and locate the seas surrounding the United Kingdom.	Success criteria: By the end of the lesson, children will be able to name and locate their local area on a map, explain what human and physical features are, identify human and physical features in their local area. They will be able to explain the differences between types of settlement (village, town, city).	Success criteria: By the end of the lesson, children will know what a compass is and name the four main directions. They will be able to explain what map symbols are, how they are used and draw a map of the school including a key.	Success criteria: By the end of the lesson, children will be able to describe the human and physical features in their local area through a fieldwork task, observing and recording. They will identify human and physical features of their local area in aerial images.	Success criteria: By the end of the lesson, children will be able to find Mexico on a world map or globe, describe simple features of Mexico, including its weather and landscapes, and talk about some things that people do in Mexico, such as food, dancing or celebrations.	Success criteria: By the end of the lesson, children will be able to identify physical features in Tulum and their local area, highlight similarities and differences between the physical features in Tulum and their local area, and use the words 'feature', 'similar' and 'different' to explain their ideas.	Success criteria: By the end of the lesson, children will be able to identify human features. They will understand that the types of human features vary from place to place. They will also begin to recognise that even when the same human feature exists in two different locations, it may be built, used, or appear differently depending on the local environment.	Success criteria: By the end of the lesson, children will be able to demonstrate their place knowledge by identifying one similarity and one difference between Tulum and the local area, referring to both human and physical features.
Cumulative quiz: Q1 – 3	Cumulative quiz: Q4 – 6	Cumulative quiz: Q7 – 9	Cumulative quiz: Q10 – 12	Cumulative quiz: Q13 – 15	Cumulative quiz: Q16 – 18	Cumulative quiz: Q19 – 21	Cumulative quiz: Q22 – 24	Cumulative quiz: Q25 – 27	Cumulative quiz: Q28 – 30
Geographical knowledge:  Locational knowledge  Geographical skills and fieldwork	Geographical knowledge:  Locational knowledge  Human and physical geography	Geographical knowledge:  Locational knowledge	Geographical knowledge:  Place knowledge  Human and physical geography	Geographical knowledge:  Geographical skills and fieldwork	Geographical knowledge:  Geographical skills and fieldwork  Human and physical geography	Geographical knowledge:  Locational knowledge	Geographical knowledge:  Place knowledge  Human and physical geography	Geographical knowledge:  Place knowledge  Human and physical geography	Geographical knowledge:  Place knowledge  Human and physical geography
Geographical concepts:  Place  Space  Scale	Geographical concepts:  Physical and human processes  Place  Space	Geographical concepts:  Place  Space  Scale	Geographical concepts:  Place	Geographical concepts:  Place  Space  Scale	Geographical concepts:  Place  Space	Geographical concepts:  Place  Space  Cultural awareness and diversity	Geographical concepts:  Place  Space	Geographical concepts:  Place	Geographical concepts:  Place

Unit overview

What are the similarities and differences between my local area and Tulum, Mexico?

Stretch and challenge ideas

Children could:

- begin to explore an 8-point compass
- explore human and physical features in other areas
- explore different types of maps – political, physical, OS
- create a map of their home or the area around their house
- explore some more advanced map features e.g. grid references

Assessment

The **knowledge organiser** can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.

The **post-unit test** can assess the knowledge and understanding of objectives taught throughout the unit. This can be done independently or in small groups with a teacher.

There is a **cumulative quiz** with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and allow identifying children who do not understand. Each lesson also includes small 'pit-stop' style activities, such as true-or-false or stop-and-jot activities.

Geographical knowledge



Locational knowledge



Place knowledge



Human and physical geography



Geography skills and fieldwork

Geographical concepts



Place



Space



Scale



Physical and human processes



Interdependence



Environmental impact



Sustainable development



Cultural awareness and diversity