



Knowledge Organiser	Subject: Geography	Topic: Do we all live the same way? Summer Term 2	Year: 2
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Key Knowledge/Things to do!

In Year One, children found out about the local area. Year Two should now be progressing into more focused detail about the wider world – in particular, specific tribal people and how they live and survive. Children will need access to maps, a globe and Atlases.

Map skills – Consolidate prior learning. Establish children know they live in Dagenham in the London Borough of Barking and Dagenham. This should then begin the journey into the wider world.

Identifying key places – quick consolidation of the parts of the UK and the capital cities. This should be a quick starter, then move onto the specific places named in the scheme – Greenland, Kenya, Amazon (link to Jungle unit Autumn Term).

The focus should be on developing understanding of **human and physical features** of the world around them and how specific people adapt and survive. There should be a clear understanding that we all live in different parts of the world, in different ways. This unit can be further enhanced with images of the people who live around the world; **demonstrating a range of cultures** and people.



Being a Geographer/Key Skills Developed

A good geographer in Key Stage 1 will be able to:

- Begin to use maps and discuss human and physical characteristics of regions, especially our locality. Understand simple compass directions.
- They will know locational knowledge linked to the UK as well as the seven continents and oceans.
- They will use maps, aerial photos to look at similarities and differences.
- They will understand weather patterns and their impact.

Multi-Disciplinary Skills

A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Mapping skills will link closely to the use of co-ordinates in maths, as well as instructions for technology.

Who lives here (Plan B unit), develops PSHE and understanding of other places in the world. Greater cultural diversity will also be developed – it is important Year 2 gain a sense of place and how environments differ. This unit will also benefit the understanding of adaptation in Science. This unit is significant to progression in Year 3, who begin to study where food comes from. It should also consolidate Year One learning about the continents and Year 2 understanding seasons. Year 6 also look at life in Africa and the art of Martin Bulinya and the Masai people.

Key Concepts

Place A construct that is defined in terms of what it is like, what happens there and how and why it is changing.

Space The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

Environment The ‘zoom lens’ that enables us to view places from global to local levels.

Do we all live the same way?

Key Vocabulary	
Physical Features	Natural parts of the World: seas, mountains, rivers, volcanoes.
Human Features	Manufactured (man-made): shops, houses, roads, restaurants, football stadiums.
Adapt	Making adjustments to survive and thrive in a specific environment.
Climate	The long-term weather pattern in a region.
Natural resources	Resources that exist or occur in nature and are not made or caused by people (e.g. wind, water, oil, metals, trees).
Nomadic	Moving from one place to another, without a fixed pattern of movement.
Tribes	A group of people who live together and share the same language, customs and ancestors.
Continents	A large solid area of land. There are 7 continents – Asia, Africa, North America, South America, Antarctica, Europe and Oceania



Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences. Positional Language. Local Walk.	Where Do I Live? Human and physical features, plus parts of the UK, 7 continents.	Who Lives Here? To understand the different environments in the World that people live, adapt and survive in.	The River Nile. To know the features of a river, its impact on Egypt the country and the people.	Settlements This unit looks at why people settle in specific places and how they adapt and survive.	North America Continent study – establishing the human and physical features.	Africa Understanding the variety of nations and cultures, and physical features within the continent of Africa.