

Year 2 – Geography - Namibia

National curriculum:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country.

Identify seasonal and daily weather patterns in the UK.

Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including city, village and farm.

Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Vocabulary:

Human and physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil valley, vegetation season and weather City, town, village, factory, farm, house, office, port harbour and shop

North south east and west

Right and left, Seasons, weather, patterns, countries, country, Asia, India, Continent, Mumbai, slums, population, dense, overcrowded Compass

Atlas globe

Directions

Aerial photographs

Key

Map location observational skills, landmark, environment, rural landscape urban, congested, pollution European, non EU

Snapshot overview

Map of world, map of Europe, map of UK, map of Southampton.
Recap human and physical features of Southampton.
Label Southampton with physical and human features.
Discuss Southampton
Weather patterns and seasons.

Map finding skill game
Quiz in teams: What continent is Namibia in? What countries are bordering it? What ocean is it on? What is the name of the capital city and other cities in Namibia? What is the weather like? What facts have you found out?
Where is its location in relation to the Equator?

'Google Expedition.'
Food tasting session = what food do people eat in Mumbai how does this compare to UK.
Rotate around classrooms – 1 class tasting African food, 1 class listening to 'Namibian experts.' 1 class look at videos books and pictures of life in Swakopmund
Come back and discuss how this compares to life in Southampton. Update the comparison sheets with life in the two places.

Focus on Swakopmund.
Sort and label physical and human features. Discuss contrasting landscapes and reasons why. Recap the facts we found out from yesterday.

Comparison – Swakopmund to Southampton including weather patterns

Writing session – information leaflet about Swakopmund and comparing it with Southampton.

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Geography Medium Term Planning

Year Group: 2

Term: Comparison of Southampton and Namibia

Topic: Geography

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can label human and physical features	<p>Show children the map of world, map of Europe, map of UK, map of Southampton and then show them Africa and Namibia and where it is in comparison to Southampton. Recap human and physical features of Southampton and label them. Using key vocab.</p> <p>Look at the position of the equator in relationship to Namibia.</p> <p>Discuss our Weather patterns and seasons = what season are we currently in? What changes over time? How do we know what season we are in? Is this the same for all countries?</p> <p>Chn to label aerial map of Southampton and the surrounding area using physical and human features</p>

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Session 2	I can use a map to find out information	<p>Repeat process of finding UK and Namibia on map.</p> <p>Quiz in teams: put children into mixed ability teams and give every team an atlas. Teacher reads out question. Teams need to find the answer using a map and Teacher goes round and gives points to those who are correct.</p> <p>Example questions: What continent is Namibia in? What countries are bordering it? What ocean is it on? What are the names of other cities? What is the weather like (using equator)? Where is Africa? What countries are in Africa? Etc.</p>
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Session 3	I can label human and physical features	<p>Look at world, zoom in to Africa and Namibia and recap learning from yesterday. Repeat for Southampton Look at 'Google expedition.'</p> <p>Life in Namibia hook session – 1 classroom set up with foods from Namibia for the children to taste and describe. 1 classroom children will listen to 'Namibia experts' and ask questions. 1 classroom set up with facts, books, items and videos about life in the city. Year group to rotate around the different rooms spending time exploring the activities in the rooms.</p> <p>Come back and discuss what we found out and what we did. Discuss how this compares to life in Southampton. Update the comparison sheet from yesterday with life in the two places Look at world, zoom in to Africa and Namibia and recap learning from yesterday.</p>
Session 4	I can compare the geographical features of Southampton and Namibia.	<p>Look at photos of Swakopmund and look at aerial map of Namibia – what can we see. What human features? What physical features? How does it compare to Southampton and the surrounding area.</p> <p>Label an aerial map of Swakopmund with the physical and human features.</p>

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Session 5	I can discuss how life in Southampton compares to life in Namibia.	<p>Recap previous learning. Use 'Google expedition.' to look at Swakopmund.</p> <p>Look at map used yesterday of Swakopmund and map used in session one of Southampton. Discuss the similarities and differences. Discuss the differences in world location. Discuss cultural differences. Use this information to plan information leaflet about Swakopmund and Southampton.</p>
Session 6	I can create an information leaflet comparing Swakopmund and Southampton.	Look at plan created yesterday for information leaflet. Look at additional information available. Children to create their information leaflet.

Impact:

All children to know some human and physical features of Swakopmund (small area of a non-European contrasting locality)

All children to know some similarities and differences between Southampton and Swakopmund (small area of non-European contrasting locality)

All children to be able to use basic geographical vocabulary to refer to human and physical features.

All children to use maps and aerial photographs to identify countries and landmarks.