

Year 2 Geography Spring: **Would you prefer to live in a hot or cold desert?**

We will continue to explore, "How do we survive in wild world?" by comparing the Sahara and Antarctica. We will consider the **determination** that people need in order to live and work in extreme climates.

Key skill: I can use geographical vocabulary to describe key human and physical features.

We will be able to:

- Locate the Equator, North and South Poles and their relevant weather and seasonal patterns.
- Use world maps, atlases and globes to identify the hot and cold areas of the world in relation to the equator and the north and south poles.

To deepen our learning we will:

- Identify and compare physical and human features of the Sahara and Antarctica
- Explore the impact that humans have on the environment and the effects of climate change in hot and cold deserts.

To celebrate our learning we will:

Work in groups to create a presentation about the Sahara or Antarctica.

Vocabulary:

desert: any large region that gets very little rain.

Sahara: a desert in northern Africa. It is the largest desert on earth.

Antarctica: the southernmost continent in the world.

sand dune: a hill or ridge of sand piled up by the wind.

oasis: a body of water, surrounded by desert.

ice berg: a large piece of ice floating in the sea.

glacier: a large body of ice, moving slowly down a slope or across land.

equator: an imaginary circle around the centre of the earth.

North pole: the most northern point of the earth.

South pole: the most southern point of the earth.



How does this link to previous and future learning?

EYFS...?

Y1 If we are not in the UK, where are we?

Y2 How can predicting the weather save lives?

Y3 Could you plot a route through the desert?

Y3 How do people thrive in a frozen world?

Y6 What if there were no rainforests?

Y6 Who's right: Greta Thunberg or Donald Trump?