



Topic Title: Where We Live and Why Year 2

Summer 1



Skills Taught:

- Using basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Using 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.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Immersion Activity/Provocation:

'Where's their home?' challenge – children to create a series of pictures showing 'human homes' and 'animal homes', stimulating a discussion about what makes a 'home' and what animals and humans need from their homes.

Key question?

What do animals and humans need their 'homes' to provide them with and how do these needs compare?

Big Questions:

What characteristics do all living things have?

What is the difference between a habitat and a microhabitat?

What do animals need from the place that they live? What do humans need from the place that they live? How do the requirements of animals and humans compare?

What do humans need to survive? Which of these do animals and plants also need?

How do habitats link to survival?

What does a food chain show?

Why are plants important to animals? Animals to plants?

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Enquiry Question: What do animals and humans need their 'homes' to provide them with and how do these needs compare?

Focus Texts:



	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Ask and answer geographical questions about what a place is like.• Identify key features of a location to say whether it is a city, town, village, urban or rural area.• Identify land use around the school.
Most children will:	<ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of an area.• Use basic geographical vocabulary to refer to key physical and human features.• Use simple compass directions 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, devise a simple map and use and construct basic symbols in a key.• Identify the differences between things that are living, dead and things that have never been alive.• Identify that most living things live in habitats to which they are suited and describe how different habits provide for the basic needs of different kinds of animals and plants, and how they depend on each other.• Investigate and describe the basic needs of animals, including humans, for survival.• Identify and name a variety of plants and animals in their habitats, including micro-habitats.• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Some children will progress further and will:	<ul style="list-style-type: none">• Use a wider range of resources to recognise landmarks and basic human and physical features.• Identify producers, predators and prey when constructing and interpreting a variety of food chains.

Enrichment/Outdoor Learning:

Concept Cartoon – is a balloon living or has it never been alive?

‘Home-Builders’ – an exploration of animals that build their own homes (ants, birds and beavers) and animals that do not alter their environment (snakes that live between rocks) – compare and contrast how these animals find food, water, cover and places to raise their young.

Fieldwork – children to create annotated maps of habitats in the school grounds, including those at Forest School following a pond-dipping session.

‘Foxes and Rabbits’ and ‘Web of Life’ – group activities in which the feeding relationships within a food chain and a food web are simulated:

<https://www.stem.org.uk/resources/elibrary/resource/34119/education-pack-food-chains>

Use aerial photographs and plan perspectives to devise a simple map of Halstead/Feering showing landmarks, basic human and physical features – and, subsequently, to identify residential, industrial, recreational and commercial areas. Plan a route to walk as a class to identify places that it isn’t possible to identify using the aerial photographs, maps and plan perspectives.

Animations and videos:

‘Habitats and Food Chains – Fox and Hedgehog’:

<https://www.stem.org.uk/resources/elibrary/resource/32076/habitats-and-food-chains-fox-and-hedgehog>

Key Vocabulary:

habitat, microhabitat, living thing, animal, minibeast, plant, characteristics, life process, survival, basic needs

carnivore, herbivore, omnivore, food chain

settlement, function, residential, industrial, recreational, commercial, village, town, city, rural, urban, land use, physical, human

Cross-curricular links:

History – exploring why people settled in Halstead/Feering, what these places were like in the past and how and why they are changing.

Philosophy using *Home* by Carson Ellis as a stimulus for a discussion about the possibilities of ‘home’.

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to identify all the places within their neighbourhood that help to meet their basic needs – how does this picture compare to their picture of ‘home’ at the beginning of the topic? What have they added and why?
- Children to work collaboratively as a whole-class to create a large mural of their ‘combined home’, based on the individual pictures that they have drawn – emergence of a whole-neighbourhood habitat!
https://nieonline.com/downloads/national_wildlife/habitat/whats_your_habitat.pdf
- Children to receive a letter from the council explaining that they want to turn an old industrial site in the area back into a wildlife haven – children to apply their understanding to design the wildlife haven, applying their understanding of what animals and plants will need to be able to live there.

Non-Fiction Curriculum Collection:

ABC: The Alphabet From the Sky – Benedict GroB & Joey Lee

All Kinds of Homes – Thando MacLaren

Follow That Map: A First Book of Mapping Skills – Scot Ritchie

Life on Earth: Farm – Heather Alexander & Andres Lozano

Our Local Area – Louise Spilsbury

Homes (Your Local Area) – Ruth Thomson

Look at That Building: A First Book of Structures (Exploring Our Community) – Scot Ritchie

In the City

Maps of the United Kingdom – Rachel Dixon & Livi Gosling

The Lost Words: A Spell Book – Robert MacFarlane & Jackie Morris

