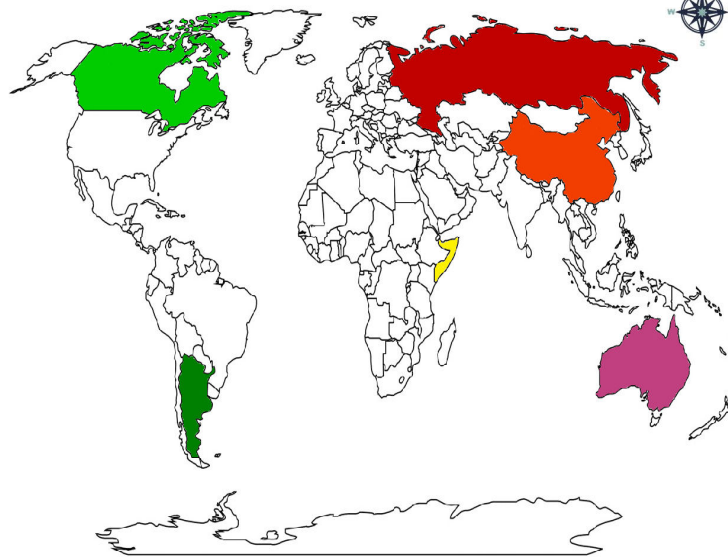


Knowledge Organiser - Year 2 - Geography: Around the World—Part 2

Key Question — What makes countries different?



Where in the world is it?



Continent	Natural Resources
Africa	timber, diamonds., gold, oil, cocoa beans, tropical fruits.
Asia	Oil, natural gas, coal, timber, metals, gems,
Antarctica	Metals, oils, ice (fresh water)
Australasia / Oceania	Metals, gems, natural gas, coal,
Europe	Metals, oil, timber, fish, peat
North	Oil, natural gas and timber
South	Timber, oil, gems, natural gas,

Key Places

Argentina	Located in continent of South America, the 32nd most populous country and the 8th largest country in size in the world.
Australia	Located in the continent of Oceania, the 55th most populous country and 6th largest country in size in the world.
Canada	Located in continent of North America, the 38th most populous country and the 4th largest country in size in the world.
China	Located in the continent of Asia, the most populous country and the 2nd largest country in size in the world.
Russia	Located in continent of Europe and Asia, the 9th most populous country and the largest country in size in the world.
Somalia	Located in continent of Africa, the 74th most populous country and the 41st largest country in size in the world.

Key Concepts

Culture	Many different things make up the culture of a place such as food, language, clothing, music, arts, customs, beliefs, and religion.
Natural Resources	Something that is found in nature and can be used by people such as light, air, water, plants, animals, soil, stone, minerals and fossil fuels.
Trade	To buy, sell or exchange goods. Countries will often trade natural resources with each other.

Different Cultures to UK

Argentina	Australia	Canada	China	Russia	Somalia
Fewer native people, large population of people have come from Europe. Gauchos—Similar to cowboys in USA. Buildings are often colourful and vibrant. Major industry is agriculture and the exports of different foods including beef.	Architecture—Sydney Harbour Bridge and Opera House. Aborigines—original Australian people. Sports—cricket, Aussie Rules, Rugby Outdoor lifestyle Barbeques	67% of Canadian people are Christian— 15 million people approximately Innuits—The original Canadian people live in the cold, harsh climate. Winter Sports—Ice-Skating, skiing, ice-hockey.	Festivals—Chinese New Year, dragon parades. Cooking—differs in different regions. The teachings of Confucius—developed a code based on respect, honest education, kindness and strong family bonds. The Giant Panda	The country with the most amount of different spoken languages with over 100. Classical music—Tchaikovsky Architecture—Cathedrals Ethnic dress—traditional Russian clothes include kaftans.	Religion—Sunni Muslims—have a major influence on the lives of Somalian people Somali's are originally warriors who live a nomadic lifestyle. Some live in temporary homes as they look for new land for their cattle. Modern day pirates operate off the coast of Somalia.

Key Places—Key Facts

Country	Flag	Capital City	Population	(miles ²)
Argentina		Buenos Aires	44 million	1 million
Australia		Canberra	24 million	2.9 million
Canada		Ottawa	36 million	3.8 million
China		Beijing	1.3 billion	3.7 million
Russia		Moscow	144 million	6.6 million
Somalia		Mogadishu	14 million	246, 000
UK		London	66 million	94, 000

Teacher Notes

Useful Online Resources for teachers to develop their knowledge

See teacher resources page

PRECIS: Children identify the 7 continents and the 5 oceans. They should compare continents in terms of size, population, weather, location on a world map. They should also look at particular aspects that are associated with each continent—culture, trade, natural resources. They should consider whether the latter impacts upon why settlements are located there. Through this topic, pupils will also develop their map skills by using directional language and understanding OS symbols. **LINKS:** **Food:** [Global Cuisine/](#) **Music:** [World Music](#)

Suggested lesson sequence

	1	2	3	4	5	6	7
Learning Intentions	To learn about the culture of the United Kingdom.	To be able to compare and contrast features of Argentina and the UK.	To be able to compare and contrast features of Australia and the UK.	To be able to compare and contrast features of Canada and the UK.	To be able to compare and contrast features of Russia and the UK.	To be able to compare and contrast features of Somalia and the UK.	Assess
NC	2,3	1, 3, 5, 6	1, 3, 5, 6	1, 3, 5, 6	1, 3, 5, 6	1, 3, 5, 6	
Possible Activities	<p>Recap– Show picture of the UK. What 4 countries make up the United Kingdom? Discuss each of the 4 countries including their capital city, language, religion and culture.</p> <p>Teach– Discuss the meaning of culture and explain we will be learning about cultures from different countries and how they are different or similar to the culture in England. Discuss population and size of the UK as children will be comparing this in future lessons.</p> <p>Discuss– What is the culture like in England?</p>	<p>Recap– What does culture mean?</p> <p>Teach– We are learning about Argentina. Where in the world is it? Show a map of UK highlighted and Australia. What continent is it in? Is it close or far away from the UK? Recap directional language to compare it to where the UK is.</p> <p>Discuss size and population of Argentina. Is this bigger or smaller than the UK?</p> <p>Show pictures of Argentina's landscape and climate. Is this similar or different to the UK?</p> <p>Show pictures of Argentinian culture. What is happening? Are there any similarities of their traditions and ours?</p>	<p>Recap– What does culture mean? What was the culture like in Argentina? Was is similar to the UK?</p> <p>Teach– We are learning about Australia. Where in the world is it? Show a map. What continent is it in? Is it close or far away from the UK? Recap directional language to compare it to where the UK is.</p> <p>Discuss size and population of Australia. Is this bigger or smaller than the UK? Also compare to Argentina from last lesson.</p> <p>Show pictures of Australian landscape and climate. Is this similar or different to the UK?</p> <p>Show pictures of Australian culture. What is happening? Are there any similarities of their traditions and ours?</p>	<p>Recap– What does culture mean? What was the culture like in Australia ? Was is similar to the UK and Argentina?</p> <p>Teach– We are learning about Canada. Where in the world is it? Show a map. What continent is it in? Is it close or far away from the UK? Recap directional language to compare it to where the UK is. Also compare to where Argentina and Australia are.</p> <p>Discuss size and population of Canada. Is this bigger or smaller than the UK? Also compare to Argentina/Australia from last lesson.</p> <p>Show pictures of Canadian landscape and climate. Is this similar or different to the UK?</p> <p>Show pictures of Canadian culture. What is happening? Are there any similarities of their traditions and ours?</p>	<p>Recap– What does culture mean? What was the culture like in Canada ? Was is similar to the UK?</p> <p>Teach– We are learning about Russia. Where in the world is it? Show a map. What continent is it in? Is it close or far away from the UK? Recap directional language to compare it to where the UK is. Also compare to where Argentina/ Canada./ Australia are.</p> <p>Discuss size and population of Russia. Is this bigger or smaller than the UK? Also compare to Argentina/Australia from last lesson.</p> <p>Show pictures of Russian landscape and climate. Is this similar or different to the UK?</p> <p>Show pictures of Russian culture. What is happening? Are there any similarities of their traditions and ours?</p>	<p>Recap– What does culture mean? What was the culture like in Canada ? Was is similar to the UK?</p> <p>Teach– We are learning about Somalia. Where in the world is it? Show a map. What continent is it in? Is it close or far away from the UK? Recap directional language to compare it to where the UK is. Also compare to where other countries we have learnt about.</p> <p>Discuss size and population of Somalia. Is this bigger or smaller than the UK? Also compare to previous countries.</p> <p>Show pictures of Somalian landscape and climate. Is this similar or different to the UK?</p> <p>Show pictures of Somalian culture. What is happening? Are there any similarities of their traditions and ours?</p>	<p>Essays</p> <p>Tests</p> <p>Sharing</p>
Key Learning	<p>Concepts: trade/ culture/ natural resources</p> <p>Develop awareness of the countries of the UK and their cultures.</p>	<p>Concepts: population/ size/ culture</p> <p>Develop awareness of the differences between continents and countries.</p>	<p>Concepts: population/ size/ culture</p> <p>Develop awareness of the differences between continents and countries.</p>	<p>Concepts: population/ size/ culture</p> <p>Develop awareness of the differences between continents and countries.</p>	<p>Concepts: population/ size/ culture</p> <p>Develop awareness of the differences between continents and countries.</p>	<p>Concepts: population/ size/ culture</p> <p>Develop awareness of the differences between continents and countries.</p>	

Geography National Curriculum KS1

Locational Knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>1. I can name and locate the world's seven continents and five oceans.</p> <p>2. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas .</p>	<p>3. I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>5. I can use basic geographical vocabulary to refer to:</p> <p>A. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>B. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>6. I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>7. I can use 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</p> <p>8. I can 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.</p> <p>9. I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>