



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



Geography

Year 2 – Short Term Planning – *The Gambia*

Geography Knowledge Progression

Substantive Knowledge

Location Knowledge

Name and locate the country, continent and surrounding seas of The Gambia, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.

Place Knowledge

Begin to understand similarities and differences in physical geography between the UK and The Gambia.

Begin to understand similarities and differences in weather and climate between the UK and The Gambia.

Begin to understand similarities and differences in human geography between the UK and The Gambia. (e.g. home, school, jobs)

Physical Geography

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with weather.

Use basic geographical vocabulary to refer to key physical features of The Gambia including: beach, sea, ocean, vegetation, season and weather.

Human Geography

Use basic geographical vocabulary to refer to key human features of the The Gambia, including: city, town, village, factory, farm, house

Begin to understand the differences between a rural and urban area both in the UK and The Gambia.

Geography Skills

Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.

Use aerial images to recognise basic physical and human features.

Disciplinary Knowledge

Disciplinary Knowledge

- Independently ask and respond to geographical questions.
- Independently analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.
- Independently express their own views about the people, places and environments studied.

Enrichment Opportunities

School grounds

Session 1: Where is the Gambia?

Learning Objective/s	To name and locate the country Gambia and describe aspects of its location.
Outcomes	Children can name the country Gambia. Children can locate the country Gambia using a map. Children can describe aspects of its location – including using compass directions.
Key Vocabulary	Gambia country, West Africa, small, River, east, west.
Substantive Knowledge - Specifics	Begin by introducing Gambia as a country located in West Africa. Explain that it's a small country that is shaped like a long, narrow strip of land. Teach students about Gambia's position on the map. Use maps and globes to show its location within the continent of Africa. Describe the major geographical features of Gambia, such as the Gambia River, which runs through the country from east to west. Emphasize the importance of the river for transportation, agriculture, and the economy. Introduce the capital city of Gambia, Banjul.
Lesson Pathway	
Review	Prior Knowledge: To assess prior knowledge, the teacher to ask children if they have heard of Gambia before and what they know about it. This will help gauge their existing awareness of the country and inform the teaching approach. Starter: Show the students a world map and ask if anyone can point out where England is located. Introduce the concept of countries and explain that each country has a unique name and location on the map. Display a map of Africa and ask the students if they can identify any countries. Introduce Gambia and its location on the map.
New Material (Instruction/Explanation)	
Questioning	
Modelling	
Guided/Active Practice	

<p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Input: Present a map of Africa with Gambia highlighted. Explain that Gambia is a country in Africa. Discuss key aspects of Gambia's location, such as being located in West Africa and being surrounded by Senegal.</p> <p>Independent activity: Provide each child with a map of Africa with Gambia missing. Ask students to fill in the missing country using the information provided. Encourage students to colour Gambia and its neighbouring country, Senegal, on the map. Children can work in pairs to research and write down one interesting fact about Gambia. LA- provide a labelled map of Africa with Gambia already marked. HA- challenge them to find additional information about Gambia beyond its location, such as its capital city or population.</p> <p>Plenary: Children to share what they have learned about Gambia. Display the completed maps showing Gambia and Senegal. Recap the key points about Gambia's location.</p>
<p>Resources/Weblinks</p>	<p>World map Map of Africa Individual maps of Africa for students Colouring pencils Information sheets on Gambia</p>

Session 2: Rural and Urban UK	
<p>Learning Objective/s</p>	<p>To understand the difference in rural and urban areas in the UK.</p>
<p>Outcomes</p>	<p>To be able to identify rural areas in the UK To be able to identify urban areas in the UK. To know the difference between rural and urban areas.</p>
<p>Key Vocabulary</p>	<p>rural, urban, United Kingdom, environment</p>
<p>Substantive Knowledge - Specifics</p>	<p>Population Density <i>Urban Areas:</i> Urban areas, including cities like London and Birmingham, have high population densities. These areas are characterised by dense housing, commercial buildings, and a high concentration of people living and working in close proximity. <i>Rural Areas:</i> Rural areas have much lower population densities. These regions consist of countryside, villages, and small towns with fewer people spread over larger areas. Housing is more spaced out, and there is more open land.</p> <p>Infrastructure <i>Urban Areas:</i> Urban regions have well-developed infrastructure. This includes extensive road and rail networks, modern housing, high-speed internet, and public transport systems such as buses, trains, and underground services. Urban areas also have better access to utilities like water, electricity, and sewage systems. <i>Rural Areas:</i> Infrastructure in rural areas is less developed. Roads may be narrower and less maintained, and public transport options are limited, often requiring reliance on personal vehicles. High-speed internet and mobile coverage can be patchy. Utilities like water and electricity are available but might be less reliable compared to urban areas.</p> <p>Economy <i>Urban Areas:</i> Urban economies are diverse, with a mix of industries including finance, technology, retail, manufacturing, and services. These areas offer more job opportunities. Urban areas also attract businesses due to better infrastructure and access to a larger workforce. <i>Rural Areas:</i> The rural economy is often based on agriculture, forestry, fishing, tourism, and small-scale local businesses. Employment opportunities are fewer and often related to these primary industries.</p>
<p>Lesson Pathway</p>	

Review	<p>Prior Knowledge: Before starting the lesson, class teacher and children to discuss what they already know about towns and countryside areas. AFL and will give a base to build upon.</p> <p>Starter: Brainstorm what children already know about cities, towns, and countryside areas. Show images of typical urban and rural settings in the UK on the interactive whiteboard to spark children's interest and activate their prior knowledge. Discuss the features they identify in the images and encourage them to think about the differences between rural and urban areas.</p>
New Material (Instruction/Explanation)	<p>Input: Define the terms 'rural' and 'urban' .</p>
Questioning	<p>Provide examples of features found in rural areas (e.g., farms, fields, villages) and urban areas (e.g., buildings, roads, shops). Use visual aids such as maps, photographs, or illustrations to enhance understanding.</p>
Modelling	<p>Engage students in a discussion about why people choose to live in rural or urban areas.</p>
Guided/Active Practice	<p>Questioning: What features can you see in this picture that make it a rural area? How is living in a city different from living in the countryside? Why do you think some people prefer to live in rural areas while others prefer urban areas?</p>
Check Responses (Children Explain)	
Feedback	
Provide scaffolding/Reteach	<p>Independent activity: Divide the class into small groups and provide them with pictures of different locations in the UK. Ask each group to sort the pictures into categories of rural and urban areas. Encourage students to justify their choices by identifying key features that distinguish rural from urban areas.</p>
Independent practice Monitor	<p>As a group, students can create a simple poster or collage displaying the characteristics of rural and urban areas. LA- provide children with simpler images to classify. HA- ask children to research and present on specific rural or urban areas in the UK.</p>
	<p>Plenary: Regroup the class and have each group present their findings to the rest of the class. Remind children of their audience and to think about their communication skills. Reflection- children to write the differences between rural and urban areas, summarising the key points covered during the lesson.</p>
Resources/Weblinks	

Session 3: Rural and Urban Gambia	
Learning Objective/s	To compare the difference between rural and urban areas of Gambia.
Outcomes	To be able to identify rural areas in the Gambia To be able to identify urban areas in the Gambia To know the difference between rural and urban areas. End – Children to look at comparison between UK and Gambia having learnt about both.
Key Vocabulary	rural, urban, Gambia. environment
Substantive Knowledge - Specifics	<p>Infrastructure <i>Urban Areas:</i> Urban regions typically have better infrastructure. This includes paved roads, electricity and water supply. Public transport services, such as buses and taxis, are more readily available, and there is better access to telecommunications internet services.</p> <p><i>Rural Areas:</i></p>

	<p>Infrastructure in rural areas is less developed. Many roads are unpaved and can become impassable during the rainy season. Access to electricity and clean water is limited, and sanitation facilities may be basic or lacking. Telecommunications and internet access are also more sporadic and less reliable.</p> <p>Population Density – use maps to support learning. <i>Urban Areas:</i> Cities such as Banjul (the capital) has higher population densities. These areas are characterised by crowded living conditions, with many people living in close proximity to one another in residential. <i>Rural Areas:</i> Rural areas have much lower population densities. Villages and small towns are spread out, with houses often spaced far apart. These regions are more sparsely populated, with more open land and fewer large settlements.</p> <p>Access to Services/ Economy <i>Urban Areas:</i> Urban residents have better access to a range of services including healthcare, education, and social services. There are hospitals, clinics, schools, and universities located within or near urban centers. Public services and amenities such as markets, shops, and recreational facilities are more accessible. <i>Rural Areas:</i> Access to services in rural areas is much more limited. Healthcare facilities are fewer and farther between, often requiring long travel distances to reach. Schools may be fewer and less well-equipped, and higher education institutions are typically absent. Markets and shops are less common, and recreational facilities are minimal.</p>
Lesson Pathway	
<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Prior knowledge: Start by activating children’s prior knowledge of different types of communities by asking questions such as: What is a rural area? What is an urban area?</p> <p>Starter: Show pictures of rural and urban areas in England discuss the differences students identify. Display Gambia on the map and explain that they will be learning about rural and urban areas there.</p> <p>Input (10 minutes):</p> <ul style="list-style-type: none"> ○ Define rural and urban areas using simple and clear language. ○ Show images and videos of rural and urban areas in Gambia to provide visual context. ○ Discuss the key features of each type of area. <p>Independent activity: Provide each group with pictures of rural and urban areas in Gambia. Children to identify and label the key features of each type of area on the pictures. Encourage each group to discuss their findings and present them to the class.</p> <p>LA- provide additional support by working in smaller groups or providing guided worksheets with key features labelled for them to match. HA- encourage them to use more complex geographical vocabulary and to explain the reasons behind the differences between rural and urban areas.</p> <p>Plenary: Discuss and record the key differences between rural and urban areas and reinforce the use of geographical vocabulary.</p>
<p>Resources/Weblinks</p>	<p>Pictures and videos of rural and urban areas in Gambia Maps showing the location of Gambia Pictures of rural and urban areas in England for the starter activity Paper, pens, and labels for the group activity</p>

Session 4: Human Geography

Learning Objective/s	To understand similarities and difference in human geography between UK and Gambia.
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Outcomes	Children can recognise and name key human geography of the UK. Children can recognise and name key human geography of the Gambia.
Key Vocabulary	
Substantive Knowledge - Specifics	Explain that both the UK and Gambia have people living in them, but they have different numbers of people. The UK has a larger population, with many cities and towns where lots of people live close together. Gambia has a smaller population, and people may live in villages or towns spread out across the countryside. Discuss how people get around in each country. In the UK, there are roads, trains, buses, and cars to help people travel between cities and towns. In Gambia, transportation might include roads, boats, and walking, especially in rural areas where there may be fewer paved roads.
Lesson Pathway	
Review	Prior knowledge: Brainstorm what children already know about The Gambia. This could include basic geographical features, climate, landmarks, cultures, and people.
New Material (Instruction/Explanation)	Starter: Begin the lesson by showing pictures of landmarks and cultural aspects of the UK and Gambia. Ask children to share what they know about the countries based on the images. Input: Explain to children that they will be learning about human geography, which includes aspects of culture, population, buildings, and land use.
Questioning	Introduce the lesson objective: to explore the similarities and differences between the UK and Gambia.
Modelling	Show pictures or videos highlighting key features of human geography in both countries.
Guided/Active Practice	Discuss the similarities and differences in human geography between the UK and Gambia, focusing on areas like housing, transportation, food, and clothing.
Check Responses (Children Explain)	Introduce key vocabulary: culture, population, buildings, landmarks, terrain, climate, and traditions. Define each term clearly.
Feedback	Independent activity: Provide children with pictures or information cards about the UK and Gambia.
Provide scaffolding/Reteach	Ask each group to identify and compare human geography aspects between the two countries. Encourage discussions within groups feedback ideas.
Independent practice Monitor	Provide support where needed for children to compare and contrast. LA- simpler images with support in group discussion HA- to present a more detailed comparison during the plenary.
Resources/Weblinks	Plenary: Bring the class back together and have each group present their findings to the class. Summarise key points learned during the lesson. Encourage children to ask questions or share their thoughts on what they found most intriguing.
	Pictures or images of the UK and Gambia Information cards about key human geography features Whiteboard or flip chart for class discussions

Session 5: Physical Geography

Learning Objective/s	To understand similarities and difference in physical geography between UK and Gambia
Outcomes	Children can recognise and name key physical features of the UK. Children can recognise and name key physical features of the Gambia.
Key Vocabulary	Gambia, River, UK,

Substantive Knowledge - Specifics	<p>Both the UK and Gambia have significant rivers. The UK is known for rivers like the Thames, while Gambia's most prominent feature is the Gambia River, which runs through the length of the country.</p> <p>Both countries have coastlines along bodies of water.</p> <p>Both countries have diverse vegetation types. The UK has forests, grasslands, and moors, while Gambia has tropical savannas, mangrove swamps, and dry woodlands.</p> <p>Emphasise the absence of mountains in Gambia compared to the presence of mountains in the UK.</p>
Lesson Pathway	
<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Prior knowledge: Ask children simple questions related to what they already know about the UK and Gambia. This can include questions about the location, climate, and any physical features they may be aware of in these countries.</p> <p>Starter: Show images of both the UK and Gambia on a world map.</p> <p>Ask children to point out where they think each country is located and encourage them to share any knowledge they might already have about these places.</p> <p>Input: Introduce the concept of physical geography to the children, explaining that it refers to the natural features and processes of the Earth's surface.</p> <p>Show pictures and videos of physical features from both the UK and Gambia such as rivers, mountains, and forests. Discuss these features with the students, highlighting their differences and similarities.</p> <p>Provide information about the climate in each country and how it affects the physical geography.</p> <p>Activity:</p> <p>Provide children with pictures of various physical features from the UK and Gambia.</p> <p>Children to sort pictures into categories of 'Similar' and 'Different' features, recording their choices with reasons.</p> <p>Children to create a simple comparison chart or Venn diagram to visually represent the similarities and differences they have identified.</p> <p>LA- provide more structured support during the group activity, such as guiding questions or prompts to help them identify similarities and differences.</p> <p>MA-challenge them to research and present additional information about a specific physical feature from either the UK or Gambia.</p> <p>Plenary: Bring the class back together and discuss the similarities and differences that each group found.</p> <p>Reflection- how can physical geography impact the way people live in these countries.</p>
Resources/Weblinks	<p>World map</p> <p>Pictures and videos of physical features in the UK and Gambia</p> <p>Images of climate in both countries</p> <p>Pictures of animals and plants native to each country</p>

Session 6: What is the weather like?	
Learning Objective/s	To understand the similarities and difference in weather and climate between UK and Gambia.
Outcomes	<p>Children will be able to identify weather and climate patterns and know the difference between the two.</p> <p>Children will be able to identify similarities in weather in 2 different places.</p> <p>Children will be able to identify difference in weather in 2 different places.</p>
Key Vocabulary	Hot, humid, wet, dry, tropical, West Africa, rainfall,
Substantive Knowledge - Specifics	<p>Discuss the climate of Gambia, which is typically hot and humid with distinct wet and dry seasons. Explain that Gambia experiences a tropical climate due to its location near the equator.</p> <p>Teach students about Gambia's position on the map. Use maps and globes to show its location within the continent of Africa. Emphasise its proximity to the equator and its location along the coast of West Africa.</p> <p>While the specific climates differ, both countries experience variations in climate throughout the year. The UK has a temperate maritime climate with mild summers and cool winters, while Gambia has a tropical climate with distinct wet and dry seasons.</p>

	<p>Explain the differences in climate between the UK and Gambia. The UK has mild temperatures, moderate rainfall, and four distinct seasons. Gambia has a tropical climate with hot temperatures year-round, a wet season from June to October, and a dry season from November to May.</p>
Lesson Pathway	
<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Prior knowledge: Ask the children basic questions related to weather and climate, such as:</p> <p>What is weather? What is climate? Do you know where the UK and Gambia are located on a map?</p> <p>Starter (Introduction - 10 minutes):</p> <ul style="list-style-type: none"> ○ Show pictures of different weather conditions (sunny, rainy, snowy) and ask children to describe what they see. ○ Introduce the concept of weather and climate, explaining the difference between the two. <p>Input (Explanation - 15 minutes):</p> <ul style="list-style-type: none"> ○ Use visual aids like maps and pictures to show the location of the UK and Gambia. ○ Discuss the typical weather and climate patterns in each country. ○ Highlight key differences, such as temperature, rainfall, and seasons. <p>Questions to Ask: What is the difference between weather and climate? How does the weather in the UK differ from the weather in Gambia? Can you identify any similarities in the climate of both countries?</p> <p>Independent Activity (Application - 20 minutes): Divide the class into groups and provide them with weather data (temperature, rainfall) for both countries. Ask the groups to compare the data and discuss the similarities and differences in weather and climate between the UK and Gambia. Encourage children to use key vocabulary in their discussions. LA- provide additional support by simplifying the language used and offering more guidance during group activities. HA- challenge them by asking open-ended questions, encouraging them to think critically about how weather and climate impact daily life in each country.</p> <p>Plenary: Each group share their findings. Reflection- Summarise the key similarities and differences between the weather and climate in the UK and Gambia.</p>
Resources/Weblinks	