

Long Term Planning

Geography Year 2

Year 2 Autumn	NC Objective: 	Key Skills (Disciplinary knowledge): 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: Where do I live?	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 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. 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. Fieldwork - How would you map/represent our school grounds?	Geographical enquiry - Investigate their surroundings. - Make simple comparisons between features of different places. Drawing maps - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Representation - Begin to understand the need for a key. - Use class agreed symbols to make a simple key.	- That Stourport On Severn and the local area has both human and physical features and locate some on aerial satellite photographs/maps. - That the canal is a human feature and the River Severn is a physical feature. - To identify local human and physical features on a trip from the school to the basin. - The human/physical features of the school grounds, understanding their positional relationship to each other. - The purpose of a key on a map.	Subject knowledge vocabulary Town Location Landscape Aerial View Local area Symbol Topic Vocabulary Worcestershire Canal River Basin	Pre-requisite learning: Children will build on the prior knowledge that - SPA is within the town of Stourport On Severn and the county of Worcestershire. - An aerial photograph is taken from a Bird's eye view perspective. - The words near and far left and right, forwards and backwards are used for directions. New learning: What human/physical features might we see in our local area? What Human and Physical features are in our school grounds ?

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					- How can we represent these features using a map? - What features do we see from the school to the canal basin? How can we represent that in a map? - How can we use a key to help others understand our map? Vehicles for Learning: Visit to Stourport Basin and River with Canal Trust
Autumn 2 Topic: People Who Change the World Enquiry: Where did Florence Nightingale travel to to help people?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Map knowledge - Locate and name on UK map major features e.g. London, River Thames, home location, seas. Geographical enquiry - Use NF books, stories, maps, pictures/photos and internet as sources of information	- London is the capital city of England. - That Crimea is no longer a country but an area of a country. - That Crimea was located in the continent of Europe. - That the countries near to the Equator are hot and further towards the poles the temperatures get cooler.	Capital city United Kingdom Europe Crimea Continent London	Pre-requisite learning: Children will build on the prior knowledge of - what a capital city is. New learning: - What is England's capital city? - Where in England is London? - Where is Europe on a globe? - Where is Crimea located? - Where are hot areas of the world? Where would Father Christmas travel to go on holiday?

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Year 2 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Fire! Fire! London Enquiry: What makes London a special place?	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 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 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	Map knowledge - Locate and name on UK map major features e.g. London, River Thames, home location, seas. Scale/Distance - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Geographical enquiry - Use NF books, stories, maps, pictures/photos and internet as sources of information Direction/Location - Follow directions (as yr 1 and North, South, East, West)	- Some of the human and physical landmarks that are in London. - Human and physical features in London have changed over time. - A landmark is a recognisable feature of a place. - To name and recognise famous landmarks in London. - The compass directions of North, South, East and West.	Subject knowledge vocabulary Capital City England Scotland Wales Northern Ireland London Edinburgh Cardiff Belfast Topic Knowledge vocabulary Monument Landmark House of Parliament Big Ben Buckingham Palace St. Paul's Cathedral	Pre-requisite learning: - Children learnt to identify significant human features of their school and town in the EYFS and in Year 1. They will now build on this as they identify significant human/physical features in the Capital city of London. - In Year 1 children have learnt the countries of the UK. New learning: What physical/human features are present in London? What are the capital cities of the UK? What is a landmark? What landmarks are found in London? How do these features look different from an aerial perspective? How can we use compass directions to

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					find locations on a map?
Spring 2 Topic: Up Above and Down Below Enquiry: What is the difference between a sea and an ocean?	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use 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 <u>Fieldwork</u> - How does a small animal view the same journey as a human? (Go-Pro and Mirrors)	- Locate and name on UK map major features e.g. London, River Thames, home location, seas. - Find land/sea on globe. Geographical Enquiry - Make simple comparisons between features of different places.	- The countries of the United Kingdom have distinct characteristics, landmarks and human/physical features - To use geographical vocabulary to identify features within these countries and capital cities. - The names and locations seas surrounding the U.K. - The names and locations of the five oceans.	Subject knowledge vocabulary Landmark England Scotland Wales Northern Ireland London Edinburgh Cardiff Belfast beach cliff coast forest hill mountain valley factory office port, harbour shop ocean coast Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean Topic Knowledge vocabulary	Pre-requisite learning: - Children have already learnt the names of the United Kingdom's four countries and capital cities. They will build on this by discovering their distinct characteristics and features. - Children will have been exposed to some of the geographical vocabulary to describe human/physical features. New learning: - What characteristics does each of the 4 countries/capital cities have? - What are the names and locations of the seas surrounding the U.K.? - Where are the 5 oceans of the world located?

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				sea ocean	What is the difference between a sea and ocean?
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Year 2 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
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Summer 1 Topic: On Safari - Africa Enquiry: What are the similarities and differences between the UK and the continent Africa?	name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 use 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 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	Geographical enquiry - Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Make appropriate observations about why things happen. - Make simple comparisons between features of different places. Style of Map - Use large scale OS maps. - Use an infant atlas	- The Poles are a cold area of the world and their locations. - The equator is a hot area of the world and it's relative location. - That London has similarities and differences to Nairobi in Kenya. - Kenya is a country in the continent of Africa. - Some differences between rural Kenya and the UK. - The location of Kenya and the United Kingdom on a globe/atlas.	Subject knowledge vocabulary Country Continent Equator Hemisphere Europe Climate Temperature North Pole South Pole Vegetation Town Village Farm House Urban Rural Shop Topic Knowledge vocabulary Africa Desert Savannah Lake Victoria Mount Kenya Rainforest Kenya Nairobi	Pre-requisite learning: - That Africa is one of the 7 continents. - The seasons and weather affect temperatures in different countries. - Exposure to some basic geographical vocabulary to compare Stourport to a town in Kenya. New learning: - How is Urban Kenya different from Urban England? - What are some of the differences between rural Kenya and the UK? - Where is Kenya on a map? - What physical/human features are there in Kenya? - Where is the equator? - What happens to the temperature of an area if it is closer/further away from the equator?
Summer 2 Topic: Changes – All About Me!	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	Geographical enquiry Investigate their surroundings	- The school changes as you get older. - The differences between the classrooms using close observation.	Subject knowledge vocabulary data observation features	Pre-requisite learning: At the beginning of the year, Year 2 have investigated places around the school and looked at

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Enquiry: <i>How do our classrooms change as we get older?</i>	<u>Fieldwork -</u> What's different? What's stayed the same? Investigate the changes in the schools surrounding environment. How do classrooms change as you go up the school?	• Make appropriate observations about why things happen. • Make simple comparisons between features of different places	• First hand data collection	investigate environment key symbols	human/physical features. New learning • What is different about the classrooms? • What can you observe as you move through the school? • How can we compare these places? • How can we represent our journey with a map?
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