

YEAR 2

Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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
- 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

Geographical skills and fieldwork

- 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 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 Geography – key stages 1 and 2 3
- 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.

	AUTUMN 1	AUTUMN 2	SUMMER 1
Topic	Dear Earth, Paddington Bear	Coming Home, Catch It, Lost and Found	Local Geography, Flat Stanley, The Day the Crayons Quit

Brief	MAP WORK	COMPARE LOCATIONS	LOCAL AREA
Key enquiry questions	1.Where are the continents and oceans of the world? 2.Where is the UK on a map? What are its countries and capital cities? 3.Where are the hottest and coldest places in the world? 3.What is the equator and where is it? 4.How are animals adapted to their climates?	1.Where is Peru? 2.What are the buildings and land like in Peru? 3.How is England different to Peru? 4.Has Bournemouth changed over time?	1.Where is our school? 2.What features are near and around our school? 3.Can you sketch your trip to school? 4.Can you use a map? 5.Can you use compass points to describe a location? 6.How is our school different to Malvern Park?
Learning Objectives	1. To use maps, atlases and globes to name and locate the seven continents and five oceans of the world. 2. To use maps, atlases and globes to locate the United Kingdom, its countries and capital cities. 3.To use maps and atlases to explore where the hottest and coldest places are in the world and know where the equator is. 4. To recognise that there are different climates and know some of the animals that live within them.	1. To use maps, atlases and globes to locate Peru on a map of the world. 2.To explore the physical and human features of England and Peru. 3. To compare and contrast the physical and human features of England and Peru. 4.To use aerial photographs to recognise landmarks and basic physical and human features of Bournemouth now and in the past, making comparisons.	1. To locate our school on a map of the local area. 2. To annotate a map of St Walburga's school and its surrounding area with physical and human features. 3. To devise a simple map showing our journey to school, including a simple key. 4. To navigate our way around school using observation skills, a map and its key to identify human and physical features. 5.To use locational and directional language, including compass points. 6.To compare the human and physical geography of two local areas.

Location and place knowledge	Look at maps/globes/internet find the UK – think about what shape it is. Identify the countries and capital cities of the UK and place them on a map. Progression- What continents do you know? Look at maps of the world label the continents and oceans. Explore the hottest and coldest places in the world – Where are they on a map? What are they called? Progression- Find out what the equator is and where it is and what the climate is like near the equator.		
Human and physical geography		What is it like to live in Peru and how is that different from where you live? Compare and contrast (food/landscape/houses/climate...) Explore human and physical geographical features and place them on a map relevant to topic e.g Paddington on a journey compare features from now to what they were in the past Progression- Compare a place now to the past (Bournemouth/Lima/Antarctica?)	
		Explain how it has changed in terms of its physical and human features	

Field Work			Look at where our school is on a map. Look at a bird's eye view of our school. Where is our school? Walk around the school grounds what features do you notice- plants /animals /roads On your walk or as a separate lesson ID N/S/E/W follow directions that include North South East and West Walk around another local area e.g park what features do you notice? Progression- Compare and contrast the two different locations of the school and the park and the geographical features that you see. Sketch your trip to the park on a simple map. Progression-Sketch your trip to school or a trip that you frequently take (include geographical features)
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Subject specific Vocabulary			
	Equator climate continent England Ireland Scotland Wales London Cardiff Edinburgh Dublin	human and physical features mountains rivers sea hill city town beach Shop house school road farm climate	north south east west