

Y2 Geography

Context: During Y2 children will revisit the crucial knowledge learnt in Y1 (name, locate and identify characteristics of the UK countries, capital cities and their surrounding seas). They will also revisit the 7 continents and 5 oceans and will be able to name and locate them on a world map/globe. They will learn about Estelí, a city in North America, and compare the geographical similarities and differences to Sheffield. They will build on their skills learnt in Y1 by creating their own map and key of the school. They will use a map of Millhouses to plan and follow a route to Millhouses Park for a school trip at the end of the year using directional language and compass points. Children also learn about how and why our climate is changing and begin to have an awareness that our actions have an impact on the natural world around us and what we can do to have a positive impact.	Outcomes: Children will... <ul style="list-style-type: none"> • be able to locate the four countries of the UK, their capital cities, surrounding seas on a map. (revisit) • be able to talk about some of the characteristics of each nation. (revisit) • be able to correctly classify a landmark as human or physical and be able to explain how they know. (revisit) • be able to name the 7 continents and 5 oceans of the world. (revisit) • be able to explain that a sea/ocean is a large body of salt water that covers the Earth's surface between the continents (revisit) • be able to explain that continents are large areas of land. They usually have lots of different countries within them (revisit) • be able to sort features of the world into human and physical (revisit) and name the continent on which they are found. • locate hot and cold countries around the world in relation to the equator and North and south poles (revisit). • be able to locate Europe on a world map and describe some of the human and physical features of Europe. • be able to explain why the climates are different in Estelí, the Poles and the UK. • begin to talk about how the world is changing due to climate change. • be able to suggest some ways to slow climate change. • be able to compare the human and physical geography of Estelí and Sheffield. • locate human and physical features in Millhouses/Sheffield on a map. • be able to plan and follow a route on a map using compass points and directional language. • be able to use/create a key. • locate the main buildings/places in the school grounds and draw a simple map. 	(Crucial Knowledge is bold) Outcomes: Children will... Disciplinary knowledge (communicating geographically): <ul style="list-style-type: none"> • Ask and respond to Geographical questions. • Observe and collect information and data from field work, photos and aerial images, diagrams, globes, atlases and simple maps. • Understand that geographers learn about the world by observing and collecting data and information. • Express their own view about the places and environments studied. • Communicate geographical information by reading simple maps, labelled diagrams, age appropriate graphs and through writing using appropriate geographical vocabulary.
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Morning work 1 – write your address. Teachers to have a list from SIMS of your children's addresses that can be available for the children to access.

Morning work 2 – Using google earth (use I pads) and local area google maps children locate their house. Teacher model this by using google earth and local map to find school.

	Key Question	Knowledge/ Skills (taken from <i>Becoming a Geographer</i> documents)	Prior Knowledge/ Skills	Learning challenges	Outcomes	Key Vocabulary
1	Autumn 1 What is the U.K?	Location Can locate the capital cities in the UK (revisit) Can name four countries in the UK and locate them on map (revisit) Physical and human features Can use world maps, atlases and globes to identify the United Kingdom and its countries Geographical skills Can use simple compass directions, (North, South, East and West) locational and directional language Communicating geographically Ask and answer geographical questions and reading simple maps	What a map shows How to use a map Four countries of UK Capital cities in UK Compass directions	Develop map work skills by locating the four countries of the UK and their capital cities. Use geographical language such as 'scale', 'position' and 'border'. Use compass directions to describe the relative positions of countries and capital cities in the UK.	Children will be able to locate the four countries of the UK and their capital cities on a map. Children will be able describe the relative location of the four countries of the UK and their capital cities.	Location, United Kingdom, Millhouses, capital City, Northern Ireland, Belfast England, London, Scotland, Edinburgh, Wales Cardiff, Flag, Landmarks, Map, Globe, world
2	What are the characteristics of the U.K.?	Location Can locate the capital cities in the UK (revisit) Can name four countries in the UK and locate them on map (revisit) Communicating geographically Ask and answer geographical questions	Four countries of UK Capital cities in UK	Research the characteristics of each of the four countries in the UK – capital city, population, flag, major landmark and national flower.	Children will be able to name the four countries of the UK and their capital cities. Children will be able to talk about some of the characteristics of each nation.	London Edinburgh Belfast Cardiff England Wales Scotland Northern Ireland

3	What are the seas and oceans surrounding the U.K. called?	Location Can name four countries in the UK and locate them on map (revisit) and name the surrounding seas. Communicating geographically Ask and answer geographical questions	Four countries of UK What an ocean or sea is Index and grid referencing	What are oceans and seas? What are the seas around the UK called? Use maps to identify the names of seas and oceans surrounding the UK and to locate coastal cities.	Children will be able to name the seas surrounding the UK and explain why many cities were built near to the sea. Children will be able to use maps to locate coastal cities in the UK.	Location, Sea: North Sea English Channel Irish Sea North Atlantic Ocean
4	Can I remember what human and physical features are?	Place knowledge Can say which features of a location (Sheffield and the UK) are physical and which are human. Can describe human and physical features of Sheffield and the UK using correct terminology Communicating geographically Ask and answer geographical questions	Human features Physical features	Recap what human and physical features are. Children sort UK landmarks into human and physical and explain their reasoning.	Children will be able to correctly classify a landmark as human or physical. Children will be able to explain how they know.	Human features: city, town, village, factory, farm, house, library, church, pub office, port, harbour and shop. Physical features: beach, cliff, coast, forest, field, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
5	Can we name all the continents and oceans of the world?	Location Knowledge: Use globes, atlases and maps to locate and name the 7 continents and 5 oceans of the world. Explain the difference between a map, globe, atlas and an aerial view.	Read maps Know where the UK is Name some oceans from Spring 1	Identify continents and oceans – map work Spaced Practise from Year 1 Correctly identify and name the continents and oceans on a map of the world. (Europe, Asia, Africa, North America, South America, Antarctica, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic and Southern Oceans)	Children will have found, labelled and named the 7 continents and 5 oceans of the world.	Continents Oceans Map Globe World
6	What do we know about our country?	ASSESSMENT WEEK Assessment week: Purple mash multiple choice quiz/or written multiple choice quiz with the following questions. Analyse results and address misconceptions during morning work.				
7	What are the key features of each continent?	Location Knowledge: I can locate the continent we live in and describe some of the key features. Human and Physical Geography: Describe human and physical features of a place.	Know what continent we live in Know what is meant by human and physical features Name some h/p features from previous themes	Chn use a map to locate the continents and match the features to the correct continent. They will draw their favourite landmark and say which continent it is on.	Children we be able to sort features of the world into human and physical and name the continent on which they are found.	Location Continents Human Physical landmark
8	Can I compare weather patterns between Sheffield and Estelí?	Location Knowledge: Use globes, atlases and maps to locate continents, oceans and the equator Human and Physical Geography: Identify the Equator and locate the places on the Equator that are the hottest. Communicating geographically Use geographical language to share ideas, draw information by reading simple graphs.	Know what types of weather there are Understand that poles are colder.	Use simple graphs to compare rainfall, temperature, wind speed and hours of daylight in Sheffield and Estelí.	Children can locate the equator and the north and south poles. Children will locate hot and cold countries around the world in relation to the equator and North and south poles (revisit).Chn will be able to use simple graphs to answer questions. Children will know some differences and similarities about the weather patterns in Sheffield compared to Estelí.	Map Globe World Location Weather Climate Equator North Pole South Pole Region

9	What is the human and physical geography of Esteli?	Location Knowledge: Use globes, atlases and maps to locate continents, oceans and the equator Place Knowledge: Ask questions about what it is like to live in a place Human and Physical Geography: compare and contrast the human and physical geography of the UK and Esteli making comparisons to where we live including weather patterns and ways of living.	Know what is meant by human and physical features Identifying similarities and differences	Identify the main human and physical geographical features of Esteli.	Chn will be able to identify the human and physical features of Esteli.	Map Globe World Continents Oceans Equator Locality Rural Urban Tourist Population
10	What is the difference between Sheffield and Esteli?	Place knowledge – to understand the difference and similarities between a city (Sheffield) and a small area of a contrasting non-European country (Esteli) Can say which features of a location (Sheffield and the Esteli) are physical and which are human.	To have been to Sheffield Know physical and human features	Children to sort human and physical geographical features of Sheffield and Esteli and draw comparisons between them.	The will know some key geographical similarities and differences between Esteli and Sheffield and be able to sort facts about them. Children will be able to talk about how life in Esteli is similar and different to life in the UK.	Map Globe World South America Equator Rural Urban Population
11	How and why is our climate changing?	Sustainability have a growing understanding of what sustainability is and why it is important. Explain how the environment is changing around us (climate change) Can discuss some ways in which we can sustain, protect and preserve the environment Have a developing awareness that our actions have an impact on the natural world around us	A developing understanding of how the world is changing and how humans are having an impact on the world. Knowledge of recycling and travelling in a 'green' way	Create a poster to explain how we can have an impact on reducing global warming	Begin to and develop an understanding of: what sustainability means how is the world's climate changing what can we do to slow climate change	Environment Sustainability Climate change Sustain Preserve Global warming
12	Summer 1 What is a map?	Geographical skills and fieldwork – To use a map to identify features of the school grounds/Millhouses.	To know what a map is and what it shows. Define and explain aerial view	Children use a map of school grounds to label landmarks and places.	Children to locate buildings/places in school grounds on a map and talk about their position. Children label places on a map of school grounds.	aerial view, bird's eye view, plan, key, human features, physical features.
13	How do the points of a compass help us?	Geographical skills: Can use maps and aerial photographs to recognise and label landmarks and basic human and physical features Can use simple compass directions, (North, South, East and West) locational and directional language to describe the location of features and routes on a map Communicating geographically: Ask and answer geographical questions	Compass directions Directional language	Identify N,S,E,W on documents. Use positional language to identify where buildings are in relation to each. Working with a partner you will use compass directions to get you from one location to another.	Children to use the 4 compass direction points to say where places are located. Children use compass directions to direct a partner to a given location.	Compass, North, South East West direction, route

14	How do we plan a route?	Geographical skills Can use maps and aerial photographs to recognise and label landmarks and basic human and physical features Can use simple compass directions, (North, South, East and West) locational and directional language to describe the location of features and routes on a map Can plan a route using a map. Communicating geographically Ask and answer geographical questions	Drawing routes Compass directions Directional language	Children plan a route around our local area on a map and describe using directional language and compass points.	Children will be able to plan a route on a map. Children will be able to describe a route using compass points and directional language.	Compass, North, South East West direction, route
15	Can I follow a route?	Geographical skills Use the map and route you planned in the last lesson. Use compass directions and directional language to describe the location of features and routes on a map.	Route Compass Directions Directional language	Using the map with the route planned to undertake the walk around the local area.	Children will be able to follow a route on a map using the landmarks on the map. Children will be able to describe a route using compass points and directional language.	Compass, North, South East West direction, route
16	How do I draw a simple map?	Geographical skills and fieldwork: Make a map of my school grounds including the main physical and human features.	To know what a map is and what it shows.	Children to draw a map of school grounds and label the buildings/places.	Children will locate the main buildings/places in the school grounds and draw a simple map.	map
17	How do I create a key?	Geographical skills and fieldwork: Devise a key and add symbols to my map and use this to give direction.	To know what a map is and what it shows.	Children to add a key and symbols to their map.	Children to add a key and symbols to their map.	Locate Key Aerial map Birds eye view
18	ASSESSMENT WEEK Assessment week: Multiple choice quiz/or written multiple choice quiz with the following questions. Analyse results and address misconceptions during morning work.					