



Year 2

YEAR 2 — My City/My Capital City

How are Sunderland and London similar and different?

Prior learning retrieved

Y1 local area, human/physical features, simple maps and UK capitals.

Geographical concepts

Place; scale; comparison; change; spatial relationships.

Key vocabulary

Sunderland, River Wear, Seaburn, Marina, Harbour, Roker, London, landmark, sketch map, compass rose, route, symbol, key.

Careers link

City planner • transport planner • tourist guide • local geographer. Gatsby BM4.

SMSC / climate & sustainability

SMSC: local identity and respect for different urban places. Sustainability: consider transport, green space and river/coastal features in cities.

Why this? Why now?

Year 2 moves from the immediate locality to comparing a familiar city with the UK capital. Pupils reuse aerial photos, maps and human/physical vocabulary at a larger scale and add compass direction and change over time. This prepares them for systematic UK and regional studies.

YEAR 2 — My City/My Capital City: Learning Sequence

1 Identify human and physical features of Sunderland.

2 Use aerial photographs to devise a simple map of London landmarks with symbols/key.

3 Identify human features of London and describe position/routes using compass and locational language.

4 Use pictures/sketches to notice geographical change in London.

5 Present information about a selected physical feature in/around London.

YEAR 2 — My City/My Capital City: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local observation/photo audit; simple city comparison; mapped route.

Mapping / GIS progression

N/S/E/W; aerial photos; simple sketch maps and keys.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 2 — The United Kingdom

What makes the four countries of the UK distinctive and connected?

Prior learning retrieved

Y1 four UK countries/capitals/seas; Y2 Sunderland/London mapping.

Geographical concepts

Location; place; scale; comparison.

Key vocabulary

United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, continent, ocean, capital city.

Careers link

Geographer • travel writer • environmental officer • cartographer. Gatsby BM4.

SMSC / climate & sustainability

SMSC: shared and distinctive identities within the UK. Sustainability: recognise varied UK environments.

Why this? Why now?

This unit consolidates statutory UK knowledge after pupils have studied Sunderland and London in depth, then deliberately zooms out to the world's continents and oceans. It strengthens the mental map needed before studying a contrasting non-European place.

YEAR 2 — The United Kingdom: Learning Sequence

1 Identify characteristics of Scotland and Edinburgh.

2 Identify characteristics of Wales and Cardiff.

3 Identify characteristics of Northern Ireland and Belfast.

4 Compare England/London with the other UK countries/capitals.

5 Name and locate the world's seven continents and five oceans.

YEAR 2 — The United Kingdom: Fieldwork & Mapping

Fieldwork / geographical enquiry

Map-based observation/comparison; no separate off-site fieldwork required.

Mapping / GIS progression

UK map → capitals → surrounding seas → world map, 7 continents and 5 oceans.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 2 — The Kalahari

How does a place in the Kalahari compare with Sunderland?

Prior learning retrieved

Continents/oceans; hot/cold places; human/physical comparison; simple maps.

Geographical concepts

Place; location; climate; comparison; scale; environment.

Key vocabulary

Kalahari, southern Africa, Botswana, Namibia, South Africa, desert, semi-arid, Equator, climate, settlement, Indigenous communities, land use.

Careers link

Desert ecologist • cartographer • conservation scientist • cultural geographer. Gatsby BM4.

SMSC / climate & sustainability

SMSC: respectful study of people and cultures without presenting communities as homogeneous.
Climate/sustainability: water availability, adaptation and fragile dryland environments.

Why this? Why now?

The Kalahari follows global locational work so pupils can apply continent/country knowledge to a contrasting non-European place. The refinement to a specific locality ensures the statutory small-area comparison is explicit. Pupils begin to explain how location and climate influence place.

YEAR 2 — The Kalahari: Learning Sequence

1 Locate the Kalahari in southern Africa and identify country/continent; relate location to the Equator.

2 Identify key geographical features using satellite/aerial views.

3 Compare a specific Kalahari locality with Sunderland/UK.

4 Use map skills to locate places visited in Meerkat Mail.

5 Use geographical knowledge to justify a suitable next location for Sunny.

YEAR 2 — The Kalahari: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local comparison data/photos; observational comparison rather than simulated 'tribe' activities.

Mapping / GIS progression

Atlas/globe; satellite imagery; route/location maps.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.