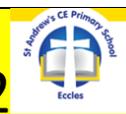




Geography – Year 2



<u>Honesty</u> Describe feelings		<u>Love</u> Loving the world around us Loving our country (British Values)	<u>Forgiveness</u> Saying I'm sorry	<u>Respect</u> Asking questions about our environment Discuss ways in which people don't respect the environment.	<u>Cultural Capital Opportunities</u> <ul style="list-style-type: none"> Fieldwork around Eccles Visit Urmston Follow a compass to end up at a destination Learn and present facts about continents and oceans to another class/parents. 		
<u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and Physical Geography</u> <u>Geographical Skills and Fieldwork</u>	<u>Aspirations</u> Children are excited to explore the world around them as well as the world beyond their knowledge. To become a weather presenter. To live in a different location.	<u>Bringing Learning To Life</u> <ul style="list-style-type: none"> Use Digimaps See if anyone has a drone which we could use to take aerial images. Continents and oceans bingo Countries quiz on kahoot Have a dress up box where chd choose suitable clothes for each temperature. 	<u>Emotional Well-Being</u> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 	<u>Resilience</u> <ul style="list-style-type: none"> Children can show resilience to falls when exploring the world Children can 'get dirty' and understand that it is ok. 	<u>Valuing Our Diversity</u> Respecting other cultures and traditions in other countries.	<u>Respect and Responsibility</u> Look after our planet.	
What will they learn?			In what order?				
Key Concepts	Key Skills	Autumn	Spring	Summer	End points		
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.	<ul style="list-style-type: none"> Locate the capital cities of the UK and their surrounding seas. Compare a local town to a town in a country outside of Europe. Identify seasonal weather patterns 	<ul style="list-style-type: none"> Use world maps, atlases and globes 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 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a local town (Eg Urmston/Irlam/Warrington), and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> 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 	<u>Autumn:</u> <ul style="list-style-type: none"> Name and locate hot and countries in the world. Use a world map to identify the United Kingdom. Identify continents and oceans. Talk about seasonal and daily weather patterns. 		

<p>Pupils should be taught: Locational Knowledge Place Knowledge Human and physical geography Geography skills and fieldwork.</p>	<ul style="list-style-type: none"> Identify daily weather patterns in the local area. Locate hot and cold countries on a world map. Use aerial photographs to recognise the landmarks and human and physical features. Create a key and simple map. Use four point compass directions. 	<p>Poles</p> <ul style="list-style-type: none"> 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 Provide facts about continents and oceans. 	<p>eg Turkey. Double check that you aren't doing the same as Yr1.</p> <ul style="list-style-type: none"> Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop. 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 	<p>map</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map 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. 	<p><u>Spring:</u></p> <ul style="list-style-type: none"> Name local town (Urmston) and some of its human and physical features Draw comparisons and contrasts between a local town and a country. Sort human and physical features into categories and give reasons why.
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