

Geography – Year 2

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>Use geographical vocabulary to refer to human and physical features.</p> <p>Understand geographical similarities and differences by studying a small area of the UK.</p> <p>Use simple compass directions.</p> <p>Undertake simple fieldwork and observational skills recognising key human and physical features of the surrounding environment.</p> <p>Use world maps, atlases and globes.</p> <p>Use aerial photos.</p> <p>a small area of a contrasting non-European country.</p> <p>Name and locate seven continents of the world.</p> <p>Name and locate the five oceans of the world.</p> <p>Name and locate the four capital cities of the UK.</p> <p>Identify characteristics of the four cities.</p> <p>Construct simple maps.</p>	<p><u>How do landscapes change?</u></p> <p>Children will be able to apply their year 1 learning to explore and describe our Lincolnshire landscape changes over the year (e.g. crops). Children will have studied the area around Boston and know how the land is used. Be able to identify the human and physical features of the landscape.</p>	<p>Climate map, symbol, human, physical features, atlas, location, soil</p>		<p>Climate</p> <p>Landscape, aerial photo, vegetation, arable, pastoral, livestock</p> <p>compass, direction, North, South, East, West</p>
	<p><u>Is life in the Arctic difficult?</u></p> <p>Children are able to use a range of sources to study a new area (North and South Pole). They will be able to make comparisons to our local area and suggest reasons why. They will be able to use an atlas to name and locate continents. They will have been introduced to the equator and how a country's climate is related to its position. Children will be able to name and locate the five oceans of the world.</p>	<p>Arctic</p> <p>North, South pole, polar, compass, location, country, position, ocean, sea</p>		<p>continent, Equator, climate, globe, region, landscape</p>
	<p><u>Why are cities important?</u></p> <p>Children will have recalled their knowledge of countries within the UK. They will be able to use an atlas to find the capital cities of the UK. Using aerial photos, children will have discovered the key features and landmarks of each city. They will know how to construct a simple map of an area they have studied.</p>	<p>City</p> <p>symbol, famous</p>		<p>capital city, government, landmarks, key</p>

Knowledge

Substantive Knowledge

How do landscapes change?

Place / Climate

Lesson 1

LO: To know the difference between human and physical geographical features.

Know the difference between human and physical geographical features (retrieval and building upon prior learning from y1). Looking at the school and wider Boston. Using maps to look at how they look different dependent on the features in that area.

Vocabulary – map, symbol, human, physical features

Lesson 2

LO: To know how Lincolnshire's landscape changes over the year.

Know how the Lincolnshire landscape changes over the year using aerial photos to see the fields at different stages of crop growing. Use Digimaps to look at past maps and current.

Vocabulary – landscape, aerial photo, vegetation, soil

Appreciate the changes in Lincolnshire's landscape throughout the year.

Lesson 3

LO: To understand the different ways farmland is used

The different ways in which the farmland is used (arable and pastoral - livestock). To understand the difference between arable and livestock farming. Refer to soil and fertile land.

What are the differences and the importance to the local area?

Vocabulary – arable, pastoral, livestock, soil

Lesson 4

LO: To know some differences between town and country landscapes

Explore the differences in landscapes in rural and urban areas. Note the prevalence of physical features in rural (country) landscapes and human features in urban (town) areas. Teach to describe the location of these features on a map – north, south, east and west of....

Vocabulary – rural, urban, landscape

Disciplinary Knowledge

Every lesson: Remind the children what it means to be a **cartographer** (map expert)/**meteorologist** (climate expert)/**environmentalist** (environment expert) and discuss the geographical skills to be used in that lesson to achieve the learning objective. **Geographer** is a general term if not working specifically as one of the above (Note: **not** geologist).

Is the climate important?

Observation: look carefully at the landscape to identify changes that happen, recognise the change in crops and plants.

Changes over time: observe how the landscape changes and understand how the climate has impacted those changes. Know the ways in which the landscape changes related to crops, plants and seasons.

Similarities and differences: compare different kinds of farms (arable and livestock) and identify what is similar – farm buildings, fields, tractors, and what is different – land use, machinery, use of farm buildings.

Compare their lives with children who live in a city.

Lesson 5

LO: To know human and physical features in rural Boston

Field Work-Visit Frampton Marsh, children make observations and collect data on geographical features seen. What do children notice in this location?

E.g traffic, wildlife, noise.

Vocabulary – fieldwork, observe, rural

Lesson 6

LO: To know human and physical features in urban Boston

Retrieve learning from the field work they undertook in Term 2, learning about the human and physical features in the town of Boston. Relate this to a basic map so they link the real feature with the symbol it may use on a map.

Refer to port and factories as human features in Boston.

Vocabulary – urban, map, symbol, port, factory

Is life in the Arctic difficult?

Place / Climate

Lesson 1

LO: To know the locations of the North and South Pole.

Know the location of the North and South Poles (Arctic and Antarctic) on a globe using their knowledge of the compass points. Introduce compass as a way to find different locations. Know the animals that are located at each pole.

Vocabulary – location, compass, North, South Pole, polar

Lesson 2

LO: To know the names of the continents.

Know that a continent is the name for a group of countries. Know that there are seven continents on Earth. Name and locate the seven continents; North America, South America, Africa, Europe, Asia and Australasia/Oceania, Antarctica.

Vocabulary – continent, country

Lesson 3

LO: To know the location of the continents

Is life in the Arctic difficult?

Observation: build upon Y1 observational skills to take note of the shapes of the continents and where they are located in relation to each other using their locational vocabulary and transfer this understanding onto a blank world map in order to label each area. Look carefully at features of the Arctic to begin to collect information about what it is like to be there.

Interpretation: take observations of continents/countries positions in the world and the location of the equator to understand what this is telling them about the possible weather in these places. Use information collected from observing the Arctic in order to understand how the environment impacts life there.

Similarities and differences: using knowledge and understanding of life in the arctic, make comparisons to life in the UK. Consider human features such as transport and homes and the physical features such as plants, rivers and coast.

Know where each of the continents are located using their locational vocabulary (retrieval) to describe position e.g. North America is north of South America. Ensure can identify compass points N, E, S, W.

Vocabulary – location, position, north, south, east and west

Lesson 4

To know the five oceans and understand the difference between an ocean and a sea.

Using a map, the children need to know there are five oceans and the difference between an ocean and a sea (Y1 retrieval). Show a globe also, this shows the earth as a sphere, explain a map is a globe flattened out.

Name the five oceans; Pacific, Atlantic, Indian, Arctic, Southern and where these are located.

Have an awareness of the equator and its effect on climate (the closer a country is to the equator the warmer it is, the further away the colder it is).

Vocabulary – equator, globe, ocean, climate

Lesson 5

To know what life is like in the Arctic

Know from aerial photos what life/landscape in the Arctic is like. Describe features seen. Compare to their own landscape in Lincolnshire (retrieval previous term).

Vocabulary – aerial photo, landscape

[Discuss how life would be different if we lived in the Arctic.](#)

Lesson 6

To understand the impact the climate has on the Arctic.

Know from aerial photos what life/landscape in the Arctic is like. How has the Arctic changed over time, due to climate impact on the location. How will this impact the wildlife?

Vocabulary – region, climate, landscape

[Reflect on if climate change continues what will our world look like in the future.](#)

Why are cities important?

Place

Lesson 1

Why are cities important?

Observation: look at maps of each of the capital cities to identify key features of each such as road network, density of built-up area, number of significant landmarks labelled.

LO: To know the capital cities in the UK and where they are located.

Know what a city is. Know that every country has a capital city and what a capital city is (the main city of a country where the government is based). Children use direction/ positional knowledge and language to identify where cities are on a map. Know the names of the four UK capital cities and where they are located (London/England, Edinburgh/Scotland, Cardiff/Wales, Belfast/Northern Ireland). Know how capitals are marked on a map.
Vocabulary – capital city, government, map, symbol

Lesson 2

LO: To know some famous UK landmarks.

Know the names of some famous landmarks within each city, what they look like and why they are famous. Look at maps to find characteristics of cities (disciplinary – observation and interpretation). (London – Buckingham Palace, Houses of Parliament/Big Ben, (human) River Thames (phys) Edinburgh – Edinburgh Castle, Palace of Holyrood House (human), Arthur’s Seat (phys). Cardiff – Cardiff Castle, Millennium Stadium (human) Cardiff Bay (phys) Belfast – Beacon of Hope, Belfast Memorial Clock (human) Giant’s Causeway (phys). (See disciplinary knowledge)
Vocabulary – landmarks, city, famous

[What is the most beautiful landmark in the UK?](#)

Lesson 3

LO: To know some similarities and differences between different cities

Know which symbols represent human features and physical features on a map. Basic symbols such as rivers, train tracks and roads. Do they recognise familiar symbols such as P for Parking? Identify human and physical features in each capital city on maps and compare.
Vocabulary – symbol, feature, map

Lessons 4 and 5

LO: To know that cities in other countries have similarities to our capital cities

Look at maps to explore what is the same and different about Warsaw (European city) and Mexico City (non-European city), in terms of physical and human features. (See disciplinary knowledge).

[Imagine what it would be like to live in a different country and city.](#)

Lesson 6

LO: To know how cities are represented on a map

Interpretation: what do the observations suggest about this place e.g. lots of roads means there must be lots of cars, if there are lots of cars it must be a busy place.

Similarities and differences: how does each capital city compare to each other? Use observations to consider what is the same about each place such as features identified and the differences such as size and number of landmarks. Consider human and physical features – more of one than the other in cities?

<p>Be able to recognise how a city is shown on a map. Locate local cities. Know how to navigate around a map finding different towns using the four compass directions North, South, East, West, (retrieval of directional vocabulary) e.g. move north, turn east. Explore atlases, also ensure understanding that maps can be used to find any destination not just countries/cities (eg theme parks, shopping centres).</p> <p>Vocabulary – compass, atlas, North, South, East, West</p>	
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Concepts

Place

Climate

SKILLS

Mapping/cartography	Compass understanding	Fieldwork
<p>Use as wide a range of maps as possible.</p> <p>Identify and label places and features on maps.</p> <p>Analyse the similarities and differences between two or more places.</p> <p>Create own maps and evaluate their effectiveness.</p>	<p>Describe position with reference to the four compass points.</p> <p>Identify the direction of movement.</p> <p>Create directional instructions.</p>	<p>Classify environmental features such as “human” or “physical”.</p> <p>Investigate the characteristics of an environment.</p> <p>Compare two different environments.</p> <p>Observe changes in an environment.</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.