

Geography Year 2 Autumn 1 Our Local Area Topic Key Question: Is Hednesford a desirable place to live?		Learning in this topic: General geographical knowledge, position and significance Sort, group and compare physical and human features in the local environment. Carry out a small local survey, e.g. traffic, litter, land survey which has one or two questions for specific areas. This will include Traffic (parked cars, moving cars, safety around the road) and buildings (size, space, maintenance) to help decide if our school is in a desirable area.			
NC objectives covered:	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas identify seasonal and daily weather patterns in the United Kingdom geographical vocabulary forest, hill, city, town, county, country use world maps, atlases and globes to identify the United Kingdom and its countries, 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	Place knowledge Atlas work to look at the UK and investigate where Hednesford is in relation to towns and cities. Children will focus on maps of the UK to locate England, Northern Ireland I, Scotland and Wales , their capitals (London, Belfast, Edinburgh and Belfast), Birmingham and Hednesford to see where they live in relation to other parts of the UK. Children will also take a brief look at major rivers (Thames, Trent, Severn and Tyne) and the seas around the UK (Irish Sea, North Sea and English Channel) to help them look at physical features near Hednesford. Countries of the UK and their capital cities labelled on a map and ensure children can discuss the UK as being split up into separate countries. Looking at some of the differences between these countries for common foods and flags will also be included. Children will look at the area around school using roads and Hednesford Hills to create a simple map. Human and physical geography Are we near rivers or coasts? Children will look at some major rivers of the UK (Thames, Trent, Severn and Tyne) and looking at whether Hednesford is close to these . This will also include looking at the seas around the UK and whether Hednesford is close to these . Children will also sort different human and physical features of the local area using hills, forests, rivers, lakes, shopping, leisure and housing facilities . Children will look at the key aspects of what a town and city is in relation to key buildings (cathedral, city centre shops, and population) and compare similarities and differences. This will be taken further by looking at the area around our school and comparing the immediate human features to that of a city school in Birmingham. This will look at the houses and buildings (types such as houses, block of flats etc) green spaces and traffic in the two locations. This will use the area around St. Peter's and the area around St Catherine's Catholic Primary School near the Bullring . This will use Google street maps to compare the areas. Physical geography looking at the make-up of Hednesford Hills , what heath lands are including animals (bank vole, field vole, wood mouse, common shrew and pygmy shrew which in turn provide food for weasel, stoat and fox) and plants (silver birch and heather) that live there. A comparison will be made of what plants and animals we can find on the hills to a contrasting location of a jungle (the amazon) looking at the types of plants and animals from each place (Amazon: Heliconia Flower, Rubber Tree, Orchids Cacao, Giant Water Lilies, Jaguar, Puma, Capybara, Sloth, Giant river otter, Giant anteater).			
	Prior Knowledge needed: What town, county and country they live in. What features are local to Hednesford? What a map is. Compass points				
Curriculum Concepts and Themes:	Local area Maps Compass directions Field work Comparisons of human geography between a town and city.	Curriculum Skills Progression:	Talk about and compare features of the local area. Compare and contrast localities in the UK. Talk about and describe the function of features and landmarks within a locality. Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment. Give reasons for thoughts and views about a locality. Talk about and describe how people try to improve and sustain their environment. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Sort, group and compare physical and human features in the local environment.	Direct links to made other subjects:	Maths – compass directions, position and movement. Population and comparing numbers. English – justifying and reasoning skills to explain opinions with evidence. Science – habitats, plant growth and animals.
Inspirational Start: Tupperware boxes of varying sizes. Children will label these with given places which get progressively bigger and place boxes inside one another to show how a town is in a county, which is in a country etc.		Mid-way Milestone: Survey of the local area looking at litter and traffic. Children will be given simple questions related to traffic (parked and moving cars, safety) litter and buildings (space and maintenance) to answer using a 1-5 scale. This will be used by completing a short walk around school to look at immediate area around it.		Extraordinary End: (a recognised end point to work towards) Children will create a map to show the local area. This could be using different materials including Lego, collage, art skills etc.	

Geography **Year 2** **Spring 2**

Equator and Maps
Topic Key Question:
How does the equator effect the world map?

Learning in this topic:

General geographical knowledge, position and significance

Children will learn about the world map and how it is separated into sections, starting with a full **globe and getting smaller, into hemisphere, continent and countries**. This will also include looking at how the world has **five oceans**, and the location of these. Children will be introduced to the **Equator** and the effect this has on our globe. This will also include using an **8 point compass, using North, South, East, West, and mid points such as North-West**. Children will use **maps and atlases** to investigate these things.

NC objectives covered:

name and locate the world's seven continents and five oceans

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 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

Place knowledge

Children will look at how the world has 7 continents (**North America, South America, Europe, Asia, Oceania, Africa and Antarctica**) and five oceans (**Arctic, Antarctic, Pacific, Atlantic and Indian**) as well the location of these. This will be used to look at how the **UK is part of the continent of Europe and how India is in the continent of Asia** ready for the next topic.

Prior Knowledge needed:

Knowledge of continents and oceans.

The world is a globe which can be split into sections.

That there are hot and cold places in the world.

What a compass is and 4 point compass

Human and physical geography

Children will use **maps and atlases** to look at the **physical features** of the globe. This will look at how **mountains are shown in brown** on some maps as well as using maps to locate **rainforests, deserts, rivers and oceans**.

Curriculum Concepts and Themes:

The wider world.

Continents and the equator.

Hot and cold areas including having two poles.

Compass directions and positional language.

Curriculum Skills Progression:	Identify a range of geographical features on maps. Use the 8 points of the compass to describe the location of features and routes on a map. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. Compare and contrast the world's seven continents and five oceans. Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles	Direct links to made other subjects:	Maths – position and direction. Science – weather patterns Art – landscapes around the world.
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Inspirational Start: (hook to capture the imagination)

Creating a continent map using a paper plate and an atlas. Children will first of all place continents and labels on a map for what they think it looks like. Using an atlas children will be given a chance to correct their work.

Mid-way Milestone:

Google expedition use to investigate the poles and look at their landscape.

Extraordinary End:

(a recognised end point to work towards)

Poster presentation in small groups to show what they have learnt about the topic.

Geography Year 2 Summer 1 India Topic Key Question: What are the similarities and differences between India and the United Kingdom?		Learning in this topic: General geographical knowledge, position and significance:		
NC objectives covered:	Name, locate the four countries and capital cities of the United Kingdom and its surrounding seas. 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. 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.	Children will learn where the UK and India are located on a world map. Children will also look at the four nations of the UK and their capital cities as well as the capital of India . Children will also learn about the Seas and oceans surrounding these countries (Indian Ocean, Atlantic ocean, North sea, Irish Sea and English Channel). Children will also discuss how these countries are in different continents (Europe and Asia) . Children will also locate specific areas of study within each country (Cities of Birmingham and Mumbai and the towns of Hednesford and Navghar). Place knowledge Children will look at maps of India and locate important cities in it (Mumbai, Dheli, Jodhpur, Bengaluru). This will include labelling neighbouring countries (Pakistan, Nepal, Bangladesh and Bhutan). Children will learn about how to identify physical features on a map. This will be for features of India (Himalayan mountains, River Ganges Sundarban Delta, Thar desert and rainforest) . Human and physical geography Children will learn about where the physical features of India are (see above) and how to locate these on a map. Children will Recap the differences between a town and city from our local area study on Hednesford and Birmingham . Children will then use their knowledge of a town and city to look at how these settlements are different in India and the UK. This will include aspects covered in the local area study (population, retail and leisure, housing retail; leisure will include looking at the use of pots in India and making our own pinch pots from clay). Using google maps children can compare a birds' eye view of these places and look at aspects such as roads but street view is unavailable for some of these places. Geographical and fieldwork skills Children will use maps and atlases to look at India and the UK for cities, seas, oceans and physical features . Children could use this to give reasons and thoughts about an area or consider sustainability as the population of India increases .		
	Prior Knowledge needed: Knowledge of atlases and maps to locates countries, continents and oceans. The countries of the UK and their capitals. Knowledge of the differences between towns and cities. How to give views of a locality.			
Curriculum Concepts and Themes: Compare and contrast local area to a non-European locality. Map and atlas use Sustainability. Population	Curriculum Skills Progression:	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. • Identify a range of geographical features on maps. • Compare features of localities, giving reasons for their similarities and differences. • Compare and contrast localities in the UK. • Compare and contrast the world's seven continents and five oceans. • Give reasons for thoughts and views about a locality. • Talk about and describe how people try to improve and sustain their environment. 	Direct links to made other subjects:	ICT - Ipad use Art – making pots. English writing. Maths – comparing populations.
Inspirational Start: (hook to capture the imagination) Kahoot quiz and culture day looking at food and clothing. Using these to write to an Indian school to ask questions about life in India.		Mid-way Milestone: Create a brochure or book using book creature to show what they have learnt about India. Apple TV could be used if done on Ipads to share with the class.		Extraordinary End: (a recognised end point to work towards) Making a clay pot to show the types of utensils they have/use in India. Hopefully receive replies from the school in India.

