

Year 2 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
	<p><b><u>Place knowledge</u></b> 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. <b>[Mapping of Skelmersdale and local topographical features such as River Tawd. Comparison to capital city and its comparable topographical features such as River Thames – linked from Year 1 Curriculum]</b></p> <p><b><u>Human and physical geography (vocab)</u></b> Use basic geographical vocabulary to refer to key human features, including: <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>, <u>port</u>, <u>harbour</u> and <u>shop</u></p> <p><b><u>Geographical Skills &amp; Fieldwork</u></b> 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.</p> <p><b><u>Human and physical geography (vocab)</u></b></p>	<p><b><u>Place knowledge</u></b> 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. <b>[Linked to a study of North Africa's topographical features]</b></p> <p><b><u>Geographical Skills &amp; Fieldwork</u></b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <b>[Linked to a comparison of North Africa's physical features vs UK]</b></p> <p><b><u>Human and physical geography (vocab)</u></b> Use basic geographical vocabulary to refer to key physical features, including: <u>beach</u>, <u>cliff</u>, <u>coast</u>, <u>forest</u>, <u>hill</u>, <u>mountain</u>, <u>sea</u>, <u>ocean</u>, <u>river</u>, <u>soil</u>, <u>valley</u>, <u>vegetation</u>, <u>season</u> and <u>weather</u></p>

	<p>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> <p><b><u>Locational Knowledge</u></b> Name and locate the world's seven continents and five oceans. <b>[recap seas surrounding the British Isles from Year 1 Curriculum]</b></p> <p><b><u>Human and physical geography (vocab)</u></b> 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> <p><b><u>Geographical skills and fieldwork</u></b> <u>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.</u></p> <p><b><u>Human and physical geography (vocab)</u></b> Use basic geographical vocabulary to refer to key human features, including:</p>	<p><b><u>Human and physical geography</u></b> <u>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. [Linked to a comparison of North Africa's weather patterns vs UK]</u></p>
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	city, town, village, factory, farm, house, office, port, harbour and shop	
Year 2 Key Skills		
	<p><b><u>Fieldwork skills</u></b> Use cameras and audio equipment to record <u>geographical features, changes, differences</u> e.g. weather, seasons, vegetation, <u>buildings</u> etc.</p> <p><u>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</u></p> <p><b><u>Enquiry &amp; Investigation skills</u></b> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment.</p> <p><b><u>Mapping skills</u></b> Know which direction is North on an OS map.</p> <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Recognise landmarks and basic human features on aerial photos.</p>	<p><b><u>Fieldwork skills</u></b> Use cameras and audio equipment to record <u>geographical features, changes, differences</u> e.g. weather, seasons, vegetation, <u>buildings</u> etc.</p> <p><b><u>Enquiry &amp; Investigation skills</u></b> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment.</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p> <p><b><u>Communication skills</u></b> Notice and describe patterns.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Run simple searches within specific geographic software.</p>

	<p>Find a given OS symbol on a map with support Begin to realise why maps need a key.</p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p><b><u>Communication</u></b> Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p><b><u>Mapping skills</u></b> Locate land and sea on maps.</p> <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p><b><u>Enquiry &amp; Investigation skills</u></b> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment. Investigate through observation and description.</p> <p><b><u>Communication skills</u></b></p>	<p>Describe and add simple labels to a digital map and electronic images.</p>
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	<p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Run simple searches within specific geographic software.</p> <p>Describe and add simple labels to a digital map and electronic images.</p>	
Year 2 Key Knowledge & Sequence		
	<p>Locational Knowledge – 7 continents &amp; 5 oceans</p> <ul style="list-style-type: none"> <li>• The globe – features of our planet</li> <li>• 7 continents</li> <li>• Features of the 7 continents</li> <li>• 5 oceans</li> <li>• Treasure hunt using the continents and oceans</li> <li>• The equator and the northern and southern hemispheres</li> <li>• Skelmersdale – where is it in the world?</li> <li>• Features of a town (Skelmersdale)</li> <li>• Fieldwork – walk around Skelmersdale</li> <li>• Compare towns and cities (Skelmersdale &amp; London)</li> </ul>	<p>Comparing the UK &amp; Kenya</p> <ul style="list-style-type: none"> <li>• Locating the UK and Kenya on a map – compare climates</li> <li>• Compare landscapes (humans and physical features)</li> <li>• Compare a typical day in the life (Kenya and the UK).</li> <li>• Compare wildlife (including physical landscapes).</li> </ul>

## Year 2 Vocabulary

	Northern hemisphere	North America	landscape	temperature
	Southern hemisphere	South America	weather	windy
	Indian Ocean	Europe	transport links	sunny
	Pacific Ocean	Asia	shops	snowing
	Southern Ocean	Oceania	town/Village/city	rain
	field	Atlantic Ocean	tourist attraction	breeze
	path	Arctic Ocean	storm	hail
	building	subway	forecast	season
	route	road		
	map	bridge		
	aerial	roundabout		
		car park		
		residential		
		commercial		