



Year 2 Scheme of Work 2022-23

Coordinator: Barbara Smith
Last updated: 7.7.22 (MS & LP)
Year 2 to update with suggested activities

<p>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</p>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>sea' as a stimulus.</p> <ul style="list-style-type: none"> Venn diagram similarities and differences. Field work visit to Formby – link with where the forest meets the sea.
<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Recap <u>Where appropriate:</u> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Key language discussed around the characteristics of the countries of the UK including: forest, hill, mountain, river, valley, city, town, and village. To sort a selection of animals in to those that live in polar/cold climates, those that live in warm climates, those that live in temperate climates and those that live in tropical climates. GD: To explain why they think those animals live there. Link with science habitats unit of work. To colour code a world map according to the four climate zones – cold, temperate, warm and tropical. Extend to label continents, major countries, oceans and the equator. Link with science habitats unit of work. Discuss the polar/cold climates, warm climates, tropical climates and temperate climates. Look at photo examples of each and discuss. Which climate do we live in? Link with science habitats unit of work.
<p>Geographical skills and fieldwork</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 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 	<ul style="list-style-type: none"> 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 <u>Within context of learning:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> Use globes and atlases to locate the UK and the surrounding seas. To colour code a world map according to the four climate zones – cold, temperate, warm and tropical. Extend to label continents, major countries, oceans and the equator. Link with science habitats unit of work. Locate the UK and Australia on a globe. Use Aerial photographs of Crewe and Daintree to

<p>location of features and routes on a 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; and 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>studied at this key stage</p> <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 map • 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 	<p>compare.</p> <ul style="list-style-type: none"> • Children to devise own map of where we went on our visit. Including compass points. • Develop understanding of human and physical features through sorting activities and vocabulary lesson.
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Autumn term

Spring term

Summer Term