

Year 2 Scheme of Work 2022-23

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Last updated: 7.7.22 (MS & LP)

Year 2 to update with suggested activities

		2022-23	
Statutory requirements (National Curriculum)		<u>Leighton essentials</u>	Suggested activities
Locational Knowledge name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	•	name and locate the world's 7 continents and 5 oceans Retrieval activities name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	Cold task – what do the children already know about the four countries of the UK and its surrounding seas. Look at each country in turn – locate it on a map, what is its capital city, what does it flag look like, what are the key characteristics. England – comparison of city and countryside. Look at videos, images of London and the countryside. Children to compare and contrast. Scotland – look at videos and discuss the key characteristics. Discuss what a loch is. Orally tell the story of the Loch Ness monster. Wales – Look at videos and images of Wales. Discuss the key features of mountains and valleys. Discuss Northern and Southern hemisphere – throw an inflatable globe to the class. Can they name a northern/southern country, continent or ocean within the correct hemisphere?
Place knowledge understand geographical similarities and differences	•	understand geographical similarities and differences through studying the human and	Compare Crewe, UK and Daintree, Australia. Use the book 'Where the forest meets the

	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	physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	 sea' as a stimulus. Venn diagram similarities and differences. Field work visit to Formby – link with where the forest meets the sea.
•	Human and physical geography 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: • 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	 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 Where appropriate: 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 	 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.
•	Geographical skills and fieldwork 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	 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 Within context of learning: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	 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

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
- 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

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 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

compare.

- 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.

Autumn term

Spring term

Summer Term