



Shawington Primary School Geography Curriculum



Year 2 - Would you prefer to live in a hot or cold place?

National Curriculum- KS End Point	Sticky Knowledge	Vocabulary	
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography, and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>	<ul style="list-style-type: none"> • To know some similarities and differences between their local area and a contrasting non-European country. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To be able to name the seven continents of the world. • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe 	<p>Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation</p> <hr/> <p style="text-align: center;">Unit Outcomes</p> <ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 	
Prior Learning	Key Question(s):	Future Learning	
<ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 	<ul style="list-style-type: none"> • Where are the continents? • Where are the coldest places on Earth? • Where is the Equator? • What is life like in a hot place? • Do we live in a hot or cold place? • Would you prefer to live in a hot or cold place? 	<ul style="list-style-type: none"> • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart. 	
Golden Threads			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> • Locating all the world's seven continents on a world map • To be able to name the seven continents of the world. 	<ul style="list-style-type: none"> • Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place. • To know some similarities and differences between their local area and a contrasting non-European country. 	<ul style="list-style-type: none"> • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. 	<ul style="list-style-type: none"> • Using a world map, globe and atlas to locate all the world's seven continents on a world map. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Recognising there are different ways to answer a question. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • To know that a globe is a spherical model of the Earth. • Geographical skills and fieldwork • To begin to recognise world maps as a flattened globe.



Shawington Primary School Geography Curriculum



<u>Year 2 – Why is our world wonderful?</u>			
<p style="text-align: center;"><u>National Curriculum- KS End Point</u></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p style="text-align: center;"><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> • To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located. • To know some key physical features of the UK. • To know some key human features of the UK. • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that a tally chart is a way of collecting data quickly. 	<p style="text-align: center;"><u>Vocabulary</u></p> <p>aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally, chart, vegetation</p>	
		<u>Unit Outcomes</u>	
		<ul style="list-style-type: none"> • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart. 	
<u>Prior Learning</u>	<u>Key Question(s):</u>	<u>Future Learning</u>	
<ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 	<ul style="list-style-type: none"> • What are some of the UK's amazing features and landmarks? • Where are some of the world's most amazing places? • Where are our oceans? • What is amazing about our local area? • Why are natural habitats special? • How can we look after natural habitats? 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 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. 	
<u>Golden Threads</u>			
<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<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>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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 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



Shavington Primary School Geography Curriculum



<u>Year 2 - What is it like to live by the coast?</u>			
<p style="text-align: center;"><u>National Curriculum- KS End Point</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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. 	<p style="text-align: center;"><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key, to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data. 	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally, chart, tourist, town, village</p> <hr/> <p style="text-align: center;"><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. 	
<p style="text-align: center;"><u>Prior Learning</u></p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	<p style="text-align: center;"><u>Key Question(s):</u></p> <ul style="list-style-type: none"> Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth How do people use our local coast? (Data collection) How do people use our local coast? (Findings) 	<p style="text-align: center;"><u>Future Learning</u></p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	
<u>Golden Threads</u>			
<p style="text-align: center;"><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p style="text-align: center;"><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 	<p style="text-align: center;"><u>Human and Physical Geography</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>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p style="text-align: center;"><u>Geographical Skills and Fieldwork</u></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 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