

Year 2 Geography Curriculum

**Geography Cornerstone Topics**

Topics lending to Geography	2014 National Curriculum Links	Resources
Street Detectives	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> <li>● 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.</li> </ul>	<p><a href="https://www.geography.org.uk/Map-it--Bike-it--Walk-it/Lesson-2-Fieldwork">https://www.geography.org.uk/Map-it--Bike-it--Walk-it/Lesson-2-Fieldwork</a> Fieldwork resources and lesson plans.</p> <p>Compass directions activity - Twinkl</p> <p><a href="http://www.primaryresources.co.uk/maths/pdfs/Mazes.pdf">www.primaryresources.co.uk/maths/pdfs/Mazes.pdf</a> Compass directions - The Maze</p>
Land Ahoy	<ul style="list-style-type: none"> <li>● Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>● Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a</li> </ul>	<p>Large maps in classroom.</p> <p>Small maps in resource pack.</p> <p>Magical Mapping - Twinkl</p> <p><a href="http://www.teachingideas.co.uk/subjects/maps-and-atlases">http://www.teachingideas.co.uk/subjects/maps-and-atlases</a> - Scavenger hunt</p> <p><a href="https://www.rgs.org/schools/teaching-">https://www.rgs.org/schools/teaching-</a></p>

	<p>simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> </ul>	resources/map-skills/map-skills-map-skills
Wriggle and Crawl	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<a href="https://www.geography.org.uk/Map-it--Bike-it--Walk-it/Lesson-2-Fieldwork">https://www.geography.org.uk/Map-it--Bike-it--Walk-it/Lesson-2-Fieldwork</a> Fieldwork resources and lesson plans.

### Locational knowledge covered in morning task pack

2014 National Curriculum Links
<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- <b>( Geographical Skills and fieldwork)</b> 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</li> </ul>

## Discrete links to be taught throughout the year

### 2014 National Curriculum Links

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.

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

## Knowledge skills and understanding

Geographical Skills and field work	Physical Geography	Human Geography	Locational Knowledge
<p>I can 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</p> <p>I can use different sources of information to ask and</p>	<p>I can describe the physical features near where I live</p> <p>I can use basic geographical vocabulary to refer to key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop.</p> <p>I can notice some human features near where I live and describe them</p>	<p>I can name and locate the world's seven continents and five oceans</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>

<p>answer questions.</p> <p>I can ask a relevant question about a place</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map</p> <p>I can 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>	<p>I can 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</p> <p>I can understand geographical similarities and differences through studying the human physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>I can understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	
<p>Assessment</p>			

<p>Can they label a diagram or photograph using some geographical words?</p> <ul style="list-style-type: none"> <li>• Can they find out about their town by using different sources of evidence?</li> <li>• Can they find out about their town by asking some relevant questions to someone else?</li> <li>• Can they say what they like and don't like about their locality and another locality like the seaside? <ul style="list-style-type: none"> <li>• Can they use a compass?</li> </ul> </li> </ul>	<p>Can they describe some physical features of their town?</p> <ul style="list-style-type: none"> <li>• Can they explain what makes their town special?</li> <li>• Can they describe some places which are not near the school?</li> <li>• Can they describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'? <ul style="list-style-type: none"> <li>• Can they describe the physical features of their environment?</li> </ul> </li> </ul>	<p>Can they describe some human features of their town, such as the jobs people do?</p> <ul style="list-style-type: none"> <li>• Do they think that people ever spoil the area? How?</li> <li>• Do they think that people try to make the area better? How?</li> <li>• Can they explain what facilities a town or village might need? <ul style="list-style-type: none"> <li>• Can they describe the human features of their environment?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the countries and capital cities?</li> <li>• Can they name the seven continents and five oceans?</li> </ul>
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