

Prior Learning- Year R- local area - journeys to school, Japan, Christmas in Germany, Arctic and Antarctica, recycling, Year 1- UK, local area, India

National Curriculum:

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, home, 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, West) and locational and directional language, 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; use and construct basic symbols in a key.

Vocabulary:

city, town, village, factory, houses, office, port, harbour, shop, beach, cliff, coast, hill, sea, vegetation, season, weather, Portsmouth, maps, atlases, aerial photographs, countries, continents, oceans, compass, North, South, East, West, routes, photos, landmarks, human, physical, features, locational, directional, basic, UK, non-European, similarities, differences, symbols, key

Snapshot overview

Map work including aerial photographs. Start with the world, zoom in to UK, zoom further into Portsmouth. Game N, E, S, W

What already know about Portsmouth. What they want to know. Zoom in to specific part of Portsmouth and devise their own map on squared paper, based on that part.

Make key for own map using squared paper and, using directional language, write questions such as what is north of the Spinnaker Tower?

Geography Medium Term Planning

Year Group: Year 2 Term: Autumn 1

Topic: Portsmouth

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify different places on a map.	<p>Show chn continents/oceans songs and sing together.</p> <p>Using Google Earth, teacher to show chn the world. Discuss the size and what is in the world, continents, countries, bodies of water. Zoom in to the UK –elicit from the children the countries of the UK: England, Scotland, Wales and Northern Ireland. Identify Portsmouth and tell Ch they will be focusing on Portsmouth in this series of lessons.</p> <p>Use saved powerpoint to teach / review compass points and directions. Model how to use these to locate features in relation to other features on a map e.g. ‘When I look North of the (feature) I can see (feature).’</p> <p>Put chn into mixed ability groups of 2/3 - give them a starting point on a map of Portsmouth, ask them locational and directional questions, such as What is North of the Spinnaker Tower, what is East of the docks etc.</p>	Ch will find physical and human features which lie North, East, South or West of a starting point / feature.	<p>- Locate Portsmouth on a map/aerial photograph</p> <p>- Identify at least 3 human and 3 physical features in Portsmouth</p> <p>- Use locational and directional language to travel from one area to another (to move from Spinnaker tower to the aquarium you need to go East)</p>

		Plenary: chn ask each other a few locational/directional questions.		
	<p>VIRTUAL TRIP TO PORTSMOUTH</p> <p>(When children visit Weald and Downland later in the year, point out Portsmouth on the way and highlight physical and human features they can see.</p>	<p>FIELD TRIP TO PORTSMOUTH – visiting these places: Spinnaker Tower, Southsea to see the hovercraft come in and out and walk down the pier, walk around the docks, Portsmouth Harbour and port, Fort Nelson.</p> <p>Children look at bring maps from previous session to tick off as they see the places.</p>	VIRTUAL TRIP TO PORTSMOUTH	<p>- Locate Portsmouth on a map/aerial photograph</p> <p>- Identify at least 3 human and 3 physical features in Portsmouth</p>
Session 2	I can discuss physical and human features of Portsmouth.	<p>Using Google Earth, teacher to show chn the world. Discuss the size and what is in the world, continents, countries, bodies of water. Zoom in to the UK – discuss size in comparison to other countries and countries within and that it is surrounded by water. Locate Portsmouth and discuss distance from Southampton. Which places are closer? Further</p> <p>Using Google Earth re-cap previous and what they know about Portsmouth and what features they saw on their 'virtual trip'. List the physical and human features of Portsmouth. Zoom in to Portsmouth and identify features such as Spinnaker Tower, Port, Gunwharf Keys etc.</p>	Discuss with the children so they can pick out 3 human and physical features of Portsmouth. Using images/supporting or scribing, support children to add their features to the proforma for the key and then draw their own symbols.	<p>- Locate Portsmouth on a map/aerial photograph</p> <p>- Identify at least 3 human and 3 physical features in Portsmouth</p> <p>- Use locational and directional language to travel from one area to another (to move from Spinnaker tower to the aquarium you need to go East)</p>

		<p>Show the Ch aerial photographs of Portsmouth zoomed in to the East of Eastney Beach. Teacher to explain that we are going to draw our own map of this part of Portsmouth. Share a WAGOLL with the children. Highlight how the aerial map has now been drawn as a map and point out the symbols to represent features and the key which you can read.</p> <p>Teacher models using the aerial photograph to identify features and then create a simple vertical list in two columns. Model the drawing of symbols to match the features.</p>	<p>Organise human and physical features into a sorted list and create symbols to represent them on a map and key.</p>	<p>- Devise a simple map to represent a part of Portsmouth City</p> <p>- Organise features into a basic key, using symbols to represent a feature.</p>
<p>Session 3</p>	<p>I can design a map of an area in Portsmouth.</p>	<p>Show the children the WAGOLL map from the previous session and remind them of their task – to draw their own map.</p> <p>Model the process of drawing a map and recording a key on the same sheet A3.</p>	<p>Draw a map of a part of Portsmouth with a key.</p> <p>For early finisher work with a partner locating features on the map in relation to other features using NESW.</p>	<p>- Locate Portsmouth on a map/aerial photograph</p> <p>- Identify at least 3 human and 3 physical features in Portsmouth</p> <p>- Devise a simple map to represent a part of Portsmouth City</p> <p>- Organise features into a basic key, using symbols to represent a feature.</p>

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Impact:

To be able to:

- Locate Portsmouth on a map/aerial photograph
- Identify at least 3 human and 3 physical features in Portsmouth
- Use locational and directional language to travel from one area to another (to move from Spinnaker tower to the aquarium you need to go East)
- Devise a simple map to represent a part of Portsmouth City
- Organise features into a basic key, using symbols to represent a feature.