

Year 2 Geography

Fire Fighters

Assessment Questions		
<p>- Name the 4 countries that make up the UK. What are their capital cities? In which continent is the UK?</p> <p>- What are the surrounding seas of the UK called? Can you show me where they are on a map?</p> <p>- What is a map? What does it tell us? What is a landmark? Can you tell me the names of some famous landmarks in London?</p>		
Know	Do	Understand
<p><u>Place Knowledge</u></p> <p>I know that London is the capital city of the UK.</p> <p>I know where Birmingham and London are on a map of the UK.</p> <p>I know London is in the South of England and Birmingham is near the centre.</p> <p>I know that London and Birmingham are cities and that cities are found within countries.</p> <p>I know continents contain many countries and I know some of the names of continents.</p>	<p><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>Locate the capital cities of the United Kingdom and the surrounding seas. Find and label Birmingham and London on a map of the UK. Use world maps to identify the UK in its position in the world and say which continent UK is in.</p> <p><u>Human and physical geography</u></p> <p><u>NC: 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</u></p> <p>Describe the difference between physical and human geography. Describe some human features of London (houses, roads, shops, city, town, crowded).</p> <p><u>Geographical Skills and Fieldwork</u></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>Draw basic maps, including appropriate symbols and pictures to represent places or features, use photographs and maps to identify features. (Children to draw a simple map of London's most famous landmarks)</p> <p>Use simple compass directions and locational/directional language to show where 4 UK capital cities are in relation to one another.</p>	<p>In this topic the children will study locations in the UK in more depth. They will become more familiar with key cities, such as Birmingham, London and their location on a map of the UK.</p> <p>They will become more familiar with the position of the 7 continents of the world and with support will know their names and positions on a world map.</p> <p>The children will find out about many famous landmarks in London and they will begin to make their own maps of the capital city, marking on some famous landmarks.</p>
<p><u>Vocabulary</u></p> <p>city, country, continent</p> <p>Birmingham, London</p> <p>Capital city, UK World map landmark key symbols</p> <p>Physical features, human features</p> <p>Geography Core Concepts: Landmarks</p> <p>Settlement</p> <p>Population</p>		

Year 2 Geography

Let's Go Engineering!

Assessment Questions		
<p>- Where in the world is the North Pole and the South Pole? Show me on a world map and globe.</p> <p>- Where is the equator? Where are the hottest countries in the world? Where are the coldest countries in the world?</p> <p>- How is Antarctica different from where we live? What lives there? Can anything grow there? What does climate mean?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that the world is a sphere and that the North and South Poles can be found at the top and bottom of a globe.</p> <p><u>Human and Physical Geography</u> I know that weather conditions are much colder at the poles as they are areas which are furthest away from the sun.</p> <p>I know that weather and climate varies depending on where you live in the world.</p> <p><u>Geographical Skills and Fieldwork</u> I know that compass points tell us the position of places in relation to one another and I can label North, South, East and West.</p> <p><u>Vocabulary</u> North, South, East, West North Pole, South Pole, equator, biome, Antarctica, continents, weather, climate, temperature</p> <p>Geography Core Concepts: Climate Environment Land-use (Antarctica is desert).</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p><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 <p>Use a globe and map of the world to locate the North and South Pole and Antarctica, naming continents and some oceans.</p> <p><u>Human and physical geography</u></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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Find cold areas of the world on a map (North and South Poles) and label the equator.</p> <p>Use basic geographical vocabulary to describe the physical features of Antarctica compared to the UK (desert biome, types of animal, lack of plant life).</p> <p><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 <p>Find a country that is North, South, East and West of the UK on a globe or a World map. (Relate to the NORTH and SOUTH pole)</p>	<p>Although this is a predominantly science-based topic, the children discover some geography objectives when studying Antarctica. The children will find out where Antarctica is in the world and think about how you could get there. By looking at photos, videos and maps of the continent, the children will consider the weather there and explain how it differs to the UK. They will observe how the landscape differs from our own country and what wildlife and plants survive in its extreme environment.</p>

Year 2 Geography

Does Chocolate Grow on Trees?

Assessment Questions		
<p>- <i>Where is Bournville? How has Bournville changed since the 1800s (size)? Where is Mexico? Show on a world map. In which continent is Mexico? What is the capital city called?</i></p> <p>- <i>What is the climate/weather like in Mexico? Why did the Aztecs settle in modern-day Mexico City? What problems did they face? How did they use the land cleverly?</i></p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that cocoa beans grow in the rainforests and I know where some rainforests are. I know that Mexico borders the USA and is situated in North America. I know that North America is one of the 7 continents and I know where it is in the world.</p> <p><u>Human and Physical Geography</u> I know that the weather and climate is very different in Mexico to the UK because of its proximity to the equator. I know that Mexico is a Spanish speaking country (it has the largest population of Spanish speakers in the world).</p> <p><u>Vocabulary</u> North America, South America, continent, border, climate, temperature, equator, population, civilisation, settlement, city, land use. Geography Core Concepts: Land-use Settlement (<i>why did Aztecs settle on marchland?</i>) Population Environment Land-use (Aztecs and floating gardens)</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • 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 <p><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 <p>Find Birmingham on a UK map and Bournville on a simple map of Birmingham. Locate and label Mexico on a map of North America and a world map, and Mexico City on a map of the country. I can say which continent Mexico City is found and oceans near Mexico.</p> <p><u>Human and physical geography</u></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: 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 <p>Look at a map, aerial photos of Bournville and Google Earth and then describe some physical (river, park, hills) and human features (roads, buildings, houses, factory) of the area. Describe how Bournville has changed since the early 1800s and how it has stayed the same. Describe some physical features of modern-day Mexico City (sinking, valley, vegetation, weather, climate -equator) and human features (tourism and city life). Explain why Aztecs chose to settle in Mexico City and how they adapted to life on marchland (floating gardens, used waterways to transport goods).</p> <p><u>Geographical skills and fieldwork</u></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 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><u>Fieldwork opportunities Trip to Bournville</u> Look at maps of Bournville, use simple fieldwork to study the human and physical features of Bournville, children to mark these on an existing map, as they walk around.</p>	<p>In this topic, the children broaden not only their locational knowledge of countries in the world (exploring their physical features) but also their knowledge of the local area (Bournville and Sparkhill.) This topic allows the children to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. (Bournville/Birmingham and The Valley of Mexico/Mexico City) They will think about why communities choose to settle in certain areas, such as near the coast next to a river and why Mexico City is different. The children learn how and why the Aztecs settled there and how they overcame obstacles such as growing crops by using floating gardens.</p>

Year 2 Geography

Superheroes

Assessment Questions		
<p>- Can you tell me about some famous explorers and where they went? Show on a world map.</p> <p>- Where in the world is Mount Everest? What is the name of the mountain range Everest is part of? What is the weather like there? In which continent is Mount Everest?</p> <p>- Describe some physical features of Antarctica</p>		
Know	Do	Understand
<p><u>Place Knowledge</u></p> <p>I know that: Antarctica is the fifth largest continent on our planet and it is the driest and the coldest of the seven continents. Antarctica is a dry, icy desert (type of biome). The Emperor penguins are the only penguin species that live in Antarctica.</p> <p><u>Human and Physical Geography</u> Mount Everest is in the country of Nepal, which is in the continent of Asia. It is part of a mountain range called the Himalayas. Mount Everest has a snowy climate.</p> <p>Vocabulary Voyage, founded, country, continent, America, Antarctica, Mount Everest, Nepal, mountaineer, explorer</p> <p>Geography Core Concepts: Climate Population Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p><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 <p>Use a world map to show the journeys of famous explorers (trace the lines from Spain to Caribbean for Columbus, Captain Cook from England to Australia and then Scott's journey to Antarctica).</p> <p>Show on the same map (above) some names of oceans. Locate Nepal and Mount Everest on a world map and name its continent.</p> <p><u>Human and physical geography</u></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: 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 <p>Identify a hot region of the world (Caribbean) and a cold region (Antarctica) and explain why they are hot/cold (use equator).</p> <p>Use geographical language to describe physical features of Antarctic (desert biome).</p>	<p>In this topic, the children begin to deepen their understanding of the continents so that they not only know their names and locations but are able to think more about their climate in relation to their position in the world. They will learn more about the physical features and biomes found in Antarctica and find out more about the Himalayas and the biomes found in Asia and Nepal.</p>

Year 2 Geography

Suitcases and Sandcastles

Assessment Questions		
<ul style="list-style-type: none"> - Can you tell me the names of some seaside towns in the UK? Show me on a map - What are human features of geography? What are physical features of geography? 	<p style="text-align: right;">Where is Scotland? Show me on a map. What is the capital of Scotland?</p> <p style="text-align: right;">What human and physical features of geography might I find in a seaside town?</p>	
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that the coast is where the land meets the sea. I know that Western Super Mare is the nearest beach to where we live.</p> <p>I know the UK is an Island, which contains four countries and it is surrounded by sea.</p> <p>I know the names of the four countries of England and I am beginning to know the names of the seas surrounding the UK.</p> <p>I know some basic facts about Scotland.</p> <p><u>Human and Physical Geography</u> I can name the physical features that can be found on a coast.</p> <p><u>Vocabulary</u> Human and Physical Geography Coast, sea, beach, cliff, coastal path, physicalgeography, port, island, compass points Geography Core Concepts: Settlement Population Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><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 <p>Use a variety of maps to locate some seasidetowns on a UK map (label 4 countries of UK). Locate Scotland on a UK map and label some of the Islands and the seas surrounding it. Find and label the Scottish Island of Coll (<i>Struay based on Coll</i>).</p> <p><u>Place Knowledge</u> Compare two different seaside resorts in the UK. (St David’s in Wales and Penzance in Cornwall) describe how they are the same and different.</p> <p><u>Human and Physical Geography</u> <u>NC: 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</u> Explain the difference between human and physical geography. Describe the physical and human features of seaside resorts in the UK (label a seaside town map, aerial photograph or diagram using vocabulary above).</p> <p>Discuss some of the dangers of living close to the sea and explain how to keep safe near the sea.</p> <p><u>Geographical Skills and Fieldwork</u> <u>NC: 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</u> Draw basic maps, including appropriate symbols and pictures and a key to represent places or features (map of a beach or island)</p>	<p>In this topic, the children learn more about the physical features found along the UK’s coastline. They have a chance to revisit and broaden their understanding of the UK by revising the countries, and then the seas surrounding it. They will then focus on the coast: an area very far away from us in Birmingham. They will learn that because the UK is an island it has a huge amount of coastline and through exploration of maps, photos and videos the children will look at the physical features of coastal areas and how these differ from our local area. They will also learn about keeping safe at sea and find out the role of the RNLI.</p>

Year 2 Geography Go Wild

Assessment Questions		
<p>- Where in the world is Australia? Show on a map and a globe. In which continent is Australia? What is the capital of Australia? What is the climate like in Australia?</p> <p>- What is a biome? Can you give me an example of one in Australia (what kind of animals live in an area?)</p> <p>- What does population mean? Why do lots of people live near the coast in Australia?</p>		
Know	Do	Understand
<p><u>Place Knowledge</u> I know that Australia or Oceania is a continent, and can name some countries found within it (Australia, New Zealand, Papua New Guinea and Fiji.)</p> <p>I know the capital of Australia is Canberra.</p> <p>I know that Australia is in the southern hemisphere of the world.</p> <p><u>Vocabulary</u> Australia, Australasia, continent equator, southern hemisphere biomes settlement population climate</p> <p>Geography Core Concepts: Landmarks Settlement landmarks Population Environment (Biomes)</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p><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 <p>Locate Australia and its continent on a worldmap/atlas/globe and Google Earth and name some oceans in the continent.</p> <p>Label Australia, its capital, oceans and the equator on a map.</p> <p><u>Human and physical geography</u></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: 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 <p>Describe the temperature, vegetation, biomes (desert, forests, coasts) and the climate of Australia, using the equator to explain.</p> <p>Describe the physical features (see above) and biomes of much of Australia and give reasons why many people live near the coast.</p> <p>Describe some human features (population, tourism and holiday destinations).</p> <p><u>Geographical skills and fieldwork</u></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 <p>Study aerial images, Google Earth and climate maps of Australia to understand why the coastal areas are more populated.</p>	<p>In this topic, children research some exciting habitats found within Australia to study. When choosing an animal and considering how it is well suited to its environment the children explore the climate and biomes found in Australia and contrast this with the UK. They learn about the physical features (climate and vegetation) as well as human features (towns/cities, farming/ tourism/ transport links/ population density) across Australia.</p>

