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| **Geography Year 2 Medium-Term Plans 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**Geography Medium-term Plan (Year 2 - Autumn term)**

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| **Year Group**: 2 | **Term**: Autumn | **Unit of Learning:** Locational knowledge |
| **About the unit:**Within this unit the children will have the opportunity to explore maps, atlases and globes while they begin to learn the names of and locate the 7 continents and 5 oceans. | **Where the unit fits in:**This will be a stand alone activity as the children will be learning about dinosaurs and dragons. The children will revisit this periodically throughout the year to ensure it has accessed their long term memory. |
| **Prior Learning:**In Year 1 (Children have identified the countries in the UK, named the capital cities and the surrounding seas) | **Vocabulary:**Continent, ocean, South America, North America, Europe, Asia, Africa, Antarctica, Australia, Arctic, Atlantic, Indian, Pacific, Southern, map, atlas, globe, Earth | **Resources:**MapsAtlasesGlobesGoogle maps |
| **Assessment (By the end of this unit the children will be able to…)**Name the 7 continents and 5 oceans.Locate the 7 continents and 5 oceans. |
| **Learning Objective** | **Possible teaching Activities** | **Learning Outcomes** |
| Name the 7 continents.Locate the 7 continents. | Explore using maps, atlases and globes to allow the children to begin to be interested in other continents to our own and know that we are part of Europe. Use songs to help <https://www.youtube.com/watch?v=K6DSMZ8b3LE>Have opportunities for the children to record the continents to help this knowledge get into long term memory.Weekly activity where the children in pairs/ groups have to put together a world ‘puzzle’ (world map laminated and then cut up into large pieces for the children to put together). | The children will be able to name the 7 continents.The children will be able to locate where the 7 continents are on the world map. |
| Name the 5 oceans.Locate the 5 oceans | Explore using maps, atlases and globes to allow the children to begin to be interested in the other oceans other than our own and know that we have the Atlantic ocean on some of our coast. Use songs to help<https://www.youtube.com/watch?v=X6BE4VcYngQ> Have opportunities for the children to record the oceans to help this knowledge get into long term memory.Weekly activity where the children in pairs/ groups have to put together a world ‘puzzle’ (world map laminated and then cut up into large pieces for the children to put together) – focus on oceans for this activity. | The children will be able to name the 5 oceans.The children will be able to locate where the 5 oceans are on the world map. |

**Geography Medium-term Plan (Year 2 - Spring term)**

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| **Year Group:** 2 | **Term:** Spring | **Unit of Learning:** Geographical skills and fieldwork |
| **About the unit:**The children will have the opportunity to take part in practical fieldwork and use their observational skills to study the physical and human features of their surrounding environment. They will have the opportunity to use aerial photographs and use plan perspectives to recognise features. The children will have the opportunity to devise a simple map (including the use of and constructing basic symbols in a key). The children will have the experience of using a compass and be able to use the compass directions to describe the location and its features. | **Where the unit fits in:**The children are learning about the Great Fire of London through their Learning Challenge ‘Time Travellers’. This is the first unit where the children will have the opportunity to use fieldwork and practical activities to enhance their geographical skills. |
| **Prior Learning:**Reception – beginnings of routes with exploration using Code-a-pillars, use of maps and globes.Year 1 – children know and can use the language near, far, left and right to describe a route. The children have used Code-a-pillars and have had the opportunity to describe, follow and plan a route. The children have explored the school and grounds using aerial photographs and aerial plans within their unit of learning (Autumn term). | **Vocabulary:**Compass, direction, sketch map, key, map symbol, ordnance survey, route, aerial view, physical feature (e.g. forest, lakes, rivers, mountain), human feature (e.g. landmarks, buildings), cartographerNon-negotiable: North, South, East, WestAdditional: forwards, backwards, left, right, quarter turn, half turn, three quarter turn, full turn, clockwise, anti-clockwise | **Resources:**Aerial photographsAerial plansMaps (including those with keys)Google mapsCompasses |
| **Assessment (By the end of this unit the children will be able to…)**Name the physical and human features of their environment.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.Use simple compass directions (North, South, East, West) to describe the location of features. |
| **Learning Objective** | **Possible teaching Activities** | **Learning Outcomes** |
| To know about the key human and physical features of the surrounding environment. | **Ensure use of fieldwork and observational skills**Look to feed this into Forest Schools. Can the children talk about, draw, photograph using I pads, explore the human and physical features of their locality in one of the sessions? The children could then record this in some way back in the classroom.Begin with school and school grounds. | The children will be able to talk about human and physical features of their surrounding environment. |
| To be able to recognise landmarks and basic human and physical features on aerial photographs and plan perspectives. | Look at maps of how the great fire of London spread. Identify key landmarks and basic human and physical features of this location (e.g. Tower Bridge, The Tower of London, river Thames, St Paul’s Cathedral).Ensure that the children use both aerial photographs and plan perspectives when identifying the features. | The children will be confident looking at aerial photographs and plan perspectives and be able to recognise landmarks and basic human and physical features. |
| To be able to use basic symbols in a key. | Children to have first hand experiences using maps. How do they know what the symbols mean? Explanation of the key.Can the children show they know features on the map by using the key provided? | The children will be able to find locations on a map by using basic symbols in a key. |
| To be able to devise a simple map.To be able to construct basic symbols in a key. | The children are to explore an area in depth and following on from a guided session creating a class map, the children are to have a go at creating a simple map. Once the simple map has been created the children are to work together to decide which features they are going to add symbols for on their map. The children are to decide on which symbols they would like to add to their map and then add the key onto their map for other readers to be able to follow. | The children will be able to draw their own map and add basic symbols in a key for others who are looking at their map. |
| To be able to use simple compass directions to describe the location of features. | Children to use compasses within Forest Schools to enable the children to have a practical experience of compass. When exploring maps, highlight to the children that maps often have a compass rose on them to allow map readers to know which way is North.Children are to use the compass directions to describe the location of features (this could be on their map of practically within the school grounds). | The children will be able to use simple compass directions to describe the location of features on a map. |

**Geography Medium-term Plan (Year 2 - Summer term)**



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| **Year Group**: 2 | **Term:** Summer | **Unit of Learning:** Place knowledge |
| **About the unit:**The children will have the opportunity to compare (using similarities and differences) a local city/ town in the UK with a contrasting city/town in a different country. | **Where the unit fits in:**The children are learning about ‘Where in the world?’ and will be focussing on some of the areas of the world that their cohort were born in or their families come from. The children will have already learnt about the continents and will use this knowledge when exploring countries/ towns/ cities around the world. |
| **Prior Learning:**Reception – the children have looked at where the children in the year group come from and plotted that on the map. The children have compared their life to the life of a girl in Ghana. The children have compared Rugby to Mbale in Uganda.Year 1 – The children have looked briefly at some of the countries the children in the class come from. The children focussed on the climate and the animals that live there as part of their Meerkat Learning Challenge. | **Vocabulary:**Similar, different, local, country, town, city,  | **Resources:**MapsAtlasesGoogle mapsPhotographsVideo clipsWebsitesNon-fiction books |
| **Assessment (By the end of this unit the children will be able to…)**Compare a local city/ town in the UK (Rugby/ London) with a contrasting city/ town in a different country. |
| **Learning Objective** | **Possible teaching Activities** | **Learning Outcomes** |
| To be able to identify the similarities between a town/ city in the UK and that of a contrasting town/ city in a different country. | Begin with what the children know (e.g. climate, environment, buildings, animals, things to do) and then research these same features within a contrasting country. Ensure children are given the opportunity to look for similarities as well as obvious differences.The children could create a tourist leaflet for each location.The children could create a poster with direct comparisons.The children could use the information to create a Powerpoint presentation for each of the locations/ to compare the two locations. | The children will be confident to talk about/ share their knowledge about how two different towns/ cities are similar.  |
| To be able to identify the differences between a town/ city in the UK and that of a contrasting town/ city in a different country. | Begin with what the children know (e.g. climate, environment, buildings, animals, things to do) and then research these same features within a contrasting country. Ensure children are encouraged to look for some differences that are not as obvious.The children could create a tourist leaflet for each location.The children could create a poster with direct comparisons.The children could use the information to create a Powerpoint presentation for each of the locations/ to compare the two locations. | The children will be confident to talk about/ share their knowledge about how two different towns/ cities are different. |

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| **Year Group**: 2 | **Term:** Summer | **Unit of Learning:** Human and Physical geography / Geographical skills and fieldwork |
| **About the unit:**The children will be able to use world maps, atlases and globes to identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. They will use these resources to explore different countries and research one country from each of the 7 continents. This will help the children to recall their previous knowledge of naming and locating the 7 continents. | **Where the unit fits in:**The children are learning about ‘Where in the world?’ and will be focussing on some of the areas of the world that their cohort were born in or their families come from. The children will have already learnt about the continents and will use this knowledge when exploring countries/ towns/ cities around the world. |
| **Prior Learning:**Reception – the children have looked at where the children in the year group come from and plotted that on the map. The children have compared their life to the life of a girl in Ghana. The children have compared Rugby to Mbale in Uganda.Year 1 – The children have looked briefly at some of the countries the children in the class come from. The children focussed on the climate and the animals that live there as part of their Meerkat Learning Challenge. | **Vocabulary:**Similar, different, local, country, town, city, continent, ocean, Asia, Africa, North America, South America, Antarctica, Europe, Australasia, hot, cold, area, world, Equator, North pole, North, South, South pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop | **Resources:**MapsAtlasesGoogle mapsPhotographsVideo clipsWebsitesNon-fiction books |
| **Assessment (By the end of this unit the children will be able to…)**Identify 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 physical features (as listed in the vocabulary section) and human features (e.g. city, town, village, factory, farm, house, office, shop).Use world maps, atlases and globes to identify countries, continents and oceans studied. |
| **Learning Objective** | **Possible teaching Activities** | **Learning Outcomes** |
| To be able to locate the hot and cold areas of the world in relation to the Equator and the North and South poles. | Children to learn about the Earth and that it spins on its axis while travelling around the sun. Practical demonstration by placing a marker to show where the Equator is and why that is the hottest place on Earth. Practical demonstration of the cold areas and how they are further from the sun.The beginning of the video clip below may help children to see what happens.<https://www.youtube.com/watch?v=SDfc8SBYNnM>Label on a world map the Equator, cold regions, hot regions, North and South poles. Children to use what they know to explain why this happens. | The children will be able to locate the Equator, North and South poles and hot and cold areas on a map of the world.  |
| To use world maps, atlases and globes to identify countries, continents and oceans studied. | Visit around the world by exploring one continent a week/ 2 continents a week. Within each continent look to research countries where children of that cohort originate (this could include landmarks, environmental features, climate, traditional foods and customs and any others that the children are interested in). If there are no children from that continent (e.g. Antartica, then choose to explore the region/ countries within the continent that offer a contrast to England).Ensure use of maps, atlases and globes for the children to locate countries/ continents and have the opportunity to have fist hand experience of.The children could create a travel passport of all the locations they ‘travelled’ (researched around the world) and where they would be located on a world map.Ensure to include an ocean or two and explore which sea creatures you would find in that ocean and why? Are the creatures the same in the oceans across the world? | Children to have researched countries, continents and oceans.Children to have used maps, atlases and globes during their research. |
| To be able to use basic geographical vocabulary. | During the research around the world, the children could create a dictionary of words or use these words in context to ensure that they are able to use and understand words including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, office, shop | The children will be able to show their understanding through the use of the key words detailed within the vocabulary section. |