

Geography																						
	Autumn		Spring			Summer																
Year 2	Our Local Area		United Kingdom & World Map			Weather – hot and cold around the World																
	Term1	Term 2	Term1		Term 2	Term1	Term 2															
National Curriculum			Study the four countries and capitals of the UK -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Continents and Oceans -name and locate the world's seven continents and five oceans	Equator / The Globe -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	Hemispheres/ N&S Poles - 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															
knowledge	<p>Geography Fieldwork enquiry question linked to Science unit: Are there enough trees on school premises for birds?</p> <p>Are there enough plants to encourage wildlife?</p>		<table border="1"> <tr> <td>Capital</td> <td>Physical</td> <td>Human</td> </tr> <tr> <td>London</td> <td>River Thames</td> <td>London Eye</td> </tr> <tr> <td>(Wales) Cardiff</td> <td>Snowden</td> <td>Conwy Castle</td> </tr> <tr> <td>(Sct.) Edinburgh</td> <td>Ben Nevis</td> <td>Edinburgh Castle</td> </tr> <tr> <td>Belfast</td> <td>Giant's Causeway</td> <td>Belfast Harbour</td> </tr> </table>	Capital	Physical	Human	London	River Thames	London Eye	(Wales) Cardiff	Snowden	Conwy Castle	(Sct.) Edinburgh	Ben Nevis	Edinburgh Castle	Belfast	Giant's Causeway	Belfast Harbour		<p>-that UK is in the continent of Europe (what makes UK different to most European countries?)</p> <p>-the four seas that border UK(+compass direction)</p> <p>-which tunnel connects England and France</p>	<p>-the sun remains directly overhead near the equator</p> <p>-that the further away from equator the cooler it becomes –link to seasons</p> <p>-the globe is split into two hemispheres – why sphere?</p> <p>-why South America is hotter than North America</p> <p>-the continents in the Southern/Northern hemisphere</p>	<p>-why both Poles are cold regions</p> <p>-that Antarctica is a continent and linked to the South Pole</p> <p>-that myths related to 'flat' earth were common – until explorers!</p>
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			<p>-compare the physical features <u>above</u>, identifying similarities and differences</p> <p>-locate on a map a route on how to get from Leicester to Belfast(ferry crossing)</p> <p>-identify key landmarks(human) of London</p>	<p>-identify the Pacific Ocean as the largest Ocean</p>	<p>-model how the earth rotates using a torch to represent the sun(direct accordingly)</p> <p>-compare and discuss seasons</p> <p>-Identify S/N hemispheres</p>	<p>-draw simple map of world; indicate equator, N/S hemispheres, Antarctica, Africa, N/S poles</p> <p>-explain that the Poles do not have direct sunlight</p> <p>-compare difference in temperatures and link to distance from equator</p>																
skills																						
Discipline Focus			<p>I can name, locate the four countries and capital cities of the United Kingdom and the seas.</p> <p>I can ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>I can talk about famous landmarks in the UK</p> <p>I can use fieldwork to observe, measure and record.</p> <p>Use simple compass directions.</p>	<p>I can locate and label the oceans.</p> <p>Use simple compass directions.</p>	<p>I can talk about hot and cold parts of the world, polar regions and deserts.</p>	<p>I can compare and contrast polar regions</p> <p>I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>I can talk about hot and cold parts of the world, polar regions and deserts.</p>																

Subject Builder								
Key Concepts			Location	Movement		Location	Movement	
			Place	Human environmental interaction		Place	Human environmental interaction	
			Region			Region		
Progression			Year 1			Year 2		
	Locational knowledge		I can name and locate the four countries making up the British Isles, with their capital cities. I can name the surrounding seas of the United Kingdom. I can talk about the main features of each of the four countries that make up the United Kingdom.			I can locate and label the 5 oceans. I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		
	Place knowledge		I can recognise similarities and differences between Leicester and a contrasting place in the UK. I can talk about people and places within my local environment. I can talk about people and places beyond my local environment. I can identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.			I can compare a local City/town in England with a contrasting city in a different country. I can compare and contrast polar regions		
	Human and Physical Geo.		I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. I can identify land use around the school, beach, coast, forest, hill, mountain, sea, river, weather, City, town, village, house, and shop. Identify seasonal and daily weather patterns in the United Kingdom			I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? I can talk about hot and cold parts of the world, discussing in relation the North/South Poles, beach, coast, forest, hill, mountain, ocean, river, soil, vegetation, season, weather, Begin to look at tourism and trade Explore famous landmarks in the UK Polar regions Antarctica and deserts.		
	Fieldwork		Use directional language to describe the location of features and routes on a map- Near, far, left and right I can use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area. I can follow maps around the school and local area- library I can use a map to identify places in the UK I can use a simple key to recognise physical and human features on a map I can create a simple map of my local environment.			Use simple compass directions. (North, South, East, West) I can use fieldwork to observe, measure and record human and physical features in the local area.		
Key Vocabulary			border monarch		currents harbour		navigation equator	celsius hemisphere