Geography – Year 2 – Autumn Term1
Maps and Mapping

Links with other subject units this term
Village fieldwork incorporating **scientific** reasoning relating to the use of certain materials in nearby human and physical features
Prior Learning
• To use a range of maps, atlases and globes to identify the UK and its countries • Use simple compass directions – NSEW – and positional language to describe the location of features on a map • To use aerial photographs and planned perspectives to recognize landmarks and basic human / physical features to devise a simple map and symbol key
Key vocabulary for this unit
atlas, aerial view, bird's eye view, route continent, ocean physical feature, human feature, climate key, compass, symbol, ordinance survey

Learning Sequence	
Mapping it out	• Devise simple maps and use and construct basic symbols into a key: from desk, classroom, school, village to the wider world • Emphasise the concept of relative size e.g. drawing a house smaller than a school, a book larger than a pencil to develop an early understanding of scale
Routing Around	• To use simple compass directions and locational / directional language to describe the location of features and routes on a map
Atlas skills the UK	• Revise and revisit the use of atlases and globes to identify the UK and its constituent parts
Atlas skills the World	• To identify the UK in the broader context of its global position in atlases and on globes

	• To name and locate the world's seven continents and five oceans in the context of their developing geographical vocabulary and skills • To introduce the concept of regional climate in terms of geographical zones
A view from above	• To use aerial photographs and planned perspective to recognize basic human landmarks and physical features • To use simple fieldwork and observational skills to study our school and grounds including both human and physical features • To extend these fieldwork skills to study the broader locality of the village • To return to the previous study of UK maps to now locate our village in relation to physical features e.g. The Humber
Mapping our oceans and seas	• The use basic geographical vocabulary and our growing understanding of global locations to identify the major bodies of water • To strengthen the children's locational knowledge relating to continents and oceans and their relationship to each other

Assessment milestones	
Working Geographically • Study, create and label a range of maps and plan perspectives, including the classroom and village • Demonstrate an early understanding of relative sizing (scale) on a map and the importance and consistency of this	**Knowledge** • Locate on a map and name the constituent countries and capitals of the UK • Locate on a map and name the continents and oceans of the world • Be able to articulate the differences between human and physical features on a map NB: It is imperative that, by the end of KS1, all pupils are forming an increasingly secure knowledge of the places listed above. However, it must be recognized that their ability to name, for instance, a specific ocean or continent will depend upon the context and the current unit of work. It is the aim that, as the children progress through KS2, this knowledge become increasingly 'sticky' and reliable.

Geography – Year 2 – Autumn Term 2
What a Wonderful World

Links with other subject units this term	
We will link to the **historical** unit relating to transport and travel as we learn about the American Wright Brothers who invented the aeroplane	
Prior Learning	
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Key vocabulary for this unit	
World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere population, country, globe Journey line, route, travel, sphere, compass, directions, North, East, South, West hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats European, France, Paris, capital city, region, evaluate, senses, cuisine. Aerial view, bird's eye view, photograph, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop.	
Learning Sequence	
Round and Round	• Using a satellite image, highlight the seven continents (land masses) of the world and the five oceans. Discuss the key features of the map and pinpoint children's own country. • Introduce the globe and explain that the world is round, a sphere. • Using an Atlas suitable for KS1, use a world map to locate and colour code the continents and oceans.
Around our Continents	• Using the Internet children conduct their own research to find out interesting information/facts about the seven continents. • create a mini book all about the world. Model how to locate information using the Internet favourites pre-prepared on the school network and how to record in the mini book.
It's a Small World	• Explain how a journey can be made around the world. • Name some of the features that would be passed on a journey around the world. • Follow a journey line using key words such as continents, oceans and compass directions. • Create a personal journey using key words to describe the journey.

Hot and Cold Climates of the World	• Explain where hot and cold countries are located in the world. • Begin to name climate zones around the world using key words (temperate, cold, warm, tropical) • Understand how the location of hot and cold countries affects the different animals that live there.
Ted Tours Europe	• Locate Europe on a world map or globe. • Begin to name some countries in Europe. • Learn at least 3 key features of a European country.
Amazing Aerial Views	• Look at aerial photographs using observation skills. • Find key features in aerial photographs (bridges, roads, coastline, forests, houses) using observation skills. • Use key words to describe the features.

Assessment milestones

Working Geographically • Use an atlas to accurately locate the continents and oceans of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it?	**Knowledge** • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world.