



## Geography Curriculum: Year 2

*What are the aims and intentions of this curriculum?*

That children:

- Are allowed to explore and discover the geography in the world around them.
- Develop knowledge of locations, places and their features, human and physical processes and key terminology.
- Can understand similarities and differences, and the interaction of people, processes and places.
- Children can work like a geographer using maps, atlases and globes, and use fieldwork and observational skills to observe, measure and record.

Term	Topic	Knowledge	Skills	Specific field work and mapping skills	Assessment
Autumn 1	Home and Away: Our School Area	<p>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> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>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> <p>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> <p>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>	<p><u>Gather information</u></p> <p><i>Use basic observational skills. Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared questions. Use a pro-forma to collect data e.g. tally survey.</i></p> <p><u>Sketching</u></p> <p><i>Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.</i></p> <p><u>Audio/Visual</u></p> <p><i>Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.</i></p> <p><u>Using maps</u></p> <p><i>Use a simple picture map to move around the school.</i></p>	



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				<p><i>Use relative vocabulary such as bigger, smaller, like, dislike.</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features.</i></p> <p><i>Use photographs and maps to identify features.</i></p>	
Autumn 2	Home and Away: Kenya	<p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p> <p>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> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>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> <p>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> <p>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>	<p><u><i>Using maps</i></u></p> <p><i>Use relative vocabulary such as bigger, smaller, like, dislike.</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p> <p><u><i>Map knowledge</i></u></p> <p><i>Use world maps to identify Kenya in its position in the world.</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features.</i></p> <p><i>Use photographs and maps to identify features.</i></p>	



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<p>Summer</p>	<p>Me and My Locality</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>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> <p>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> <p>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> <p>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>	<p><u>Gather information</u>  <i>Use basic observational skills.          Carry out a small survey of the local area/school.          Draw simple features.          Ask and respond to basic geographical questions.          Ask a familiar person prepared questions.          Use a pro-forma to collect data e.g. tally survey.</i></p> <p><u>Sketching</u>  <i>Create plans and draw simple features in their familiar environment.          Add labels onto a sketch map, map or photograph of features.</i></p> <p><u>Audio/Visual</u>  <i>Recognise a photo or a video as a record of what has been seen or heard.          Use a camera in the field to help to record what is seen.</i></p> <p><u>Using maps</u>  <i>Use relative vocabulary such as bigger, smaller, like, dislike.          Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p> <p><u>Map knowledge</u>  <i>Use world maps to identify the UK in its position in the world.          Use maps to locate the four countries and capital cities of UK and its surrounding seas.</i></p> <p><u>Making maps</u>  <i>Draw basic maps, including appropriate symbols and pictures to represent places or features.          Use photographs and maps to identify features.</i></p>	
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