

GEOGRAPHY

Year 2

Mapping and scale	<ul style="list-style-type: none"> • Draw a map of a real place with some drawn features, using aerial photographs for support. • Use a mix of directional language and the four points of a compass to navigate around a map • Use class agreed symbols and begin to understand the need for a key. • Follow a short route on a small-scale map. Links with visit to local church.
Fieldwork	<ul style="list-style-type: none"> • Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher. Locality based. • Collect and record data with support.
Human and Physical features including settlements	<ul style="list-style-type: none"> • Recognise human and physical features of non-European countries studied. Delhi, India. • Understand and compare the human and physical features of the places that they study.
Location and place	<ul style="list-style-type: none"> • Name and locate the 4 countries and capital cities of the UK and its surrounding seas. • Identify characteristics of the 4 countries: Modern landmarks e.g. Welsh Millennium Centre, Angel of the North. Physical features e.g. Ben Nevis, Giant's Causeway, Lake District. Historic landmarks e.g. Buckingham Palace, Houses of Parliament, Edinburgh Castle, Cardiff Castle. National foods e.g. Haggis, Welsh rarebit, Irish stew. National sports e.g. Rugby, golf, cricket, hurling. • Begin to spatially match places e.g. recognise UK on a small scale map and a larger scale map. (Could look at 4 cities of UK) • Begin to match boundaries around the world e.g. find same boundary of Scotland and England on different scaled maps. • Use world maps, atlases and globes, to identify the UK and its countries, as well as the continents, oceans and countries already taught in EYFS, Y1 and being taught in Y2. • Identify the location of hot and cold areas of the world in relation to the Equator, North and South Poles. Could link to above objective. • Compare the UK with a contrasting country in the world. • Compare a local city (Doncaster) with a contrasting city in a different country. e.g. population, capital city, weather patterns, human and physical features.
Geographical terms related to topic (Key vocabulary)	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel Continent,</p>

	Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean
Greater Depth:	<ul style="list-style-type: none"> • CT 2 - Pupils are able to discuss different geographical viewpoints (using a modelled frame) and are starting to form their own view point. This uses supplied information/ geographical questioning formats • C3 - Pupils are aware of geographical changes over time and are starting to understand/ articulate different views, which are beginning to shape their own geographical understanding • CT 4 & C2 - Children are able to make connections using variation theories -What is is/What it is not, and are beginning to use this independently. They are starting to independently create geographical questions to pursue including fieldwork study aspects • CT 4 - Children are beginning to understand a non-example given by the teacher • CT 4, 5 & C2 - Children are starting to make connections between geographical items studied so far • CT 5 - Children are starting to critically reflect on research/ given information (Based on a teacher modelled frame). They can collaborate with the teacher to formulate next steps • CO 2 - Pupils are further developing the use of modelled peer tutoring methods (pupil reciprocal teaching) • CO 3 - Pupils are further developing the ability to critique themselves as a geographical learner (using teacher modelled formats) • CO 6 - Children are further developing the ability to feedback their geographical learning and understanding (following a teacher model) in a specified group role within a 'jigsaw classroom' format • C1 & C2- Create geographical questions to pursue. Starting to adapt their viewpoints based on findings (modelled support from the teacher - CT1)

Defined End Point	
<ul style="list-style-type: none"> - Develop knowledge about the world, the U.K. and their locality and to use geographical skills including first hand observation with increased precision, to enhance locational awareness 	