

YEAR 2 GEOGRAPHY CURRICULUM FRAMEWORK



Overview of Key Stage 1 Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
STREET DETECTIVES	LAND AHOY	THE RAINFOREST
<p>Ge SF 4 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>Using an OS map, children look closely to see if they can spot any recognisable features and landmarks including parks, roads, streets and churches in the locality, finding out how to use a map key and locate some of the symbols on a map.</p> <p>Ge SF 3 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>Children construct a map of the Witney, drawing buildings initially and then extending this to include symbols, using Google Maps to aid them.</p> <p>Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>Ge LK 2 Name, Locate and identify characterises of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Children identify seas of the UK using maps and satellite imaging. Make simple sketch maps to show the UK and the location of each sea.</p> <p>GE SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Locate on a world map or globe the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfound. Colour in these places and provide a simple key.</p> <p>Ge SF 3 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>Ge SF 4 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>Make a simple sketch map of the area where they carried out their minibeast hunt. Talk about the physical and human features on their sketch maps and plot the routes they took around the sites. Identify stopping points or sampling areas along the route.</p>

<p>and the key human and physical features of its surrounding environment.</p> <p>Children make observational drawings of buildings found within Witney.</p>	<p>Look at real and imaginary treasure maps to identify a range of human and geographical features. Make their own imaginary treasure map, create a simple key for their map and decide on the best place to hide treasure.</p> <p>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right, to describe the location of features and route on a map.</p> <p>Join in with playground games such as ‘Captain’s Deck’ which involve positional language including North, South, East and West. Follow directions such as ‘Run to the Captain’s right’ or ‘Run to the Captain’s left’ and Skip to the north of the ship’ and Hop to the east of the ship’</p>	
<p>SPRING TERM 4</p>	<p>SUMMER TERM 5</p>	<p>SUMMER TERM 6</p>
<p>THE SCENTED GARDEN</p>	<p>MUCK, MESS AND MIXTURES</p>	<p>TOWERS, TUNNELS AND TURRETS</p>
<p>Ge SF 4 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>Go on a walk to see what plants and flowers are growing. Capture interesting images using digital photography. Make simple maps and plans of the walk, recalling and sequencing what was seen using the digital images.</p> <p>Ge PK 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Find out about plants and flowers that grow in contrasting location such as the Brazilian rainforest.</p>		<p>GE SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes.</p> <p>Ge HP 2b Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Ge SF 2</p> <p>Look at and describe images of world-famous tunnels. Think about what the tunnels are made from and how they think they are used. Consider why tunnels are needed and suggest reasons why they might have been built.</p>

<p>Use books, video and pictures to gather information about different types of plants and flowers including how the climate affects how and where plants grown.</p>		<p>Ge SF 4 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>Children use observational skills to make an observation pencil drawing of a tower.</p>
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<p>Locational knowledge (LK)</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<p>Place knowledge (PK)</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>Human and physical geography (HP)</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Geographical skills and fieldwork (SF)</p> <ul style="list-style-type: none"> 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 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
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