

Year 2 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: <u>Y1 – Locational Knowledge</u>				Previous learning: <u>Y1 - Place Knowledge</u>			
Previous learning: <u>Y1 – Human and Physical Geography</u>				Previous learning: <u>Y1 - Geographical Skills and Fieldwork</u>			
2.4 Would you prefer to live in a hot or cold place?	5	<ul style="list-style-type: none"> To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places. 	<ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<ul style="list-style-type: none"> - Modelling - Practical activities - Field Trip 	<ul style="list-style-type: none"> Continuous throughout Observations Discussions Map 	<ul style="list-style-type: none"> To name and locate the world’s seven continents and five oceans. To use world maps, atlases and globes to identify the countries studied at this key stage. To devise simple maps. To 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. To use basic geographical vocabulary to refer to key physical and human features. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> PSHCE – cultures Science - animals

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<p>2.5 Why is our world wonderful?</p>	<p>5</p>	<ul style="list-style-type: none"> To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart. 	<ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	<ul style="list-style-type: none"> - Modelling - Practical activities 	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p>Geography Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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>Science Pupils should be taught to: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>
<p>2.6 What is it like to live by the coast?</p>	<p>5</p>	<ul style="list-style-type: none"> To locate the seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To identify human features on the coast. To investigate how people use the local coast. To present findings on how people use the local coast. 	<ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. 	<ul style="list-style-type: none"> - Modelling - Practical activities 	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p>To identify daily weather patterns in the UK (Weather Forecasting).</p> <p>To understand seasonal weather patterns.</p> <p>To use basic geographical vocabulary to refer to human and physical features.</p> <p>To 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>To use aerial photographs and to recognise landmarks and basic human and physical features.</p> <p>Geography</p>	<p>Maths Statistics Pupils should be taught to:</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and tables.</p> <p>Ask and answer simple questions by counting the number of objects in each</p>

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			<ul style="list-style-type: none"> • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used. 			<p>Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>
<p>Next learning: <u>Y3 – Locational Knowledge</u></p>			<p>Next learning: <u>Y3 - Place Knowledge</u></p>				
<p>Next learning: <u>Y3 – Human and Physical Geography</u></p>			<p>Next learning: <u>Y3 - Geographical Skills and Fieldwork</u></p>				