

St Anne's C of E Primary School Curriculum Plan

Subject: Geography

Year: 2

Term: Autumn, Spring 1



Unit: Let's Explore the World



| Vocabulary | Knowledge | Understanding | Skills |
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| | What children will know (that) | What children will understand (that) | What children will be able to do |
| <p>atlas - a book of maps that show the geographical features of an area.</p> <p>capital city - the most important city in a country, where the government is based.</p> <p>cardinal point - one of the four main points of the compass, such as north, south, east or west.</p> <p>climate - the usual weather conditions of a place.</p> <p>compass - an instrument used for showing the direction.</p> <p>continent - a large area of land.</p> <p>country - an area of land with its own government.</p> | <p>An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>The four cardinal points on a compass are north, south, east and west.</p> <p>Maps help people to plan a route from one place to another and to identify and locate physical and human features.</p> | <p>A compass is an instrument that is used for finding a direction.</p> <p>Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> | <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Collect and organise simple data in charts and tables from primary</p> |

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| <p>data - a collection of facts, such as numbers, words or measurements.</p> <p>equator - an imaginary line around the middle of the Earth.</p> <p>globe - a ball-shaped object with a map of the world on its surface.</p> <p>human feature - a feature made by humans, such as a shop, road and school.</p> <p>key - a list of the symbols used on a map with a description of what they mean.</p> <p>Landfill - holes in the ground that are filled with rubbish.</p> <p>map - a picture or drawing of an area that shows human and physical features.</p> <p>North Pole - the northernmost point of the world.</p> <p>Northern Hemisphere - the half of the world above the equator.</p> <p>ocean - a large area of salty water that covers part of the Earth's surface, larger than a sea.</p> <p>physical feature - a feature that has been formed naturally, such as a mountain, lake and river.</p> <p>population - the number of people living in a particular place.</p> | <p>Fieldwork can help to answer questions about the local community.</p> <p>The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator.</p> <p>Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.</p> <p>Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy.</p> <p>Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District.</p> <p>Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom.</p> <p>Scotland has many famous physical features, such as the extinct</p> | <p>The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>A temperate place is never extremely hot or extremely cold. The UK has a temperate climate</p> <p>Conservation activities protect the environment for people in the future.</p> <p>Fieldwork can help to answer questions about the local community.</p> | <p>sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Identify characteristics of the four countries and major cities of the UK.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Describe simple weather patterns of hot and cold places.</p> |
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| <p>recycle - to make items into new ones.</p> <p>sea - an area of salty water that covers part of the Earth's surface, smaller than an ocean.</p> <p>South Pole - the southernmost point of the world.</p> <p>Southern Hemisphere - the half of the world below the equator.</p> <p>sustainability - the ability to keep the Earth's environment and its natural resources for future generations.</p> <p>symbol - a picture that represents a physical or human feature on a map.</p> <p>temperate - not very hot or very cold.</p> | <p>volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond.</p> <p>Wales has many famous features including Mount Snowden and the River Severn.</p> <p>Somalia is a country on the east coast of Africa.</p> <p>Like the UK, Somalia has four seasons.</p> <p>The capital city of Somalia is called Mogadishu</p> | <p>The equator crosses through Somalia, so the climate is very hot and dry.</p> | <p>Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>Describe ways to improve the local environment.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> |
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St Anne's C of E Primary School Curriculum Plan

Subject: Geography

Year: 2

Term: Spring 2, Summer



Unit: Coastline



| Vocabulary | Knowledge | Understanding | Skills |
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| | What children will know (that) | What children will understand (that) | What children will be able to do |
| <p>arch - an opening that forms when the rock of a headland is worn away by the sea.</p> <p>atlas - a book of maps that show the geographical features of an area.</p> <p>bay - a part of the coastline where the land curves around on each side.</p> <p>beach - an area of sand or pebbles that stretches along the coastline.</p> <p>cardinal point - one of the four main points of the compass, such as north, east, south or west.</p> | <p>An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>Fieldwork can help to answer questions about the local community.</p> <p>The four cardinal points on a compass are north, south, east and west.</p> <p>Maps help people to plan a route from one place to another and to</p> | <p>An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>A compass is an instrument that is used for finding a direction.</p> <p>Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or</p> | <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation)</p> |

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| <p>cave - a large hole in the side of a cliff that forms when waves wash away the rock.</p> <p>cliff - a high area of rock with steep sides.</p> <p>coastguard - an organisation that watches the sea around the coast and helps any people or ships in danger.</p> <p>coastline - the place where the land meets the sea or ocean.</p> <p>compass - an instrument used for showing the direction.</p> <p>erosion - a natural process where rock, sand and soil are moved from one place to another.</p> <p>harbour - an area of the sea on the coast that is protected by strong walls, where ships can shelter.</p> <p>headland - a piece of land that sticks out into the sea.</p> <p>human feature - a feature made by humans, such as a sea wall or lifeboat station.</p> <p>key - a list of the symbols used on a map with a description of what they mean.</p> | <p>identify and locate physical and human features.</p> <p>Erosion is a physical process.</p> <p>Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p>Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.</p> <p>A stack is a physical feature of a coastline.</p> <p>Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</p> <p>Tourism is an industry that helps people travel away from home for pleasure.</p> <p>Human features have been made by people and include houses, bridges and roads.</p> | <p>icon used to show a geographical feature.</p> <p>Erosion can cause the change over time to an environment or place.</p> <p>Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.</p> <p>A place can change over time due to human activity such as house building, new industries and tourism.</p> <p>People use human features for work, travel, entertainment and living in.</p> | <p>and secondary sources (maps and books).</p> <p>Recognise that they share responsibility for keeping themselves and others safe.</p> <p>Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p> <p>Name, locate and explain the significance of a place.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> |
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| <p>Lifeboat - a large boat that is ready to take out to sea to rescue people who are in danger.</p> <p>Lighthouse - a tall tower with a light on top to warn ships to stay away from dangerous areas of coastline.</p> <p>map - a picture or drawing of an area that shows human and physical features</p> <p>ocean - a large area of salty water that covers part of the Earth's surface, larger than a sea.</p> <p>physical feature - a feature that is formed naturally, such as a cliff or beach.</p> <p>pier - a long walkway built out into the sea.</p> <p>route - a set of directions that can be used to get from one place to another.</p> <p>sea - an area of salty water that covers part of the Earth's surface, smaller than an ocean.</p> <p>sea wall - a wall built to protect the cliffs and coastline from erosion.</p> <p>stack - the column that is left standing on its own in the sea when an arch collapses.</p> | <p>A significant place is a location that is important to a community or society.</p> | <p>Places can be significant because religious or historic events that have happened there in the past.</p> | <p>Draw or read a range of simple maps that use symbols and a key. Describe how an environment has or might change over time.</p> <p>Describe, in simple terms, the effects of erosion.</p> <p>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Describe how an environment has or might change over time.</p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Describe what it was like to live in a different period.</p> <p>Describe the size, location and function of a local industry.</p> <p>Use geographical vocabulary to describe how and why people use a range of human features.</p> |
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| <p>symbol - a picture that represents a physical or human feature on a map.</p> | | | |
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