

# 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  |
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| <b>STREET DETECTIVES</b>  | <b>MUCK, MESS AND MIXTURES</b> | <b>TOWERS, TUNNELS AND TURRETS</b>   |
| <p><b>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.</b></p> <p><b>Ge HP 2a, 2b; Ge SF 2</b> 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><b>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.</b></p> <p>Children construct a map of the village, drawing buildings initially and then extending this to include symbols , using Google Maps to aid them.</p> <p><b>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</b></p> |                                | <p><b>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</b></p> <p><b>Ge LK 1 Name and locate the world's 7 continents and 5 oceans</b></p> <p>Children discuss different bridges and towers found within their locality before finding out about a selection of famous bridges and towers from around the world and their locations through using maps, atlases and globes.</p> <p><b>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. Ge SF 3</b></p> <p>Children visit the local tower of Faringdon Folly, climbing to the top and walking around the local area. Children use observational skills to make an</p> |

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| <p><b>surrounding environment.</b></p> <p><b>Ge HP 2a, 2b; Ge SF 2</b><br/>Children make observational drawings of buildings found within the village.</p>   |   | <p>observation pencil drawing of the tower.</p> |
| <p><b>SPRING TERM 4</b></p>  | <p><b>SUMMER TERM 5</b></p>   | <p><b>SUMMER TERM 6</b></p>                     |
| <p><b>LAND AHOY</b></p>  | <p><b>UNDER CONSTRUCTION</b></p>  | <p><b>WRIGGLE AND CRAWL</b></p>                 |
| <p><b>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. Ge HP 2a</b></p> <p><b>Ge SF 1 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</b></p> <p>Children look at real and imaginary treasure maps to identify a range of human and geographical features. Children then make their own imaginary treasure maps, adding lots of exciting features and creating their own key. Children use compass directions in order to navigate to the treasure.</p> <p><b>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. Ge SF 3; Ge LK 1, 2; Ge HP 1</b></p> <p>Children navigate for Captain Cook, locating on a world map or globe the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. Labelling the oceans he needs to cross and the</p> | <p><b>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</b></p> <p>Children look at the school environment, both inside and outside, mapping the school building before going outside to study key physical features, such as trees and play equipment to add to their maps.</p> <p><b>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</b></p> <p>Building on previous work, finding out about the school locality and plants and animals that call it home, children compare and contrast their school with another primary school overseas – in the Gambia, discussing similarities and differences between their school and ours.</p> |   |

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| <p>continents he visits.</p> <p><b>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Ge SF 1, 2</b></p> <p>Children use information gathered from the RNLI website to locate the UK's RNLI stations. Identify these locations on maps, which cities they are closest to and which countries of the UK they are based.</p> |  |  |
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| <p><b>Locational knowledge (LK)</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> | <p><b>Place knowledge (PK)</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Human and physical geography (HP)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> | <p><b>Geographical skills and fieldwork (SF)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> |
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