

Year 2 Geography	Curriculum Driving Concepts		
	Settlement, Climate Action, Human Impact, Rivers		
	Autumn	Spring	Summer
Unit of work Driving Question	Oceans How can we save our oceans?	Antarctica vs Desert Are all deserts hot?	Local Area Can I map my local area?
Values	Friendship and Love How can we show love to God's creatures in the sea?	Respect and responsibility Why are the ice caps melting? Is it everybody's responsibility?	Perseverance and Hope What would make Worcester even better in the future?
Link to NC programme of study	Name and locate the world's seven continents and five oceans	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 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  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.
What we need to know	There are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.  The seas around the United Kingdom are North Sea, Irish Sea, English Channel	The location of the Equator, North and South Poles There are hot and cold deserts. A desert is classified by amount of precipitation  Antarctica is the largest desert in the world.	The difference between a town, city and village. Worcester is a city. Using an aerial photograph can help us identify human and physical features to plot on a map. We can plot an area on a map.

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	<p>There are five named oceans: the Atlantic, Pacific, Indian, Arctic and the Southern (Antarctic)</p> <p>Positional language such as North, East, South and West and NE,SW can describe locations</p> <p>Different animals depend on the ocean for their habitat</p> <p>Humans are having an impact on our environment by polluting the oceans.</p> <p>Plastic pollution is impacting our oceans.</p>	<p>The Sahara is the largest hot desert The Sahara Desert has features including an oasis, sand dunes and salt flats.</p> <p>The key physical features of Antarctica include glaciers, icebergs, ice caves and Ice Mountains</p> <p>Climate change is causing the ice caps to melt and is impacting on the wildlife</p>	<p>We need to put a compass on our map to make it accurate.</p> <p>Using symbols can make a map easier to draw and interpret.</p> <p>The main features and landmarks in Worcester</p> <p>A survey collates thoughts of others for fieldwork</p>
<b>Cross curricular opportunities</b>	<p>Literacy- Persuasive letter about plastic pollution</p> <p>Maths- Data handling</p>	<p>Literacy: How to survive in Antarctica/tour guide.</p> <p>ICT: Using digital images/maps to explore features.</p>	<p>Maths- exploring scale. Consider the size of the symbols on the map.</p> <p>Maths: Directions</p> <p>Literacy: Persuasive letter to local councillor.</p>
<b>Links to prior knowledge (footprints)</b>	<p>The United Kingdom is made up of England, N Ireland, Scotland and Wales.</p> <p>The location and names of the continents and seas.</p> <p>Where the equator is.</p> <p>The climate differs depending on location.</p>	<p>Name of continents and oceans across world.</p> <p>That there is a Northern and Southern Hemisphere.</p> <p>Human activity is having an impact on the environment.</p>	<p>Know where Worcester is on the map of the UK.</p> <p>Know the difference between a human and physical feature.</p> <p>Know what human and physical features there are in our school grounds.</p> <p>Know what human and physical features there are in Worcester/shire</p> <ul style="list-style-type: none"> <li>• River Severn</li> <li>• Malvern Hills</li> <li>• Cathedral</li> <li>• The Hive</li> </ul>

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<b>Vocabulary</b>	<p>Ocean, sea, continent, equator, Atlantic, Pacific, Indian, Arctic. Southern (Antarctic), plastic, pollution</p>	<p>Precipitation, desert, Antarctica, Sahara, climate, continent, country, equator</p>	<p>Worcester, local, city, town, village, compass, direction, physical feature, human feature, impact</p>
<p><b>Excellence</b> <b>Enjoyment</b> <b>Everyone</b> <b>Everything</b></p>	<p><b>Excellence</b>-Understand the importance of people who work to prevent plastic pollution across the world</p> <p><b>Enjoyment</b>-Enjoy creating persuasive adverts to prevent plastic pollution</p> <p><b>Everyone</b>-Everyone and every animal deserves a clean planet to thrive</p> <p><b>Everything</b>-Know that plastic is polluting our oceans and we can work together to prevent this</p>	<p><b>Excellence</b>-Understand the importance of the ice caps in Antarctica and the excellence scientists use to protect them</p> <p><b>Enjoyment</b>- Enjoy exploring virtual tours of our world</p> <p><b>Everyone</b>-Everyone deserves a planet which is not at risk due to climate change</p> <p><b>Everything</b>-Know that deserts across the world are classified as cold deserts</p>	<p><b>Excellence</b>- Recognise the landmarks in our local area dedicated to people who have demonstrated excellence through history</p> <p><b>Enjoyment</b>-Enjoy exploring the local area and mapping it out accurately</p> <p><b>Everyone</b>-Everyone deserves to respect their local area and appreciate it</p> <p><b>Everything</b>-Know how to map our local area</p>
<p><b>Disciplinary Knowledge</b></p>	<p><b>Graphicacy Skills</b></p> <ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify continents, oceans and locations studied.</li> <li>• Zoom in/out and begin to highlight/annotate digital maps.</li> <li>• Use pictograms, tally charts, and simple tables (from Maths NC).</li> <li>• Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</li> </ul> <p><b>Fieldwork enquiry and practical skills</b></p> <ul style="list-style-type: none"> <li>• Engage in teacherled/guided enquiries.</li> <li>• Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.</li> </ul>	<p><b>Graphicacy Skills</b></p> <ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify continents, oceans and locations studied.</li> <li>• Zoom in/out and begin to highlight/annotate digital maps.</li> <li>• Use pictograms, tally charts, and simple tables (from Maths NC).</li> <li>• Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</li> </ul> <p><b>Fieldwork enquiry and practical skills</b></p> <ul style="list-style-type: none"> <li>• Engage in teacherled/guided enquiries.</li> <li>• Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.</li> </ul>	<p><b>Graphicacy Skills</b></p> <ul style="list-style-type: none"> <li>• Devise a simple map of a place in the local area.</li> <li>• Use and construct basic symbols in a key.</li> <li>• Begin to recognise and identify basic OS symbols</li> <li>• Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</li> </ul> <p><b>Fieldwork enquiry and practical skills</b></p> <ul style="list-style-type: none"> <li>• Use a compass (four compass points) to follow and describe routes.</li> <li>• Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW)</li> <li>• Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.</li> </ul>



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