



## Y2 Geography overview 2021-22

Geography Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography Geographical Knowledge
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Can collect information using correct geographical words and vocabulary ,label a photograph or diagram</li> <li>Can use simple compass directions (N,W,S,E)</li> <li>Can use locational language</li> <li>Can use world maps, atlases and globes to identify the United Kingdom and its countries,as well as the countries,continents and oceans</li> <li>Can use aerial photographs to use basic human features and landmarks</li> <li>Can use simple fieldwork and observational skills to study the geography of the school</li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> <li>use simple compass directions</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop knowledge about the world, the United Kingdom and their locality.</li> <li>They will understand basic subject-specific vocabulary relating to human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> </ul>	<b>TERM1:</b> Global Adventures: continents and oceans  The United Kingdom	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>Can compare physical features of different places</li> <li>Can locate places on a map (countries and capital cities of the UK)</li> <li>Can use maps and atlases appropriately</li> <li>Can use basic geographical vocabulary to refer to physical features (beach, cliff, weather)</li> <li>Can 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> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will understand value of map use</li> <li>Pupils will extend their knowledge and understanding beyond the local area to include a contrasting locality</li> </ul>	<ul style="list-style-type: none"> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> </ul>				
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>Can compare human features (buildings in the UK)</li> <li>Can describe features of a place (famous places of the UK)</li> <li>Can use basic geographical knowledge and vocabulary to refer to human features (city, town, village)</li> <li>Can explain what they would wear in different weathers and how the weather would affect different people</li> <li>Can explain how the jobs people do may be different in different parts of the world</li> <li>Can explain what facilities a town or village might need</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>	<ul style="list-style-type: none"> <li>This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Pupils will understand how Geography reflects a community/ culture</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM2:</b> -			
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>Can locate and naming the countries of the UK</li> <li>Can name the continents and oceans of the world and find them in an atlas</li> <li>Can name the largest cities of the UK</li> <li>Can investigate different weather in Europe</li> <li>Can name the world's major rivers and mountains</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will understand how human activity impacts an environment</li> </ul>				
<b>Maths links</b>	<ul style="list-style-type: none"> <li>Can convert m into cm</li> <li>Can compare temperatures in different places of the UK</li> <li>Can compare distances (locally and on the map)</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>			<b>TERM3:</b> -			
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 geography curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflection on choices</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can shows a willingness to explore and understand cultures from various parts of the world</li> <li>Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about people of all cultures involved in research, visiting museums and exhibitions and undertaking field trips</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>						