

# Year 2 Geography

## Unit 1 – Autumn 1

### Significant Places in direct locality to Sherwood school

#### **Geographical Enquiry**

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Investigate through observation and description
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

#### **Geographical Skills**

- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

#### **Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability**

- 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  
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Discuss changes in weather over the year.

#### **Example activity for 'expected' standard**

Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features. (After a walk of the local area, can draw a simple route map using key features and symbols)

Unit 2 – Autumn 2  
Small Area of the UK – Beacon Fell

Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

Geographical Skills

- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Small area of the United Kingdom – Beacon Fell
- 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  
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Example activity for 'expected' standard**

Children will know about Beacon Fell and name key landmarks, from a vocabulary list of features, identify which are human or physical and describe these features. Compare and contrast the local area to Beacon Fell and describe them and some of the activities that occur there using key vocabulary, can find Beacon Fell in a range of maps and produce own simple map with symbols.  
(eg Make a simple tourism leaflet for Beacon Fell including a map for people to navigate to the different human and physical features).

## Unit 3 – Spring 1

### Contrasting Non-European Country - Brazil

#### Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

#### Geographical Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Locate land and sea on maps.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

#### Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Small area in a contrasting non-European country (Brazil)
- 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 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  
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Example activity for 'expected' standard**

Can confidently name and locate the seven continents and five oceans on a globe or atlas and locate Brazil and the UK, can identify and describe a range of human and physical features of Brazil, such as the weather, housing, landmarks and people and compare their own life. (e.g create a simple travel brochure for travelling to Brazil, write a letter as a child in Brazil and talk about your life and how it compares to the lives of children in the UK)0

