

Year 2 Skills & Knowledge Progression

Subject: Geography

Geographical skills and fieldwork (GSF) Locational Knowledge (LK) Human and Physical Geography (HPG)

	Half Term 1	Half Term 2
Autumn	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions North, South, East and West to describe the location of these countries. Name the seas that surround the UK.</p> <p>Look at the characteristics of the different countries (weather), their capital cities and distinguishing features eg Orkney &amp; Shetland Islands in Scotland, Giant Causeway in Northern Ireland, Mount Snowdon in Wales and the River Thames in England. Use <a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjqpp3">https://www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjqpp3</a></p> <p>TT: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the UK. <b>Use world maps, atlases and globes to identify the UK and its countries</b>, as well as the countries, continents <b>and oceans</b> studied at this key stage.</p>	<p>Build on map work studied in year 1 and partake in simple fieldwork by observing and studying the geography of our school and its grounds. New to year 2 is the <u>focus on key human and physical features</u>. Use aerial photographs and plan perspectives (birds eye views of land and floor plans) to recognise landmarks and basic human and physical features of the surrounding environment. Devise a simple map of choice (see file for ideas) and construct basic symbols in a key. Use this plan <a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/</a></p> <p>Visit Earlswood lakes.</p> <p>TT: 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.</p> <p>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.</p> <p><b>Priority - Fieldwork in local environment, recognising human and physical features.</b></p>
	<p><b>What can make this personal to Dovers Green?</b></p> <p>Fieldwork trip to the lakes. <b>(SMSC no 1,2 &amp; 3)</b></p>	
Spring	<p>Study maps of Scotland. Use simple compass directions, locational and directional language e.g. near and far; left and right, to describe its location. Notice Lochness as a feature of the map. Ask geographical questions such as, what is a Loch? How would we get to Lochness? Use basic geographical vocabulary to refer to key physical and human features. (See vocab mats) (BV - Individual Liberty)</p> <p>Read a story about the Lochness Monster.</p>	<p>Use world maps, atlases and globes to name and locate the world's seven continents and five oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Pupils to vote for the non-European country with contrasting weather that they want to compare next term. <b>(BV- Democracy)</b></p> <p><b>Priority - Use atlases and maps to teach locational knowledge and the names of seas.</b></p>

	<p>TT: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, etc.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, etc</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>	<p>TT: Name and locate the world's seven continents and five oceans.</p> <p>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.</p>
	<p style="text-align: center;"><b>What can make this personal to Dovers Green?</b></p> <p style="text-align: center;">Use stories to highlight the characteristics of the countries of the UK. Let's see Ireland by Sarah Bowie, Mabel and the Mountain by Kim Hillyard, Katie Morag's Island Stories by Mairi Hedderwick and All Aboard the London Bus by Patricia Toht</p>	
<b>Summer</b>	<p>What is the weather like where we live? Discuss recent daily weather patterns. Identify seasonal weather - can pupils explain how the weather changes with each season?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm">https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm</a> (BV- Democracy)</p> <p>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. (SMSC no 2 BV - respect and tolerance)</p> <p>TT: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p>	<p>Plan year groups trip to London. How will you get there? What route will you take? Refer to train/tube maps. Note key landmarks. Read Katie in London by James Mayhew.</p> <p>Revisit, consolidate and assess.</p> <p>Priority - Use and understand Geographical vocabulary.</p>
	<p style="text-align: center;"><b>What can make this personal to Dovers Green?</b></p> <p style="text-align: center;">Trip to London - our capital city. (SMSC no 1,2 &amp; 3 BV - Rule of Law)</p> <p style="text-align: center;">Environmental Explorer Week (June) - local environmental issues. (BV -Respect and Tolerance)</p>	

## The development of SMSC and the promotion of British Values within Geography

<b>SMSC</b>	<ol style="list-style-type: none"><li>1. Fieldwork, trips and relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development as they become more aware of the world around them, differences and similarities about culture, race and ways of living.</li><li>2. Learning about the world around us promotes pupils spiritual development as they learn about real people in real places. This starts with knowledge of themselves, before progressing to knowledge of others near-by and then far away.</li><li>3. Enable students to develop their self-knowledge, self-esteem and self-confidence through building on their local knowledge about where they live taught in EYFS.</li></ol>
<b>British Values</b>	<p><b>Democracy;</b> encourage respect for democracy by making decisions together about how to record the weather or voting for which non-European country to study.</p> <p><b>Rule of Law;</b> enable students to distinguish right from wrong as we enjoy the great outdoors and public transport respectfully.</p> <p><b>Respect and Tolerance;</b> encourage students to notice their local environment in and around school. What do they notice, how could they improve it?</p> <p><b>Individual Liberty;</b> Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences or knowledge of other countries in the world.</p>