




Year 2 Autumn 1: Field to Plate Geography: Local Industry: Agriculture.

<p>Enquiry Question:</p>	<p>Where does our food come from?</p>				
<p>NC Objectives:</p>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> - Sense of own place (Local Industry). <p>Physical Features:</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key physical features, including hill, river, soil, valley, vegetation, season and weather. <p>Human Features:</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills:</p> <ul style="list-style-type: none"> - 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 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>Fieldwork: 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>Learning Threads:</p> <p>Land Use and Settlement. Trade and Economic Activity. Local Area.</p>	
<p>Curriculum Coherence:</p>	<p>Prior Knowledge: EYFS: Exploring their local environment with their senses; Year 1: Local area fieldwork and available jobs. Healthy food.</p>		<p>Future Learning: Y3: The Development of Newquay, local food dish. Stone Age to Iron Age (Scavengers or hunters), Y4: vegetation and crops grown in the Mediterranean, Y5: Vegetation and crops grown in the rainforest. Y6: Food from India. Local area for Trade and Tourism.</p>		
<p>Vocabulary:</p> <p>Farm, town, village, factory, house, office and shop. Hill, river, soil, valley, vegetation, season and weather. Dairy, beef, rural area, urban area, pig sty, hen house, sketch map, primary sector, secondary sector, tertiary sector.</p>	<p>High Quality Text:</p>  <p>Fantastic Mr Fox by Roald Dahl Chosen because of links to farming and rural areas.</p>	<p>Misconceptions:</p> <p>Farmers wear overalls and straw hats. All farmers are men. All cattle is called cows. Farmers don't use technology. Eggs are a dairy product.</p>	<p>Substantive Knowledge:</p> <p>Place Knowledge: Sense of own place: Local area study.</p> <p>Scale: Understand scale: Begin to understand what we mean by scale when discussing the scale of the farming business.</p> <p>Physical Features: Use basic geographical vocabulary to refer to key physical features, including hill, river, soil, valley and vegetation. Identify changes in seasons and weather.</p> <p>Human Features: Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Children encouraged to ask simple geographical questions such as where is it? What is it like? Make appropriate observations about why things happen. Direction and Location: To use directional location to describe features and routes on a map. Begin to use map sites on the internet using the zoom function to explore specific places. Drawing maps: Draw sketch maps with features and a key to show what the pictures represent. Fieldwork: Use fieldwork to make observations of features in a place and create sketch maps. To conduct questionnaires to find out more information about a place.</p>	<p>Cross Curricular Links:</p> <p>Literacy Links – Crows tale, making a bird feeder. Science link: living things and their habitats. DT link: Understand where food comes from. Creating a healthy meal.</p>
<p>Knowledge Sequence:</p>	<p>Week 1 Lesson 1: What are farms and why are they important? WALT explore what farms are and why they are important.</p>		<p>1. Recap from Y1 and EYFS – What are some of the defining features of our local area? What is our local landscape like?</p>		



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Links: At the Farm lesson plans KS1 Geography pack by PlanBee	Lesson 2: What are the key features of a farm? WALT explore the features of a farm.	Pupils will identify what a farm is and explore different types of farms including arable, livestock and dairy. Pupils will identify what happens on each type of farm and consider why farms are so important. Explore farms with zoom on map site. Pupils to identify farms in the local area. 2. Pupils will identify why farms are found in rural areas as opposed to urban areas. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office. Think about how the land around the farm is used for pasture and crops. Pupils will use appropriate vocabulary to discuss each feature, identifying what each is used for.
	Week 2 Lesson 3: How can we use a map and symbols to navigate around a farm? WALT use a map and symbols to navigate around a farm. Lesson 4: How do we draw a sketch map? (Procedural knowledge). WALT draw a sketch map.	3. Pupils will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. 4. To explore some different types of maps and what they are used for – OS maps, reference maps, thematic maps, atlases and globes, sketch map. To learn the key features of a sketch map – title, compass rose, different colours, map symbols, key/legend, aerial view. To explore aerial images and maps of our school and create our own sketch maps of our school.
	Week 3 Lesson 5: Fieldwork: Ask, collaborate & select. (Double lesson) WALT prepare for our fieldwork.	5. Fieldwork Enquiry: Ask: Develop the Big enquiry question that you will solve in the field to give the pupils a need to know e.g. What happens at our local farm? What products are sold by our local farm? Collaborate and Select: Discuss and prepare the methods that you will use to collect geographical data at a local farm – for Year 2 use: taking photos, creating a sketch map of the farm to show the different buildings/areas/etc. Short questionnaire for someone that works on the farm e.g. what do



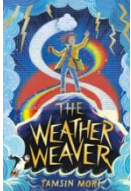
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		<p>you do? What type of farm is this? What happens to the farm product?</p>
	<p>Week 4 Lesson 6: Fieldwork: Do.</p>	<p>6. Go out and complete fieldwork at a visit to a local farm ensuring that all pupils are collecting the geographical data. Collect data through taking photos, drawing accurate sketch maps of the farm, recording responses about what happens at the farm and to the product.</p>
	<p>Week 5 Lesson 7: Fieldwork: Analysis & Presentation. WALT analyse and present our fieldwork findings.</p> <p>Lesson 8: Which sector is farming in? WALT identify what happens in the primary and secondary sectors.</p>	<p>7. Pupils to edit and improve their sketch maps and create labels or comments to explain their photos. Detailing what food is created on the farm, they can then use their questionnaire findings to create a production line poster to show what will happen next – how does the food get to our plate? Pupils can use their maps and posters to share their findings with the geography lead, explaining how food ends up on our plate.</p> <p>8. Pupils learn that farming is in the primary sector (gathering of raw materials from the planet), explain what happens in the secondary sector & tertiary sector. Can pupils draw an image to show what happens in each sector of the economy? Is farming linked to any other sector?</p>
	<p>Week 6 Lesson 9: How do the seasons affect life on a farm? WALT identify how the change in seasons affect the work on a farm.</p> <p>Lesson 10: What are the differences between life on a farm and life in a town? WALT compare life on a farm to life in a town.</p>	<p>9. Pupils recap the four seasons of the year and their features. Explore what typically happens on a farm during each of the four seasons in terms of animal and crop care.</p> <p>10. Pupils identify the differences between urban and rural areas. Identify the differences between towns and farms in terms of human and physical features. Can they describe what a farm is like to a city dweller?</p>



Year 2 Spring 1: Storm Maker

Geography: National Weather and seasonal changes.

<p>Enquiry Question:</p>	<p>What should we wear and when do we sleep?</p>				
<p>NC Objectives:</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Location of equator - Location of northern and southern hemisphere - Location of arctic and Antarctic circle. <p>Physical Geography:</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to seasons and weather. <p>Fieldwork: 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>Learning Threads: Water, weather, and Climate.</p>	
<p>Curriculum Coherence:</p>	<p>Prior Knowledge: EYFS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Y1: Daily and seasonal UK weather in science. Y2: Weather effects of farming.</p>		<p>Future Learning: Y2: Polar regions. Across KS2: Climate in other countries relating to position of country on Earth. Y3: Climate of mountainous regions and across North America. Y4: Mediterranean climate. Weather with water cycle and rivers. Y5: Rainforest and South America climate, Deserts and biomes. Y6: Indian climate. UK topography and climate regions.</p>		
<p>Vocabulary: Weather patterns, seasonal changes, daily weather, inland, coastal, climate, hot, cold, equator, arctic circle, Antarctic circle.</p>	<p>High Quality Text:</p>  <p>The Weather Weaver by Tamsin Mori. Chosen because of descriptions and experiences with different types of weather.</p>	<p>Misconceptions: Clouds made of smoke. Winds caused by the Earth spinning.</p>	<p>Substantive Knowledge:</p> <p>Locational knowledge: Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, arctic and Antarctic circle.</p> <p>Physical geography: Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Sustainability: Begin to explain local and small scale issues.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Children encouraged to ask simple geographical questions such as where is it? What is it like? Use NF books, stories, maps, pictures, photos and the internet as a source of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places. Using globes, maps and atlases: Recognise features on aerial images and maps. Fieldwork: Identify seasonal and daily weather patterns. Globalisation and interconnection: Similarities & differences between own place and various places in the world.</p>	<p>Cross Curricular Links: Literacy links: weather weaver texts, DT link: windsock. Links to prior topic: How seasonal changes effect farming, and next geography topic: polar regions.</p>
<p>Knowledge Sequence:</p>	<p>Week 1: Geographical skills and fieldwork. Lesson 1: What are the differences between seasonal and daily weather patterns? WALT identify the seasonal and daily weather patterns in the UK.</p>		<p>1. Link to FS wonder weather and Y1 science: what is the weather like in our country? How do we know</p>		



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Links: [Weather Patterns: KS1 lessons, activities and worksheets — PlanBee](#)

Lesson 2: What did we find out?
WALT present our findings.

this? When does the weather change? What do you think we mean by seasons?
Pupils consider the differences between seasonal weather and daily weather in the UK. Make a plan or weather diary to record the weather daily over a week. (rainfall, wind direction, sunlight, cloud cover, etc.)

2. At the end of the week, discuss what you found out - identify how the weather is changeable every day in the UK, even within the same season.

Week 2:
Lesson 3: How do daily weather patterns change over time?
WALT describe how daily weather patterns change over time, and how weather may be different in inland and coastal areas.

Lesson 4: Why is it helpful to predict what the weather will be?
WALT identify ways in which we learn about the weather, then make predictions about the weather which are helpful.

3. Pupils will look at simple pictograms of weather data for different regions of the UK. Learn some of the ways in which the weather differs between inland and coastal areas. Draw and describe weather conditions in different areas of the UK.
4. Pupils consider the ways in which the weather affects the clothes we wear and things we do. Pupils think about how weather forecasts help us. Pupils add weather symbols to a map and perform a weather forecast.

Week 3:
Lesson 5: Where are the hot and cold places in the world?
WALT identify the hot and cold places in the world and identify the relationship between the climate and where a place is.

Lesson 6: What is the climate like in the UK?
WALT identify the climate of the UK.

5. To identify the position of the equator, northern hemisphere, southern hemisphere, arctic circle and Antarctic circle. To identify hot and cold places in the world in relation to the equator and poles. E.g. hotter places by the equator as they get the most sun directly over them, cold places nearer the poles as the sunlight has to curve and travel further to reach them.
6. To understand the difference between climate and weather. To identify that the UK has a temperate climate and how this is effected by where it is on Earth.

Week 4:
Lesson 7: How does the weather change near the equator or Arctic regions? (Double lesson)
WALT find out how the weather in equatorial and polar regions differs from weather in the UK.

Lesson 8: How does seasonal weather in equatorial regions differ to weather in the UK?

7. Pupils will study images and descriptions of an equatorial and polar region and compare them to UK weather. To learn basic differences between UK, polar and equatorial climates. They may draw or describe weather in different, given locations.

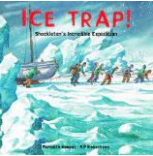


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	<p>WALT identify how seasonal weather in an equatorial region is different to weather in the UK.</p>	<p>8. Focusing on Singapore, children will learn more about weather in equatorial regions, including that it may not only be hotter than the UK, but wetter too. They can also consider how the weather in Singapore affects human behaviour.</p>
	<p>Week 5: Lesson 9: Do countries in polar regions have the same seasons as the UK? (link to next geography topic) WALT identify how seasonal weather patterns in a polar region is different to weather in the UK. Lesson 10: Assessment point.</p>	<p>9. Focusing on Tromsø, Norway, pupils will learn more about weather in polar regions, including that they experience periods of constant darkness / daylight. They can create a diary explaining a typical day in a polar region.</p>



Year 2 Summer 1: Arctic Adventures. Geography: Global World continents & oceans and Polar Regions.

Enquiry Question:	What would you take on an adventure to the arctic?					
NC Objectives:	<p>Locational knowledge:</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans. <p>Place Knowledge:</p> <ul style="list-style-type: none"> - 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. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> - 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>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - 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. 				Learning Threads: Water, Weather and Climate. Location, Land Use and Settlement. Travel and Transport.	
Curriculum Coherence:	Prior Knowledge: EYFS: equator, weather, Climate near equator in Africa. Y1: African weather and climate due to relation to equator, seasons and weather in science. Y2: UK weather and seasons, comparing UK weather to Norway in arctic circle.		Future Learning: Across KS2: Climate in other countries relating to position of country on Earth. Y3: Climate of mountainous regions and across North America. Y4: Mediterranean climate. Weather with water cycle and rivers. Y5: climate change. Rainforest and South America climate, Deserts and biomes. Y6: Indian climate. UK topography and climate regions.			
Vocabulary: Continents (names), oceans (names), equator, arctic circle, Antarctic circle, sun, permanent ice, snow, ice shelf, glacier, ice cap, pancake ice, ice floes, temperature, climate, countries of arctic circle.	<p>High Quality Text:</p>  <p>Ice Trap Chosen because of its links to travelling to polar regions by local explorer – Shackleton.</p>	<p>Misconceptions:</p> <p>Pupils may not know that the south pole is colder than the north pole.</p> <p>That the north pole is just sea or a small continent like Antarctica (pupils can be confused by the ice cover in the north pole).</p> <p>Pupils may think there is always snow in Arctic towns.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, arctic and Antarctic circle. Countries in the Arctic circle.</p> <p>Place knowledge: Comparing Place: 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.</p> <p>Scale: Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area.</p> <p>Physical Features: Physical features: Identify and record key physical features.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Use NF books, stories, maps, pictures, photos and the internet as a source of information. Make simple comparisons between features of different places.</p> <p>Direction and Location: Follow simple directions as Y1 and learn the four compass points. Using maps, globes and atlases: Recognise features on aerial images and maps. Identify and locate places on a map. Begin to use map sites on the internet using the zoom function to explore specific places.</p> <p>Drawing maps: Annotate a map to show key information.</p> <p>Fieldwork:</p>	<p>Cross Curricular Links:</p> <p>Text and Literacy: Ice planet adventure. History significant person: Shackleton.</p> <p>Links to weather & Climate and hot & cold places in previous geography topic.</p>	



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		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Identify warm and cold places in our school grounds.	
<p>Knowledge Sequence:</p> <p>Links: Polar regions in geography resources.</p> <p>Unit: Explorers and adventurers KS1 History Oak National Academy (thenational.academy)</p>	<p>Week 1:</p> <p>Lesson 1: Where are the world's continents and oceans? WALT identify the continents and oceans of the world.</p> <p>Lesson 2: How do we know that this place is cold? WALT recognise what creates a cold place locally and globally. (Double Lesson).</p>			<ol style="list-style-type: none">1. Pupils know that a continent is a large area of land, usually surrounded by sea that contains different countries. Pupils recap the words and meaning of equator, northern hemisphere and southern hemisphere. Pupils identify the seven continents and five oceans and explore where they are in the world. To discuss the difference between sea and ocean. Pupils then consider the differences the differences between key areas of land, such as county, country, continent, world. Pupils to identify the largest and smallest continent. Pupils can label continents and oceans on a map and record key facts about them e.g. this is the largest continent, etc.2. Recap hot and cold places in the world using a map. Consider where permanent ice and snow may be found. Pupils to consider how we know if a place is cold. Pupils to consider which places around the school might be colder places and what is needed to warm an area around the school. Pupils to identify how they can find out which are the cold places around the school. Recap 4 compass points and identify how the sun travels over the school – identify places more likely to get sun and places more likely to be in shade. Pupils can record these by annotating a map of the school. Pupils can use a thermometer of data logger to measure the temperature of areas around the school that they think will be cold and warm and record their findings. Link the effects of the sun to the temperature of places around our school and the effects of the sun in relation to the temperature of places on earth.



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	<p>Week 2: Lesson 3: What are the countries in the arctic circle? WALT identify the countries in the arctic circle.</p> <p>Lesson 4: What is the climate like in the Arctic? WALT explore the climate in the Arctic.</p>	<ol style="list-style-type: none">Pupils identify where the arctic circle is and explain that the permanent ice cap at the north pole is frozen sea, which is 2-3m thick, whereas Antarctica in the south pole is a large continent. Using a map identify the eight countries in the arctic circle: Canada, Greenland, Iceland, Norway, Sweden, Finland, Russia & the USA (Alaska). Recap Norway from previous topic – what do we know about the climate here? Will this be similar or different to the climate of the other countries in the arctic circle? Pupils to use the arctic circle puzzle to place the map pieces in the correct place. Teach pupils about the effects of the 24hr sun and midnight sun and consider how this could impact on the people that live in these countries.Pupils to recap and learn new weather vocabulary to describe weather patterns in the arctic. They will learn about winter and summer in the arctic and describe what the weather is like in each of these seasons.
	<p>Week 3: Lesson 5: What are the physical features of the polar regions? WALT identify key physical features of ice.</p> <p>Lesson 6: What do we know about the south pole? WALT identify key features of Antarctica.</p>	<ol style="list-style-type: none">Explore some of the physical features of ice: small icebergs broken from ice shelf, glacier, pancake ice, ice floes, mountains & hills, rivers & oceans, coastlines. Pupils could identify ways to freeze water to recreate some ice features.Identify the Antarctic circle on a map and understand that this is an imaginary line which surrounds the continent of Antarctica. Compare the land mass of the UK to Antarctica and explore how many times the UK would fit into Antarctica (Just over 61). Show how the continent can double in size during the winter season from April to September when the sun does not fully rise and temperatures plummet. Pupils can identify the month now and predict what Antarctica looks like – use the south pole web camera to see if they were correct. Pupils to create south pole thermometers showing key information (highest / lowest



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		temperature, freezing point, UK average temperatures and explore the temperature of Antarctica and compare this to their previous learning on Norway and Newquay (Antarctica is coldest).
	Week 4: Lesson 7: Which creatures live in the Arctic? WALT identify wildlife in the Arctic. Lesson 8: Can we compare an arctic town with a UK city? WALT compare an arctic town with a UK city.	7. Pupils will look at animals in the Arctic and consider how they survive the cold harsh winters. They will use maps to locate and record animal distribution in the Arctic. 8. Pupils to look closely at Sisimiut in Greenland and compare to London in the UK. Pupils will compare physical and human features for the regions and weather patterns.
	Week 5: (History Link – Significant Individual) Lesson 9: What is an explorer? WALT explain what an explorer is. Lesson 10: Who was Sir Ernest Shackleton?	9. To learn about what an explorer is, identifying qualities and attributes that they may have. To explore examples of different explorers. Consider what explorers might need to take on their adventure. 10. Link to text (Ice Trap) Explain that Shackleton was an explorer who attempted to reach the south pole four times, but didn't get there. Recap climate and features of south pole – what could have made this a challenging journey? Listen to Shackleton's story. Pupils could map Shackleton's journey. <i>(If available, Charlestown Shipwreck Museum in St Austell often have a Shackleton experience that pupils could visit for enrichment.)</i>
	Week 6: Lesson 11: Assessment Point.	