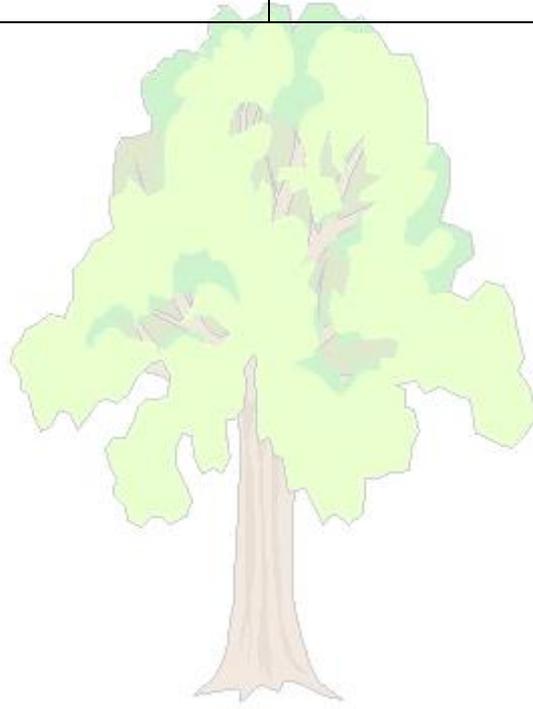


Year 2 Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Where in the world are we?</p> <p>Locational Knowledge Geography skills and fieldwork</p>				<p>Where in the world is Peru? Place knowledge</p> <p>How is Peru different to England? Physical geography</p>



## Year 2 Medium Term Plan

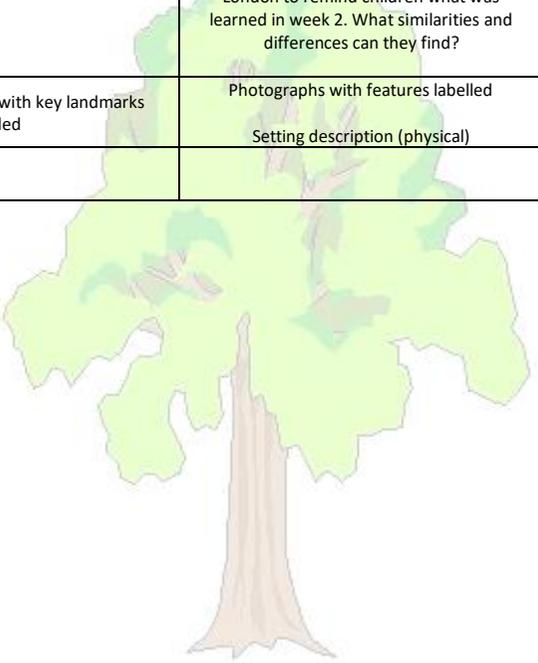
Term 2 Geography – <b>Where in the world are we?</b>			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify countries, continents and oceans studied</li> <li>Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map</li> <li>Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>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</li> </ul>	<p>I can locate the seven continents and five oceans on a world map and globe</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and key human and physical features</p> <p>I can use four points of the compass</p> <p>I can add labels onto a map or photograph of features</p> <p>I can locate hot and cold areas of the world in relation to the equator and the North/South poles</p> <p>I can draw a map of the school with labels</p>	<p>Location Knowledge:</p> <p>I can name and locate the world's seven continents and oceans</p> <p>I can locate hot and cold areas of the world in relation to the equator and the North/South poles</p>	<p>Continent, ocean, world, globe, atlas, equator, north pole, south pole, climate, capital, landmark,</p> <p>Physical geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Human geography: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Pupil Offer</b>		<b>Famous People</b>	
<p>Field work</p> <p>Link research of continents to special EAL within class</p> <p>Making compasses</p>			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p><b>Year 1 Retrieval</b> Pupils have located and learnt about the 4 countries of the UK</p> <p><b>What are continents? What is the equator?</b> Locational Knowledge Physical Geography</p> <p>Use the continent song to learn the seven names. Extend this to labelling the continents on a map, while singing to improve retrieval attempts. Look at the globe and discuss similarities with maps. Play catch with inflatable globe to name continents caught.</p> <p>Discuss the equator, and where it is on the globe and maps. Model this with the sun, so children understand the temperature link.</p>	<p><b>Fieldwork – compasses and map making</b> <i>Geographical Skills and Fieldwork</i> Show children compasses and let them explore its movement outside. Ask children to work out where north, east, south and west are. When returning to the classroom, work out which walls are in each direction and list the things that they can see for each compass point.</p> <p>Children to make a map of the school field, using a key and discussing objects in relation to the compass points.</p> <p>Use treasure maps (of the school grounds) to teach about why the compass is important. Follow the instructions to find treasure, and write instructions to get to something.</p> <p>Make own compass and see if we get to the same places as people using the school compass (following a one-step instruction of movement)</p>	<p><b>What are the North and South Poles?</b> <b>What geographical features do we have in the UK/ Europe?</b> Physical Geography Locational Knowledge</p> <p>Use the globe to revisit equator learning, and explain north and south poles. Discuss temperature link. Ensure children know how to tell top from bottom. Play games with the inflatable globe to learn north and south pole. Discussions around northern hemisphere and southern hemisphere can happen if children are solid with poles, but is not essential as can be covered in reading materials.</p> <p>Find Europe on the map and find key countries. Discuss currency, food, culture, sport and landmarks in the UK. Use physical and human geography terms to learn about features of key areas of the UK e.g. Dover, Liverpool, Folkestone, Maidstone</p>	<p><b>Finding continents and how the relate to the North and South Pole</b> Locational Knowledge Physical Geography</p> <p>Revisit equator and poles, in relation to temperature. Children to understand that some places, like the UK are temperate and what this means. Show different animals and work out if they like hot or cold places, and pin them onto the globe. Discuss accuracy of key animals e.g. penguins.</p>	<p><b>What are oceans?</b> Locational Knowledge Physical Geography</p> <p>Use the ocean song to learn the five names. Repeat activities similar to week 1. Discuss which oceans are near which continents.</p> <p><b>Retrieval- BIG QUESTION</b> Provide children with relevant vocabulary and ask them to write about where they live using each of these words e.g. town, continent and ocean. Provide geographical features for fast finishers.</p>
Organisation & Communication	<p>Labelled continent maps</p> <p>Photos of interactive games</p>	<p>Photographs of compass use</p> <p>Lists of objects seen in the compass point direction</p> <p>Answers to treasure map</p>	<p>Photos of interactive games</p> <p>Labelled map of Europe</p> <p>Grids to show key features matched to key places</p>	<p>Maps with animals stuck in correct places</p>	<p>Labelled continent maps</p> <p>Photos of interactive games</p> <p>Written paragraph for assessment</p>
Reading & Maths Opportunities					Reading comprehension (separate lesson)

## Year 2 Medium Term Plan

Term 6 Geography – <b>Where in the world is Peru? How is Peru different to England?</b>			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map</li> <li>Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>I can locate the seven continents and five oceans on a world map and globe.</p> <p>I can describe the geographical similarities and difference between the UK and another non-European country</p> <p>I can add labels onto a map or photograph of features</p>	<p>I can name and locate the world's seven continents and oceans</p> <p>I can identify the physical and human features of London</p> <p>I can identify the physical and human features of an area of Peru</p>	<p>Physical geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, waterfall</p> <p>Human geography: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Capital city, language, currency, culture</p>
<b>Pupil Offer</b>		<b>Famous People</b>	
Links with English – Paddington Bear experience (food tasting)			

Term 6	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p><b>Prior Unit Retrieval</b> Revision of continents and oceans.</p> <p><b>Locational Knowledge</b> Find South America on the map and find key countries. Discuss currency, food, culture, sport and landmarks</p>	<p><b>Year 1 Retrieval</b> Pupils have located UK Capitals</p> <p><b>Deeper understanding of London</b> <b>Place Knowledge</b> <b>Human and Physical Geography</b></p> <p>Discuss what children know already about London. Use BBC to watch videos about London, along with reading materials. Children to look at aerial photographs to locate key landmarks learned about. – include parks and not just buildings.</p>	<p><b>Physical geography of Peru</b> <b>Place Knowledge</b> <b>Physical Geography</b></p> <p>Assess if children can answer the big question of where is Peru by providing a map with blank labels, including oceans. Show pictures of Lima and discuss what they see. Provide children with a bingo grid of physical features to look out for. Children to write about the features that they find. Is there a feature that Lima has lots of, or anything that is scarce? Show pictures of London to remind children what was learned in week 2. What similarities and differences can they find?</p>	<p><b>Human geography of Peru</b> <b>Place Knowledge</b> <b>Human Geography</b></p> <p>Show pictures of Lima and discuss what they see. Provide children with a bingo grid of human features to look out for. Children to write about the features that they find. Is there a feature that Lima has lots of, or anything that is scarce? Show pictures of London to remind children what was learned in week 2. What similarities and differences can they find?</p>	<p><b>Retrieval- BIG QUESTION</b> <b>Place Knowledge</b></p> <p>Children to collect together ideas from week 3 and 4 to make a grid of both physical and human features that are the same or different. Split class into small groups, where they can add to the grids through discussion. Provide photos from previous lessons for the children to choose to use if they need them. Give each group one minute to present all of the differences they could think of, in order to answer the big question.</p>
Organisation & Communication	Labelled map of Peru	Aerial photographs with key landmarks added	Photographs with features labelled  Setting description (physical)	Photographs with features labelled  Setting description (human)	Video on Seesaw of presentation, including photograph of grid
Reading & Maths Opportunities				Reading comprehension (separate lesson)	



Seesaw Primary School