



Churchfields Infants' School: Year Two curriculum information

Geography



Outlined below is a summary of the skills children will work on during each half term in Year Two, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
Autumn 2 The City of London [Once Upon a Time...]	<ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas - 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 country - use basic geographical vocabulary to refer to key physical and human features 	<ul style="list-style-type: none"> - sorting into human physical features and labelling them. Would we find them in our local area? - trip to London! (identifying human/physical features and other landmarks) - list human and physical features they saw on their trip - devising their own map of the school trip - adding symbols and a key to show the human features visited - discussing their maps using compass directions to support 	<ul style="list-style-type: none"> UK England Wales Scotland Republic of Ireland London Cardiff Edinburgh Belfast map physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather human features city, town, village, factory, farm, house, office, port, harbour, shop 	<ul style="list-style-type: none"> - explore the local area (or further afield if you happen to visit other places!) for physical and human features of the landscape - look through family pictures, holiday photos, or search the internet together for images of a variety of places – can you spot any physical and human features? - you could go on your own adventure in London! Take your family on the same route we used or choose your own as a family using maps and/or places you have either visited before or would like to visit - create a map of your journey during or after you've completed it!

<p>- use world maps, atlases and globes to identify the UK, it's countries, capital cities and seas</p> <p>- 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>The following are taught throughout the year:</p> <p>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Revision: <i>- the geography of the UK</i></p>	<p>- comparing similarities and differences between South Woodford and the City of London</p> <p>Revision: <i>- naming some simple human and physical features</i> <i>- simple map work (this will be developed by independently adding a key to their own map)</i></p>	<p>(children will then be expected to name some of these features when on their trip)</p> <p>local area</p> <p>compass direction</p> <p>North</p> <p>East</p> <p>South</p> <p>West</p> <p>other compass directions (e.g. North West) as appropriate</p>	
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	<ul style="list-style-type: none"> - what are human and physical features? - using aerial views and other maps with confidence and understanding what different colours/textures etc. mean 			
<p>Spring 2</p> <p>India</p> <p>[What the Eyes Don't See...]</p>	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - 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 of India - 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 world maps, atlases and globes to 	<ul style="list-style-type: none"> - locating India on a world map and using Google maps to view it from above and the ground - using compass directions and other directional language to describe the location of India in relation to the UK - learning general information about the geography of India - comparing the human and physical features of India (the Punjab) with those in the UK (London and a small, rural area) - learning more about the geography of India and how this affects the life of the 	<ul style="list-style-type: none"> world map globe atlas Asia Africa North America South America Antarctica Europe Australia physical features human features North East South West India Asia population climate 	<ul style="list-style-type: none"> - use Google maps or Google images (under supervision!) to find out all about India and how it is different to where we live - encourage your child to explore atlases and globes – if you don't have an atlas at home maybe you could visit the library? While you're there you could also look for some books related to our topic for this half term?! - can you find some images of how the way of life in different regions of India is varied, just like it is in the UK! Both countries have rural and urban areas, villages, towns and cities that look very different from each other! What are the similarities and differences between a village in the UK and a village in India - if you have ever visited India (or another country that could be compared with the UK), show your child some photos or video of what it is like and discuss! You may even have pictures of your child on previous

	<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>The following are taught throughout the year:</p> <ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>Revision:</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical and human features - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>people who live there</p> <ul style="list-style-type: none"> - compare to our way of life - learning about animals found in India compared to in the UK - creating an India information booklet <p>Revision:</p> <ul style="list-style-type: none"> - <i>using compass directions and simple locational language to describe where places are</i> - <i>using world maps to locate different places, including in relation to the places they have been learning about so far</i> 	<p>seasons</p> <p>weather</p> <p>coastline</p> <p>towns/cities</p> <p>villages</p> <p>similarities</p> <p>differences</p>	<p>holidays you could use to jog their memory!</p>
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	- use aerial photos and plan perspectives to recognise basic human and physical features			
Summer 2 Global Citizens Lost at Sea	<p>This unit marks a culmination of all the skills and objectives taught throughout Key Stage One. All objectives will be revisited, but this will be more guided by the children, their specific interests within the topic and any areas for development</p> <p>Revision: - applying skills in all above objectives taught during the Key Stage to further broaden knowledge</p>	<ul style="list-style-type: none"> - creating a class map to show where we live and the different places our families originate from/live - creating a personal passport, including: <ul style="list-style-type: none"> * information about where they live * information about a place they have visited * information about a place they would like to visit - participating in a 'Community Day', involving all the different places/ cultures represented in our school - discussing reasons why people might move between countries 	<p>(revisiting all as above, plus):</p> <ul style="list-style-type: none"> global citizen passport originate community 	<ul style="list-style-type: none"> - if your child, you or a member of your family were born in a different country you may like to share photos/videos etc. with them and discuss the similarities and differences. If you have taken your child to visit this place then they may be able to tell you about it! Continue to share objects, festivals etc. from other countries/cultures with your child so they can really appreciate their role as a global citizen! - allow and encourage your child to further explore maps and plans of different areas and presented in different ways! - if you go to visit a zoo, safari park or theme park etc. at any point, you could also explore the map before you go and plan a route! Can your child be in charge of your route around for at least some of the day using the map?? - if you're going away over the Summer, you may also like to have a look at a map of the area you are visiting – can your child spot any features using it?