





Geography Medium Term Planning




Year 2

Key Concept Overview





It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the beginning of that element of their learning journey.

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;">Navigation</p>	<p><i>To be able to talk about where I live.</i></p> <p><i>To know that places can be represented on a map.</i></p> <p><i>To know the name of my street and of Bricknell Avenue.</i></p>	<p><i>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</i></p> <p><i>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</i></p> <p><i>To know my own address.</i></p> <p><i>To locate Hull, London (as the capital) and the 4 countries on a UK map.</i></p> <p><i>To be able to use a globe to locate the north/south poles and equator.</i></p>	<p><i>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</i></p> <p><i>To be able to use simple compass directions and directional language to find locations on a map.</i></p> <p><i>To be able to name the capital cities of the countries in the UK.</i></p> <p><i>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</i></p>	<p><i>To be able to use the 8 points on a compass to create maps and plan routes.</i></p> <p><i>To be able to use various sources to identify locations around the world.</i></p> <p><i>To be able to locate major countries and understand how they are separated by boarders.</i></p> <p><i>To be able to find where the Arctic and Antarctic Circles would be on a map.</i></p>	<p><i>To be able to plan a journey from my city using the 8 points of a compass.</i></p> <p><i>To be able to use ordnance survey maps for Hull and identify key features.</i></p> <p><i>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</i></p> <p><i>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</i></p>	<p><i>To be able to use 4 figure grid reference to navigate ordnance survey maps.</i></p> <p><i>To be able to use digital mapping technology to find physical features of an area.</i></p> <p><i>To be able to understand scale factor.</i></p> <p><i>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</i></p> <p><i>Using a map, I can locate the world's countries of Europe, North and South America.</i></p>	<p><i>To be able to use 6 figure grid reference to navigate ordnance survey maps.</i></p> <p><i>To be able to read and calculate distances from a scale factor.</i></p> <p><i>To be able to use longitude and latitude to help me understand time zones.</i></p> <p><i>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</i></p> <p><i>To be able to locate countries using digital mapping.</i></p>
 <p style="text-align: center;">Fieldwork</p>	<p><i>To know how to work collaboratively.</i></p> <p><i>To be able to use evidence and photos from books.</i></p> <p><i>To be able to use my senses to explore the world.</i></p> <p><i>To be able to talk with and listen to others about what I have noticed.</i></p>	<p><i>To be able to use my own words to express my ideas and what I can observe (see).</i></p>	<p><i>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</i></p>	<p><i>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</i></p>	<p><i>To be able to observe, measure, and record physical features around where I live.</i></p> <p><i>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</i></p>	<p><i>To find out about human and physical features using different types of fieldwork to observe, measure and record.</i></p> <p><i>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</i></p>	<p><i>To be able to collect and measure information accurately (rainfall, temperature, wind speed.) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</i></p>


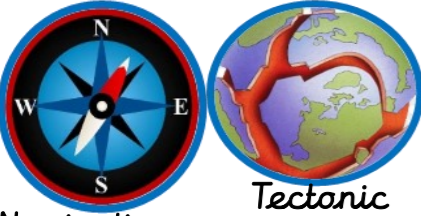
Key Concept Overview




Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Economic Activity</p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Tectonic Activity</p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p>Human Features</p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features in the school grounds</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p> <p>To be able to describe human features using digital mapping.</p>




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Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Physical Features</p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries) and use this understanding to draw comparisons.</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p>Natural Resources</p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Sustainability</p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p>Climate and Landscape</p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk about changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

Spring Term- Blue Planet- 13 Lessons

<p><u>Prior Learning</u></p>	<p>Where do I live? (Hull, England, United Kingdom)</p> <p>What are the natural (physical) things that you can see or visit around Hull?</p> <p>What are the man-made (human) things that you can see or visit around Hull?</p> <p>What are the 4 points of a compass and what do they help me with?</p> <p>Which countries make the United Kingdom? Can you show me them on a map?</p> <p>What is a capital city? What is our capital city in England?</p> <p>What was the difference between the North/South Pole and the equator?</p> <p>What are the similarities and differences between the 4 seasons that we experience in the UK?</p> <p>What is a globe?</p>			
<p><u>Key Vocabulary</u></p>	<p>Near, far, left, right, ocean, continent, port, village, beach, mountain, north, south, east, west, compass, equator, beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather, continents, ocean, waste, energy, climate, sustainable, key, city, town, village, factory, farm, house, office, port, harbour, shop, Africa, Europe, North America, South America, Asia and Oceania, London, Cardiff, Belfast, Edinburgh, data, Pacific, Atlantic, Indian, Arctic, Southern Ocean.</p>			
<p><u>Key Concept</u></p>	<p><u>Second order Concept</u></p>	<p><u>Lesson sequence</u></p>	<p><u>Suggested teaching sequence and Objectives</u></p>	<p><u>End point</u></p>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance 	<p>Lesson 1</p>	<p><u>Overall Objective:</u> To be able to name the capital cities of the countries in the UK.</p> <p><u>Learning Outcome:</u> I can name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Labelling a UK map with the countries. Discussing them altogether being called the UK (recap from Year 1 knowing the countries) and identify capital cities. London as England Capital also covered in Year 1.</p>	<p><u>Big Question:</u> What are the capital cities of the 4 countries of the UK?</p>
 <p>Navigation</p> <p>Tectonic Activity</p>	<ul style="list-style-type: none"> Significance Similarity and Difference 	<p>Lesson 2</p>	<p><u>Overall Objective:</u> To be able to name and locate the world's continents.</p> <p><u>Learning Outcome:</u> I can locate the continents on a map, globe and atlas.</p> <p>First of all, children need to know what a continent is and should see how countries are grouped using a map. Next, they should explore Europe and discuss any other countries in Europe to see if the children have heard any. Do all of this with a world map present to be able to show that they are grouped/close by to each other.</p> <p>Common misconception that Africa is a country.</p> <p>Opportunity to discuss proper nouns and use of capital letters.</p>	<p><u>Big Question:</u> What are the continents of the world?</p> <p>Which continent is this?</p> <p>Which continent do we live in?</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence and Objectives	End point
 <p>Navigation</p>  <p>Physical Features</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 3	<p><u>Overall Objective:</u> To be able to name and locate the world's oceans.</p> <p><u>Learning Outcome:</u> I can name and locate the world's oceans on a map, globe and atlas.</p> <p>Use new atlases, inflatable globes and world maps for this please.</p> <p><u>Prior Knowledge Recap opportunity:</u> Refer back to where we are and noticing the continents too. Opportunity to discuss proper nouns and use of capital letters.</p> <p>Use songs and rhymes to help them remember.</p>	<p><u>Big Question:</u> What are the names of the Earth's oceans?</p> <p>Which ocean is this?</p> <p>Where is the Pacific Ocean?</p>
 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> Similarity and Difference Enquiry 	Lesson 4	<p><u>Overall Outcome:</u> To identify hot and cold areas of the world.</p> <p><u>Learning Outcome:</u> I can find hot and cold areas of the world using a globe.</p> <p><u>Prior Learning Opportunity:</u> Lesson is directly building on the understanding from Year 1 of N/S pole and equator. Use the previous understandings of continents to identify hot/cold areas.</p>	<p><u>Big Question:</u> On this map/globe, can you show me where a hot/cold place is?</p> <p>What can you tell me about the places which sit on the equator?</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence and Objectives	End point
 <p>Human Features</p>  <p>Physical Features</p>	<ul style="list-style-type: none"> Significance Enquiry Similarities and Differences 	Lesson 5, 6	<p><u>Overall Objective:</u> To be able to describe key human and physical features of a place.</p> <p><u>Learning Outcome:</u> I can describe key physical features of a place using words like beach., coast, forest, hill, mountain, ocean, valley, vegetation, season and weather.</p> <p><u>Learning Outcome:</u> I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour.</p> <p>These lessons are about understanding the difference between human and physical features. The children should understand that natural things are physical features whilst man-made things are human features. They should be able to consider which of each type can be found in Hull.</p>	<p><u>Big Questions:</u> What human features can be found in Hull?</p> <p>What physical features can be found in Hull?</p>
 <p>Human Features</p>	<ul style="list-style-type: none"> Significance Written and Oral Expression 	Lesson 7	<p><u>Overall Objective:</u> To be able to describe the human features that a village, town and city may need.</p> <p><u>Learning Outcome:</u> I can describe the facilities that a village, town and city may need and give reasons.</p> <p><u>Prior Learning Recap Opportunity:</u> Refer to the focus being about human features because villages/towns/cities are a man-made idea.</p> <p>Potential sorting activity in groups on tables looking at what all 3 have, what do just villages have etc. Make comparisons between all 3 including size, cities needing a cathedral, villages not normally having larger shopping areas like we'd expect in a town or city. Make connections with transport as a human feature and how buses tend to visit all but trains might not stop in villages as frequently.</p>	<p><u>Big Questions:</u> What is a village and what human features are normally there?</p> <p>What is a town and what human features are normally there?</p> <p>What is a city and what human features are normally there?</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Navigation</p>  <p>Fieldwork</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 8	<p><u>Overall Objective:</u> To be able to use aerial photographs to identify key features.</p> <p><u>Learning Outcome:</u> I can use aerial photographs and plan to identify the key features and landmarks in my local area.</p> <p>Keep in mind that this is a vital lesson in the build up to children creating their own maps of the local area.</p> <p>Use digimaps (Login to Digimap for Schools (edina.ac.uk)) for the use of aerial maps either with laptops or print them on A3 for classroom use and model on IWB what the children should be looking at/trying to find.</p> <p>Children could have a list of key landmarks to identify on the map and could create a number key (in preparation for the use of symbol style keys next lesson) labelling the number next to the landmark on the map.</p>	<p><u>Big Questions:</u> Which landmarks can you find on this map?</p> <p>If this is where our school is, what does this mean this part of the map is?</p>
 <p>Navigation</p>  <p>Fieldwork</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 9,10	<p>You can decide how you would like to order the following two lessons depending on whether you would like to go out and do fieldwork based upon the aerial photographs from last lesson as research for the maps, or to make the maps and then go outside and use them.</p> <p>Children can use their directional language whilst out and about and should be looking out for key locations in our area. This should all be plotted onto their own map with a simple key using symbols.</p> <p>Somewhere on the map, please include the compass symbol showing the 4 main directions and facing accurately in the right direction according to how you plot the map. I would suggest that Bricknell is the centre of the map.</p> <p><u>Overall Objective:</u> To be able to use compass directions and directional language to find locations using a key on my own map of the local area.</p> <p><u>Learning Outcome:</u> I can use simple compass directions and directional language to find a location on a map.</p> <p><u>Learning Outcome:</u> I can create a simple map of my local area and use basic symbols in a key.</p>	<p><u>Big Questions:</u> Which direction are we heading in according to our map?</p> <p>What does this symbol on your key tell me about your map?</p> <p>Which location is the furthest North on your map?</p>

Key ConceptSecond order ConceptLesson sequenSuggested teaching sequenceEnd point

Human Features



Physical Features

- Similarity and Difference
- Enquiry
- Significance
- Written and Oral Expression

Lesson 11

Overall Outcome: To be able to compare two locations using data.

Learning Outcome: I can identify similarities and differences between where I live and a place outside Europe.

Learning Outcome: I can identify similarities and differences between two areas and sets of data

This has been left to this point in the sequence as it recaps everything from earlier in your unit where you looked at hot/cold places in the world, and the children are also now more aware of the human/physical features of where they live too.

The data element could link here if you looked at the temperature of Hull and a city outside of Europe to compare. It would be great for the children to be exposed to the word 'data' and to know that it means number based information.

Physical/human features could be compared to see if Hull or the other city have them, again recapping prior learning in the unit- beaches, ports, farms, mountains etc.

Digi maps could be used for each place and children can make the comparisons. For features which could be seen on a map, children could use the new atlases.

Big Questions: What can you tell me that is the same or different between Hull, England and another city?

What was different between the data (number information) of these two places?



Sustainability

- Responsibility
- Continuity and change
- Cause and Consequence

Lesson 12

Overall Objective: To be able to identify some of the ways that the world's climate is changing.


Learning Outcome: I can identify some of the ways the world's climate is changing.

Be aware that this is the first time the children will have been exposed to the vocabulary of 'climate' and have only spoken before about weather.

Link with work done on David Attenborough in Guided Reading. Use digimaps to look at the coast lines around the UK or other countries and using the timeline option, you can look at how they used to be compared to now due to rising sea levels. Look at temperatures (just positive numbers) of a hot country previously identified in the unit and compare it's temperatures 20 years ago to now.

Big Questions: What is climate?

How do you know that the world's climate is changing?

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Sustainability</p>	<ul style="list-style-type: none"> Responsibility 	<p>Lesson 13</p>	<p><u>Overall Objective:</u> To be able to consider the impact that humans can have to make the world more sustainable.</p> <p><u>Learning Outcome:</u> I understand how everyday actions can help reduce waste, save energy and make the world more sustainable.</p> <p>Directly following on from last lesson, recap the changes that are happening in the world.</p> <p>What else have children noticed about the environment?</p> <p>Introduce new vocab of 'energy' and 'sustainable'.</p> <p>This is the summary of the unit of work and now that children have begun to think about the environment beyond the UK more in Year 2, they need to think of every day actions that people all over the world could do to make lasting change.</p> <p>This could be done as presentations, mini-leaflets, in a piece of writing.</p>	<p><u>Big Questions:</u> What does it mean to have a 'sustainable world'?</p> <p>What do you think we should all be doing to make a more sustainable world?</p>