


Year 2 Long term plan 2021 – 22 - Geography

	Where we are in the world	Going to school in Bombo	Our local area – What’s it like where we live?
	Autumn 1	Spring 1	Summer 2
Key Vocabulary	Continent Ocean Globe Equator Names of continents and oceans Atlas Country Mountain range River Desert Weather Seasons Climate	Africa Continent Country Bombo Human features Physical features Atlas Lake Victoria Kampala Landscape Vegetation	Bramhope Village Environment Mapping School Buildings Local Community Compass North, South, East, West Weather Climate Season
Previous knowledge	Nursery – children understand the concepts of hot and cold Reception – children begin to understand basic maps, recognising land and water. Children know they live in England. Year 1 – children learn how to use map skills to identify places in the UK.	Nursery – children are aware of their own locality and features in their surroundings. Reception – children are introduced to Ugandan authors and story books. Children create a connection with Way of Salvation primary school through discussions, videos and mystery visitors. Year 1 – learning about physical and human features of Bramhope.	Nursery - aware of sense of place and places around them. Understanding and experiencing hot and cold weather. Reception – experiencing the environment around them on welly walks around the school. Begin to understand seasonal changes. Year 1 – making simple maps of around the school and learning the basics of fieldwork. They have learnt about key features of a village. Year 2 Autumn 2 – learnt vocabulary around weather, seasons and climate
NC Objectives	Name and locate the world’s seven continents and five oceans. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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	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. 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 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. Identify seasonal and daily weather patterns in the United Kingdom 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.
Substantive knowledge	The Earth’s surface is 70% water and 30% land. An ocean is defined as a vast expanse of salt water. They are much deeper than seas. In order of size, from largest to smallest. The major oceans on Earth are: Pacific, Atlantic, Indian, Southern and Arctic. A continent is defined as a very large block of land. The continents are: Europe, Asia, North America, South America, Africa, Oceania and Antarctica. Asia is the largest continent. Countries and continents have different climates and weather patterns. The equator is an imaginary line of latitude halfway between the North and South Pole.	Way of Salvation Primary School is in the town of Bombo. Bombo is a town in Uganda. Uganda is a landlocked country in East Africa. Human features are things that are made and built by humans. Physical features are things that have been made naturally. Bombo and Bramhope have many physical and human differences and similarities e.g. landscape, vegetation, housing, schools, shops. We can find out information about new places using maps, globes, atlases, Digimaps, internet, books and personal connections.	Our school is in Bramhope. Bramhope is a village. Our village is expanding so it is changing over time. Different areas of our school have different microclimates e.g. the school field, wildlife garden, playgrounds. Climate is what you expected in a given place, whereas weather is what you get. Weather varies day to day and in different seasons. We can record simple weather data.

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Misconceptions	The Earth is a sphere. Children often have difficulty understanding this concept and see the world as flat. Therefore, it important to use a globe to represent this concept.	Children often see Africa as a country rather than a continent. Children can have grown up with the idea that all people in Africa are poor. We need to challenge these conceptions and introduce a broader understanding of life in Bombo.	Children can have preconceived ideas about places through second-hand sources and reputations. Mixing up the terms climate and weather. Weather can vary in different areas of the UK.
Disciplinary knowledge	Use world maps, atlases and globes to identify and investigate the world’s continents and oceans.	Use world maps, atlases and globes to investigate the world’s continents and oceans, particularly Africa. Use photographs to recognise physical and human features of different places.	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. We can use different techniques to record simple weather data.
Key concept	Place - Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. Scale – Scale influences the way we represent what we see or experience. We can construct different resolutions of scale from the personal, local and regional to the global.	Place - Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. Space - Most physical features are located and distributed in space. They have relative locations to each other and often interact with each other across space. Any flows or movements between these phenomena create patterns and networks. Spatial patterns and distribution can be described and analysed, and often explained by reference to social, economic, environmental and political processes.	Place - Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. Scale - Scale influences the way we represent what we see or experience. We can construct different resolutions of scale from the personal, local and regional to the global.
Belong (Diversity)	Children gain a fuller understanding of their place in the world and global differences and similarities. We are all part of a local and global community.	Children gain an understanding of life in another area of the world and gain a personal connection. Children begin to understand that they belong to part of the wider world.	Children will learn more about the school they belong to. They will recognise areas that are important to them.
Be Bramhope (Locality and enrichment Leadership)	Connecting Classrooms project.	Connecting Classrooms project. Making connections with another school and the children in it.	Connecting Classrooms project. Leadership in small groups, navigating the school site and local area. Building a love for the outdoors.
Be Your Best (Assessment opportunities)	Retrieval quiz at start of lessons.	Retrieval quiz at start of lesson.	Retrieval quiz at start of lesson.