

Geography Year 2 Term 1



Learning Theme: - Using Geographical Skills

Term 1	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Evidence & Assessment Opportunity	Equipment & resources	Lesson ideas
Session 1	What is a compass and how do you use it? <i>NC Link: 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.</i>	To know the directions of a compass. Know a compass has four main directions, which are North, East, South, and West. Know that part of the compass (the needle) will always point North. You then must work out which direction you are facing depending on where north is.	...use a compass and identify where North is. ...name the four directions on a compass. Able to use a map to follow directions. Able to devise a simple map; and use and construct basic symbols in a key. Able to follow a map of Sandwich to identify the features. Able to describe the location of features and routes on a map Able to plan perspectives to recognise landmarks and basic human and physical features.	Compass, North, South, East, West	In books – Get the children to fill in the compass directions.	Compasses Compass Direction pictures for books.	Show the children a compass. Explain that it has four main directions, which are North, East, South, and West. Teach Never, Eat, Shredded, Wheat. Explain that the needle will always point North. You then must work out which direction you are facing depending on where north is.
Session 2	What is a map and how are they useful? <i>NC Link: 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.</i>	To know and recognise some symbols on a simple map.	Able to name the different types of maps. Able to understand some signs and symbols on maps. Know maps use symbols instead of words so that you can find things quickly. Know and recognise some symbols on a simple map. Know that a photograph looking down is called an Aerial photograph. Know there are different types of maps: World map, Map of the UK, Street maps, Transport maps and theme park maps	Map, Symbol, buildings, aerial view (birds eye view), fieldwork, route.	Match the map symbol to the correct label. Children to write a sentence about how maps are useful.	Different kinds of maps: Birds-eye view, maps of theme parks, traffic map etc.	Ask children the key question – What is a map and how are they useful? - Record into their books any relevant quotes.
Session 3	What is in the area of my school?	To know how to read and make a map.	Able to understand some signs and symbols on maps.	Map, Symbol, buildings, local area, aerial view.	Children to go for a walk around the school with their own maps, filling in the features they can find and adding them to a key.	Map of the school grounds.	Look at a map of the school grounds and see what features the children can identify. Note these in a key next to the map with a symbol so they can be easily identified.
Session 4	What is in the area of my school?	To begin to know the location of our school and their home.	Able to understand some signs and symbols on maps.	Map, Symbol, buildings, local area, aerial view.	Children to have their own maps of Sandwich that they can label with anything that they may notice on their way to school. Children to write a sentence about where they live.	Maps of Sandwich	Start to look at a simple map of Sandwich. Can they spot any features? Physical or Human – Refer back to Year 1 Term 4.

Session 5	What is in the surrounding area of my school? <i>NC Link:</i> <i>To know some features and a range of locations in the surrounding area (Take a walk, follow a map and look find some of the features as identified on a map).</i>	To know some features and a range of locations in the surrounding area (Take a walk, follow a map and look find some of the features as identified on a map). To begin to know the location of our school and their home. To know some features and a range of locations in the surrounding area (Take a walk, follow a map and look find some of the features as identified on a map). Know direction of left and right, near and far. To identify buildings and what their purpose is for.	know some features and a range of locations in the surrounding area (Take a walk, follow a map and look find some of the features as identified on a map).	Map, Symbol, buildings, local area, aerial view.	Children to go for a walk around Sandwich, noting what they can see and taking photos.	Maps of Sandwich.	Take the children for a walk around Sandwich- noting what they can see as we walk, taking photos.
Session 6	What is in the surrounding area of my school? <i>NC Link:</i> <i>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.</i>	To know how to identify buildings and what their purpose is for.	know some features and a range of locations in the surrounding area (Take a walk, follow a map and look find some of the features as identified on a map).	local area	Produce an information sheet on Sandwich, using the photos and information collected in the previous lesson.	Photos of Sandwich taken from the walk the previous week.	Recap the walk from last week. Show the children the photographs that they took. Model how to create an information sheet for the children so that they can produce their own.
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