



South Gosforth First School
Geography – Year 2 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Our Geography provision allows for the exploration of relationships and connections between people and the environment and the impact they have on each other. Children are encouraged to make links to their prior learning in Geography and other subjects and identify themes and trends that run through their Geography topics. Children are given the opportunity to learn about their own locality and develop a curiosity to find out about different places around the world and the people who live there. They will develop their own lines of enquiry by asking and answering questions based on visual sources such as maps, pictures, photos, diagrams and graphs. They are encouraged to explore the key geographical concepts through creative activities such as discussion and debate and Mantle of the Expert.

Aims

In line with the National Curriculum for Geography it is our aim to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Autumn	Coastal Regions	
Key Concepts	Location and Place Planning and Decision Making	
Character Children will learn about how they can take care of their local seashores. Culture Children will increase their locational knowledge of places in the UK. Creativity Children will devise a simple map of a seaside town. Challenge Children will become Town Planners and will create their own seaside town.	Prior Learning The children are familiar with using aerial photos, maps and visual sources to gather information about places. They understand the difference between human and physical features and can name some features in their locality. They have had experience of creating 3D maps of a familiar place. They know the four countries of the UK and the capital cities. They are familiar with the concept of a seaside town and some of the reasons why people like to visit them.	
	Key Learning Intentions To use basic geographical vocabulary to refer to key human and physical features. To use directional language to describe location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To devise simple maps To use and construct basic symbols in a key	
	Overview of Geographical Knowledge Children will increase their locational knowledge of places in the UK, locating and labelling major seaside towns. They will identify and name key human and physical features of coastal regions in the UK. They will compare two different coastal areas in the UK. They will use sources about Whitley Bay in the past to begin to describe how places can change over time.	Key Vocabulary Coast Seaside Region Key Compare Sea Cliff Port Harbour
	Overview of Geographical Skills The children will use a range of visual sources (maps, aerial photos, front facing photos) to gather information about local and national coastal areas of the UK. They will be use a range of maps to widen their knowledge of place and location within the UK. They will create simple maps and keys to present information about a place. To use simple fieldwork skills to study the geography of a local coastal town – Whitley Bay.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will use maps and aerial photographs in order to identify where they live. They will be able to give their opinion of visiting a seaside town.	Label a map of the UK with the surrounding seas. Use of maps and aerial photographs to identify the name of their school, city, country and region. Discuss why people visit the seaside / what is good / not so good e.g. weather / litter. Draw and label things the children like/dislike about the seaside.
	The children will use a range of visual sources to identify human and physical features of a local seaside town.	Locate and label major seaside towns across the UK. Locate their local seashores on a map of the North East. Using aerial and front facing photographs and maps identify the human and physical features of two NE seaside towns – Blyth and Whitley Bay. Discuss differences together.



	The children will use information from aerial photos to create a simple map of a local coastline. They will create a key to show the human and physical features.	Use aerial photos of Whitley Bay to create 'messy maps' in 3D of the area. They will create their own key to show the features.
	The children will visit Whitley Bay and carry out fieldwork to gather more information about the area. They will identify key physical and human features of the seaside town and beach. They will use directional knowledge when navigating through the town.	Field Trip Complete a building survey on the walk down to the seafront – taking note of any thing they notice about usage and the similarities/ differences to Gosforth usage. Identify the human and physical features when at the seafront – sketch map of the area from a perspective of their choice e.g. looking out to the beach. Speak to people about why they are in Whitley Bay – visitors / locals?
	The children will recognise and differentiate between rural coastal areas and coastal towns. The children will compare the human and physical features of a NE coastal town (Whitley Bay) and a NE rural coastal area (Craster)	Define rural and children sort photographs of coastal areas into towns and rural. Use maps, geographical information e.g. simple population tables, aerial and front facing photographs to compare the human and physical features of Craster and Whitley Bay.
	Assessment Create a map of a new seaside town and devise a simple key showing human and physical features.	
	Enhancements Fieldtrip to Whitley Bay Mantle of the Expert –Commission for a new coastal development, including Seal Sanctuary – Planning and Decision Making	



Spring	Continents and Oceans	
Key Concepts	Location and Place	
Character Children to consider how the lives of people may differ on each continent. Culture Children will continue to widen their knowledge of the world. Creativity Create an art project linked to the seven wonders of the world. Challenge Children to name and describe where the continents are.	Prior Learning The children are familiar with the hot and cold areas of the world. They can identify the polar regions of the world and the equator. They are familiar with the seas around the UK and that the UK is made up of four different countries. They have a developing knowledge of their sense of place in that they can name the town, city and country they live in. They have a good understanding of human and physical features in their locality. The children have used maps, atlases and aerial photos to extend and enhance their geographical knowledge.	
	Key Learning Intentions To name and locate the world's seven continents and five oceans. To use maps, atlases and globes to locate countries, continents and oceans. To use directional language to describe location of features and routes on a map.	
	Overview of Geographical Knowledge The children will be able to name and identify on a map the continents and oceans of the world. They will be able to describe some of the main physical and human features of each continent. They will use basic geographical vocabulary knowledge to refer to key human and physical features of the continents and oceans studied.	Key Vocabulary Ocean Continent Wonder Asia Africa North America South America Antarctica Australia
	Overview of Geographical Skills The children will develop their sense of place in the world and where their locality is in the world. They will be able to name the continent they live on and describe that in relation to other continents and the oceans using positional and directional language. They will use atlases, maps and globes to locate the oceans, the continents and the countries within them.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will explore their sense of place and build on their circle of location. They will use atlases to locate the country where they live. They are introduced to the concept of a continent and use the atlases to find the continent they live on.	Revise concept of globe – A map that meets in the middle. Complete circle of location to show; town, city, country, continent, hemisphere. Explore the definition of the concept of a 'continent' – vocabulary activities to support understanding of this.
	Children develop their knowledge of continents by using maps and atlases to explore the continents of the world. They can name them and describe where they are.	Label maps with continents. Use atlases to identify major countries in each continent. Create clues for friends to guess which continent they are – use positional language and hemispheres as part of clues.
	Children develop their knowledge of oceans by using maps and atlases to explore the 5 main oceans of the world. They can name them and describe where they are.	Label map with oceans – explore reason and understanding of why Pacific Ocean is labelled twice. Develop positional language by creating routes to travel around the world. Children identify which continents/oceans they cross to reach one point from another.



	Children explore the countries in each continent and how Antarctica is unique in its lack of countries. Children explore the major human and physical features of each of the continents.	Children use a range of geographical sources and atlases to create a 'fact file' about a continent of their choice – identifying key human and physical features, climate, position in the world, countries and size / population facts.
	They can name and identify the seven wonders of the modern world.	Explore the vocabulary of 'wonder'. Use photos and videos to introduce the seven wonders of the world – discuss why they are 'wonders'. Children to find the location of each wonder using atlases and label them on a map, identifying the country and continent there are located in.
	Assessment Label map of the world with continents and oceans Match the country to the continent. Challenge - Describe which continent you would like to visit and why – making reference to wonders and features.	
	Enhancements Antarctica Explorers Workshop Seven Wonders Art Project	



Summer	London and Nairobi	
Key Concepts	Location and Place Planning and Decision Making	
Character Children to consider how the location of a capital city might impact its population. Culture Children to understand the similarities and differences between London and Nairobi. Creativity Children will explore London and Nairobi in a range of different ways. Challenge Children will become travel agents in order to help families relocate to either London or Nairobi.	Prior Learning The children can identify and name to continents and oceans of the world. They have knowledge of the hot and cold areas of the globe and where the polar regions and equator is. They have a developing knowledge of some countries in each continent. They know the capital cities of the countries in the UK. They have developed their knowledge of London in their history unit, The Great Fire of London. They understand that the way people dress and live will be dictated largely by the weather and the climate of that country.	
	Key Learning Intentions To identify the human and physical differences between contrasting locations (European / Non-European). To understand the similarities and differences between an area of the UK and an area of a non-European country (London and Nairobi). To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To use maps, atlases and globes to locate countries, continents and oceans.	
	Overview of Geographical Knowledge The children will deepen their knowledge of London and can identify key landmarks, human and physical features and how people live, work and travel by exploring housing, transport and lifestyle in the city. The children will explore the location of Kenya and how this affects human and physical features within it. The children will identify the location and the key human and physical features of Nairobi. They will compare and contrast the two capital cities and how their location affects how people live.	Key Vocabulary Urban Landmark Population Savannah National Park Inequality Climate Mountain range Capital
	Overview of Geographical Skills Using maps and atlases, they further their place knowledge of the continent of Africa and the countries within it. They use maps, atlases and globes to identify the location of Kenya and its capital city Nairobi. They will use maps, photos and videos to learn about the human and physical landmarks found in both cities. They will use geographical data to explore the similarities and differences between the two cities.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will deepen their knowledge of London, identifying and naming the main human and physical features there. They will use videos and photos to explore the type of houses people live in, how they travel and the types of work people do.	Sort features into human and physical. Use maps to identify location of features. Explore ways that we are connected to London in the North-East.
	The children will know where Kenya is on the continent of Africa. They will describe the main physical and human features of that country.	Sort features into human and physical. Use maps to identify location of features. Make predictions about the climate based on locational knowledge.
	They children will know that Nairobi is the capital city of Kenya. They will identify and name the main human and physical features of the city.	Use a range of maps showing mountain ranges, climate, rivers and population density to identify human and physical features of Nairobi.



	They will use videos and photos to explore the type of houses people live in, how they travel and the types of work people do.	
	The children will compare and contrast the two places. They will be able to sort images and maps and describe what they are showing.	Sort maps and pictures into those showing London and those showing Nairobi. Identify what is the same and what is different about the 2 places.
	Assessment Compare images of London and Nairobi – use template of same and different to describe key human and physical features.	
	Enhancements Mantle of the Expert – travel company helping relocate families. Planning and Decision Making Map it Out Art Unit	