



Geography Curriculum

Year 2

Prior Knowledge

Things that I know:

London is a city.

Skills I will need:

Use maps, atlases and globes.

Autumn Term

Subject Specific Concept: Interconnections

Physical Human

City, town, village

Learning Sequence		
1.	Town	<p><u>Prior learning:</u> <u>Concept: Where do people live in this country? Do we all live in similar places? Do we make choices about where we live?</u> <u>To know what a town is.</u></p> <p>An area with streets, houses and buildings that is larger than a village but smaller than a city.</p> <p>Local- which town do we live in? Where is our school based? In which town? Discuss that Stone is a town- what does Stone have that makes it a town?</p> <p>Use pictures of the local area (Stone) and other towns to discuss the physical and human features of a town. Ask the children to come up with a list of features that a town has. They can do this as a group on sugar paper first. Then they can write some features under the picture.</p> <p>Do all towns have the same features? https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8</p>

Learning Sequence

2.

Village

To know what a village is.

A group of houses situated in a rural area that is smaller than a town.

Prior learning- what is a town? How do you know? Can you remember some of the features of a town? Is it bigger or smaller than a village?

Use pictures of the local area (Oulton) and other villages to discuss the physical and human features of a village. Ask the children to come up with a list of features that a village has. They can do this as a group on sugar paper first. Then they can write some features under the picture.

Do all villages have the same features?

Learning Sequence

3.

City

To know what a city is.

A large and important place where many people live and work.

Prior learning: Do you know any cities? (London) Can you remember what a town is? Can you remember what a village is? Which is bigger? Can you remember some of the features of a village and town?

Discuss that a city has a larger population- The number of people living in an area. It is bigger than both a town and village.

Discuss that London is a city- what does London have that makes it a city?

Use pictures of London and other cities to discuss the physical and human features of a city. Ask the children to come up with a list of features that a city has. They can do this as a group on sugar paper first. Then they can write some features under the picture.

Do all cities have the same features?

Learning Sequence		
4.	Comparison	<p><u>Prior learning- What is a town? What is a village? What is a city?</u> Recap by watching the video https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p</p> <p>Can you remember which settlement is the smallest? Which settlement is the biggest? Which one do we live in?</p> <p>Ask the children to recap what features make an area a town, village or city.</p> <p>Ask the children to read the statements. Match the statements with the correct settlement- town, village or city. Children should be comparing the different settlements and revisiting what they know about them. (You could also use the pictures to help and match these to the correct settlement).</p>

Learning Sequence		
5.	Assessment	

Year 2 Spring Term

Physical Human – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
<p>city town village rural</p> <p>shops parks rivers canal houses schools</p> <p>buildings areas</p>	<ul style="list-style-type: none"> • Know that cities are large and important places where many people live and work. • Know that London is a city. • Know that towns are areas with streets, houses and buildings that is larger than a village but smaller than a city. • Know that Stone is a town. • Know that villages are a group of houses situated in a rural area that is smaller than a town. • Know that Oulton is a village. 	city	A large and important place where many people live and work.
		town	An area with streets, houses and buildings that is larger than a village but smaller than a city.
		village	A group of houses situated in a rural area that is smaller than a town.
		rural	Rural areas are often for farming and in the countryside.
		population	The number of people living in an area.
	<p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Use maps, atlases and globes. 	  	

Resources

- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-cities-towns-villages/zjn492p>
- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-maps/zdwhpg8>

Village



What features would you find in a village?

City



What features would you find in a city?

Town



What features would you find in a town?

Village town city statement cards

My old station has been converted into a family home and my old railway line has been taken up to make room for a nature trail.

Buses go from my bus station to places nearby. Double deckers and coaches stop here on their way to bigger places.

There are three platforms at my railway station. Local trains stop here but the fast ones whistle by.

Double deckers and coaches start their journeys at my big bus station.

My railway station has eight platforms. Fast trains stop here to take people to all parts of the country.

I have one small shop that sells all sorts of things, but my goods are quite expensive.

Buses stop at my bus stop twice a day.

I have several supermarkets and a street market twice a week. There are quite a few small shops selling clothes, gifts and shoes. I have one toy shop.

Village town city statement cards

You can buy anything here. I have lots of small shops and large department stores. There are escalators in my shopping mall.

The village hall is next to my pub. The Black Swan.

Not many people work here; they travel to bigger places. Some people help the farmers in the fields around me.

Some people enjoy swimming in my pool; others enjoy watching films at my cinema.

Most people who live here work locally. Some work in my factories and some on my industrial estates.

At my Leisure Centre people can enjoy ten-pin bowling, ice-skating or laser-questing. They can also watch a variety of films in my multiscreen cinema or visit one of my museums.

Lots of people travel in to work in the important offices in my tall buildings.

At the weekend, people can enjoy a lazy game of cricket on my green, feed the ducks on my pond or go for a country walk.

Village town city statement cards

At the weekend, people can listen to the band in my park, go up the monument or just admire the flower beds.

Many thousands of people live in my tower blocks and houses.

At the weekend some people go boating on the big lake in my park, but many people like to get away from my enormous buildings and all my noisy smelly traffic.

TOWN

A few hundred people live in my houses and thatched cottages.

VILLAGE

Thousands of people live in my houses and flats.

CITY

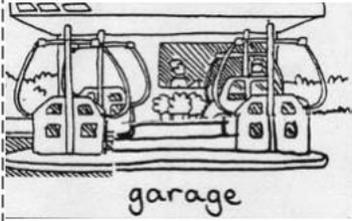
Village town city picture cards



cottages



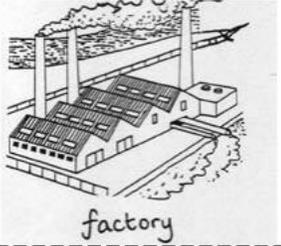
church



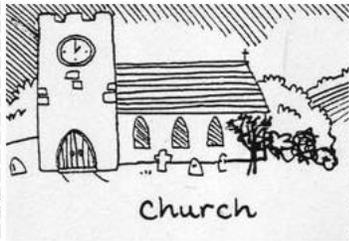
garage



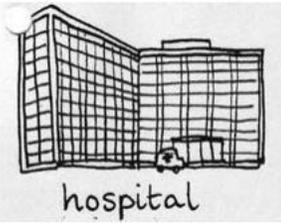
windmill



factory



Church



hospital



library

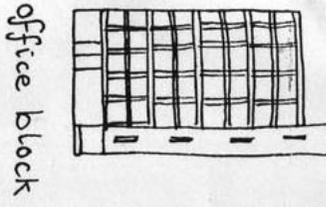
Village town city picture cards



school



VILLAGE HALL



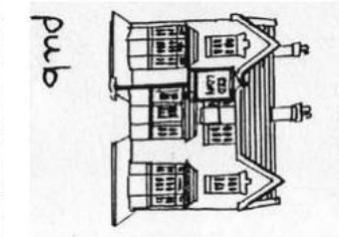
office block



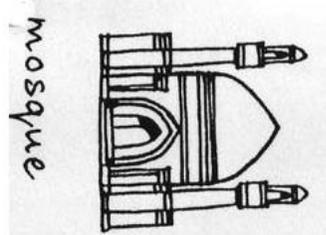
shop



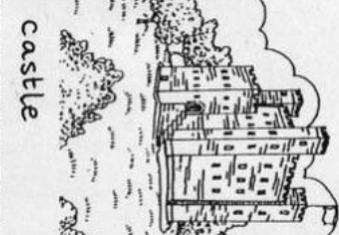
bank



pub

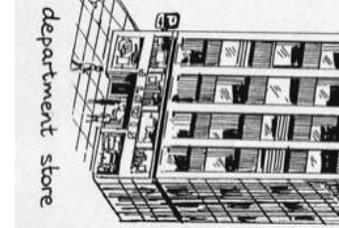


mosque

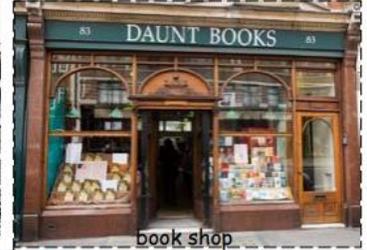


castle

Village town city picture cards



department store



book shop



farm shop



fish shop



railway station



street market



theatre



playground

Town



Village



City



Town

City

Village

Assessment

Which settlement is the smallest?

City

Village

Town

What does population mean?

Which settlement would you be more likely to find a theatre?



Which settlement would you be more likely to find a windmill?





Geography Curriculum

Year 2

Prior Knowledge

Things that I know:	Skills I will need:
The four countries of the United Kingdom.	To use maps, atlases and globes to identify the UK as well as other countries, continents and oceans.
The four capital cities of the countries of the United	
Different weather patterns in the United Kingdom.	

Key Question- What would you need to explore Africa?

Spring Term

Subject Specific Concept: Place

Place Knowledge

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

Learning Sequence	
1.	<p>Locate the cities London and Nairobi</p> <p><u>Prior Learning:</u> <u>Concept: What places/countries do we know already? How far away are they from here? How many countries make up the UK? What is the capital of England? How many continents can you remember?</u></p> <p><u>To know where the UK and Africa are in the world. A European country and non European country. A country that is not in the continent of Europe (repeat this definition)</u></p> <p>Ask the children to locate the UK and Africa on a blank world map using the atlas. What is an atlas? (a book of maps and charts).</p> <p><u>To know where London and Nairobi are on a map.</u></p> <p>Ask the children to use google maps/atlasses to colour England and find London on their blank map of the UK.</p> <p>Ask the children to use google maps/atlasses to find Kenya on their blank map of Africa. Zoom in on the map of Africa and ask the children to use google maps/atlasses to find Nairobi in Kenya on their blank map of Africa.</p> <p>Using the large class globe get the children to find London and Nairobi.</p>

Learning Sequence

2. To learn that London and Nairobi both have rivers that run through them.

Prior learning: In which country would you find London? In which country would you find Nairobi? Use class globe to help locate them.

Know that London and Nairobi both have rivers that run through them.

What is physical geography- is the study of the earth's natural features. Rivers are physical features because they are naturally made.

Discuss that this is a similarity (The state of something being the same).

Ask the children to use google maps to learn the name of the river that runs through London. Label the river on the map of London.

Ask the children to use google maps to learn the name of the river that runs through Nairobi. Label the river on the map of Nairobi.

Learning Sequence

3. To learn that London and Nairobi both have a transport system.

Prior learning: What physical geography would you find in both London and Nairobi? What are the rivers called?

Know that London and Nairobi both have a transport system.

What is human geography- focusses on where people live, what they do and how they use the land. Transport systems are human features because they are made by humans.

Discuss that this is a similarity (The state of something being the same).

Ask the children to use google maps to find the transport system that run through London.

Add the underground to the map of London and label it.

Ask the children to use google maps to find the transport system that runs through Nairobi.

Add the Nairobi Rail Service to the map of Nairobi and label it.

Learning Sequence		
4.	To learn that London has a larger population than Nairobi.	<p><u>Prior learning: What cities have we located? Where would we find them? What physical geography does both London and Nairobi have? What human geography does both London and Nairobi have?</u></p> <p><u>Know that London has a larger population than Nairobi.</u></p> <p>Discuss that this is a difference between the cities. (The state of something being unlike). Population- all the inhabitants of a particular place.</p> <p>Ask the children to use the internet to find the populations of London and Nairobi and record them on their data sheet. Which city has the biggest population? Are they the same? If they are not a similarity than what are they?</p>

Learning Sequence		
5.	To learn that Nairobi has a hotter climate than London.	<p><u>Prior learning: What physical geography does both London and Nairobi have? What human geography does both London and Nairobi have? What is a difference between London and Nairobi.</u></p> <p><u>Know that Nairobi has a hotter climate than London.</u></p> <p><u>Climate- the weather conditions in an area.</u></p> <p><u>Which city do you think has the hotter climate? Why? (Nairobi because it is closer to the Equator).</u></p> <p>Discuss that this is a difference between the cities. (The state of something being unlike). Ask the children to locate Nairobi, Kenya on a blank world map and London, England on a blank world map. Draw the equator to show that Nairobi is hotter because it is closer. Write about London- we have seasons (prior learning). What happens at different points of the year? Nairobi is even hotter in the summer but they don't go through the seasons- its wet or dry season. Lots of rainfall or none at all and droughts.</p> <p>https://kids.kiddle.co/Nairobi</p>

Learning Sequence		
6.	Assessment	

Year 2 Spring Term

Place – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
<p>London United Kingdom</p> <p>similarity difference</p> <p>human geography physical geography</p> <p>contrasting</p> <p>Non-European Africa Nairobi</p> <p>continent</p> <p>underground railway</p> <p>subway</p> <p>climate</p>	<ul style="list-style-type: none"> • Know that London and Nairobi are cities. • Know that London and Nairobi both have rivers that run through them. • Know that London and Nairobi both have a transport system. • Know that London has a larger population than Nairobi. • Know that Nairobi has a hotter climate than London. 	Similarities	The state of something being the same.
		Difference	The state of something being unlike.
		Physical Geography	Is the study of the earth's natural features.
		Human Geography	Focusses on where people live, what they do and how they use the land.
	<p><u>Skills</u></p> <ul style="list-style-type: none"> • To use maps, atlases and globes to identify the UK as well as other countries, continents and oceans. 	Non-European	A country that is not in the continent of Europe.
			

Resources

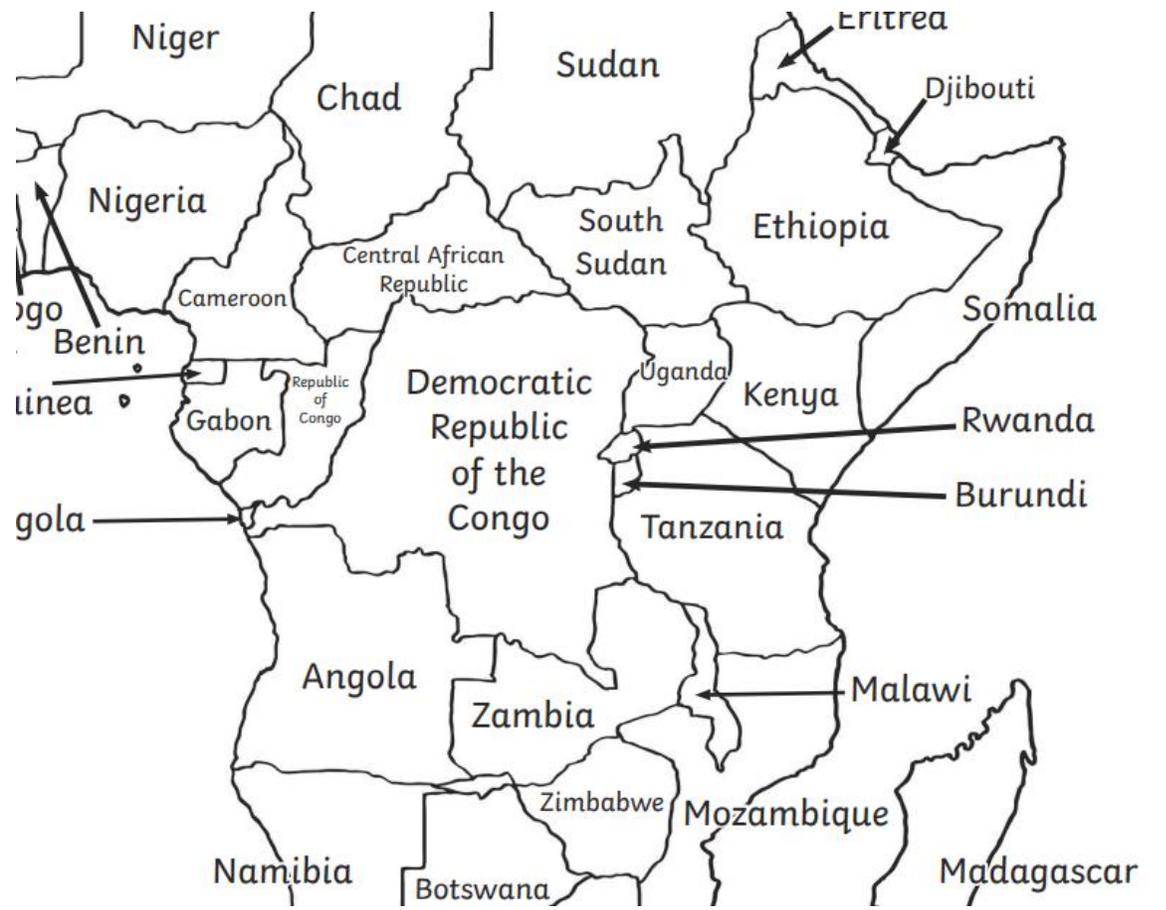
- Collins 1st Atlas page 26 and 27 and 32, 33, 34, 35
- <https://kids.kiddle.co/Nairobi> (facts about Nairobi climate)
- Book- Introducing Africa- Chris Oxlade
- Book- Where on earth is Africa?- Shalini Vallepur

World Map

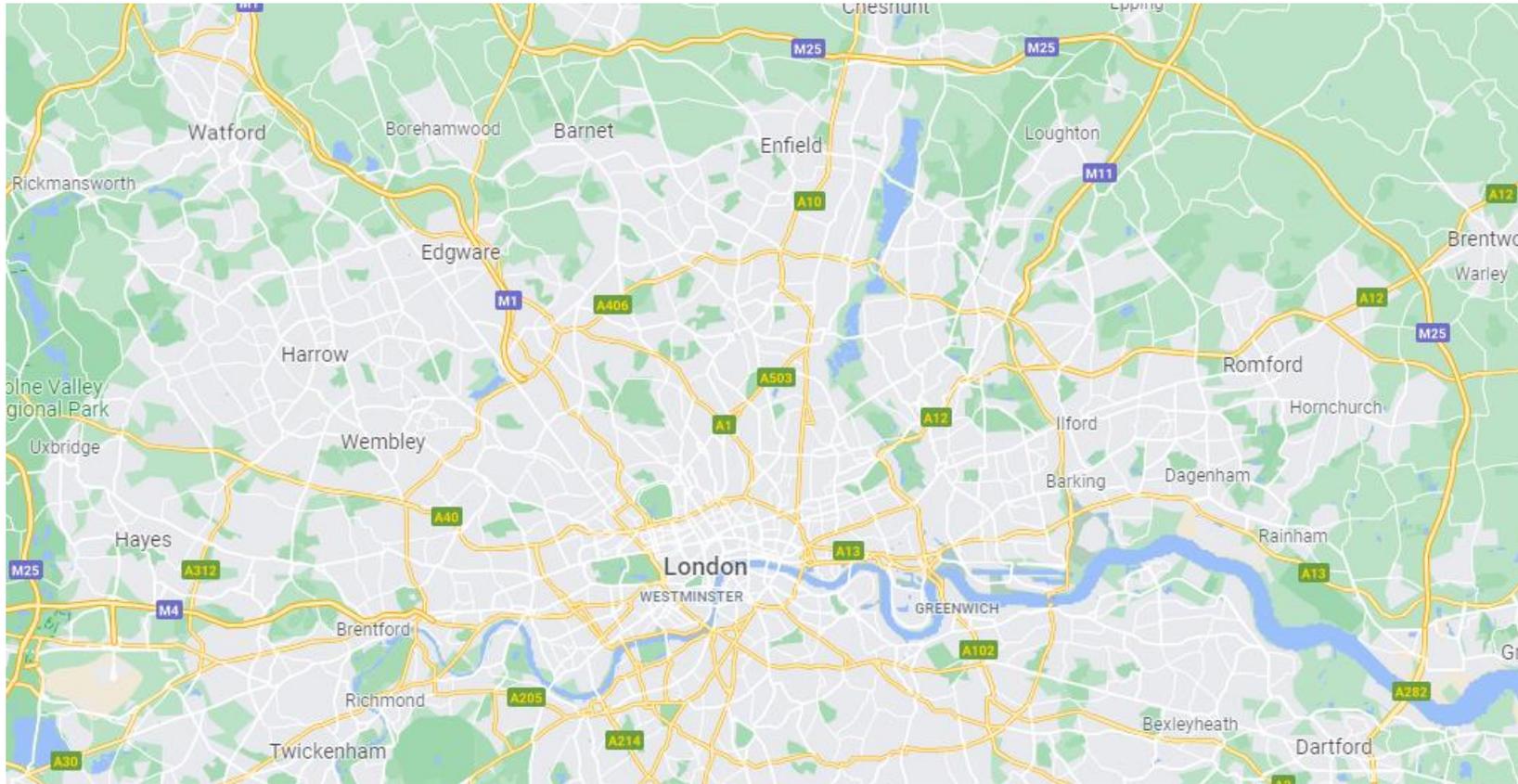




Map of Africa

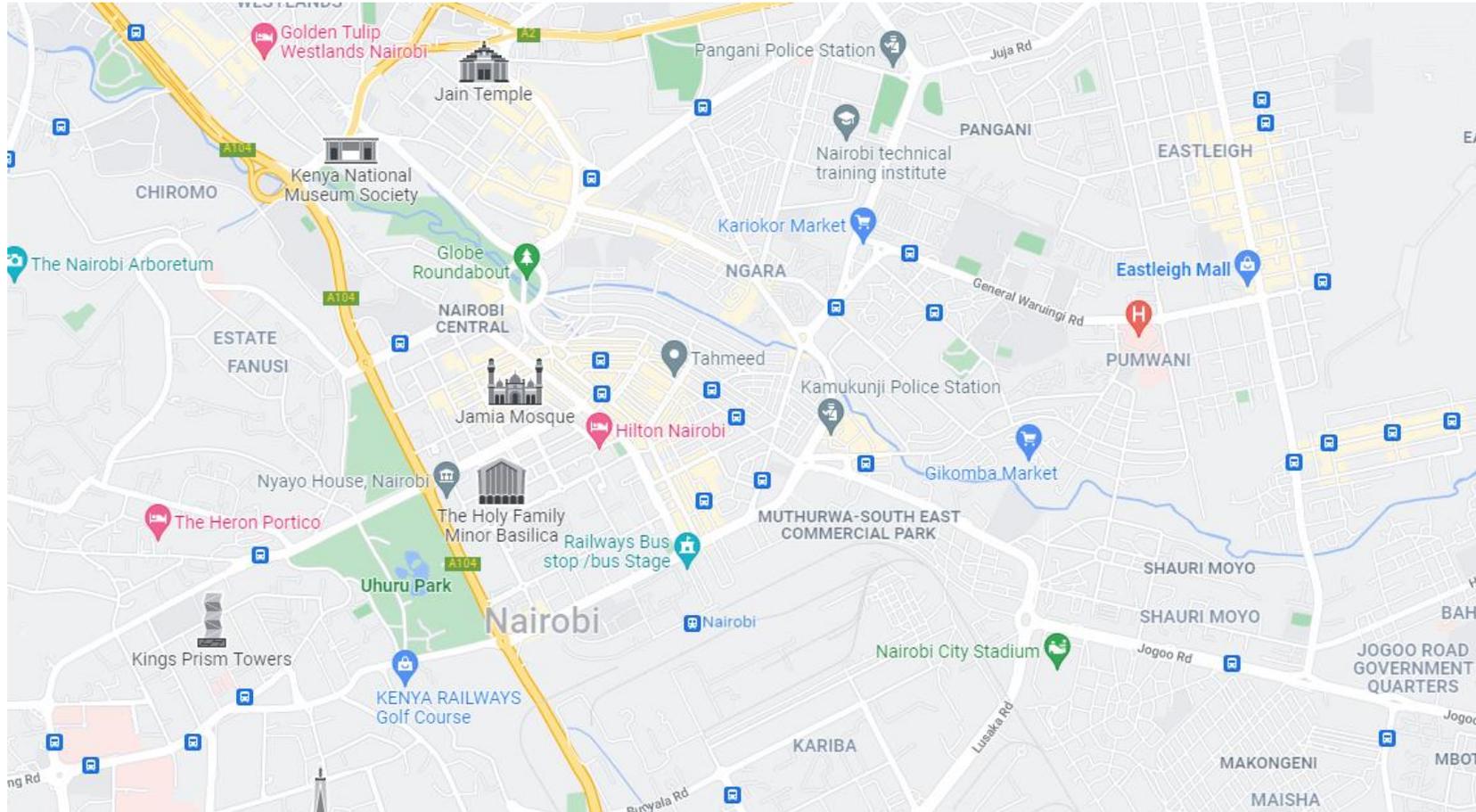


Map of London



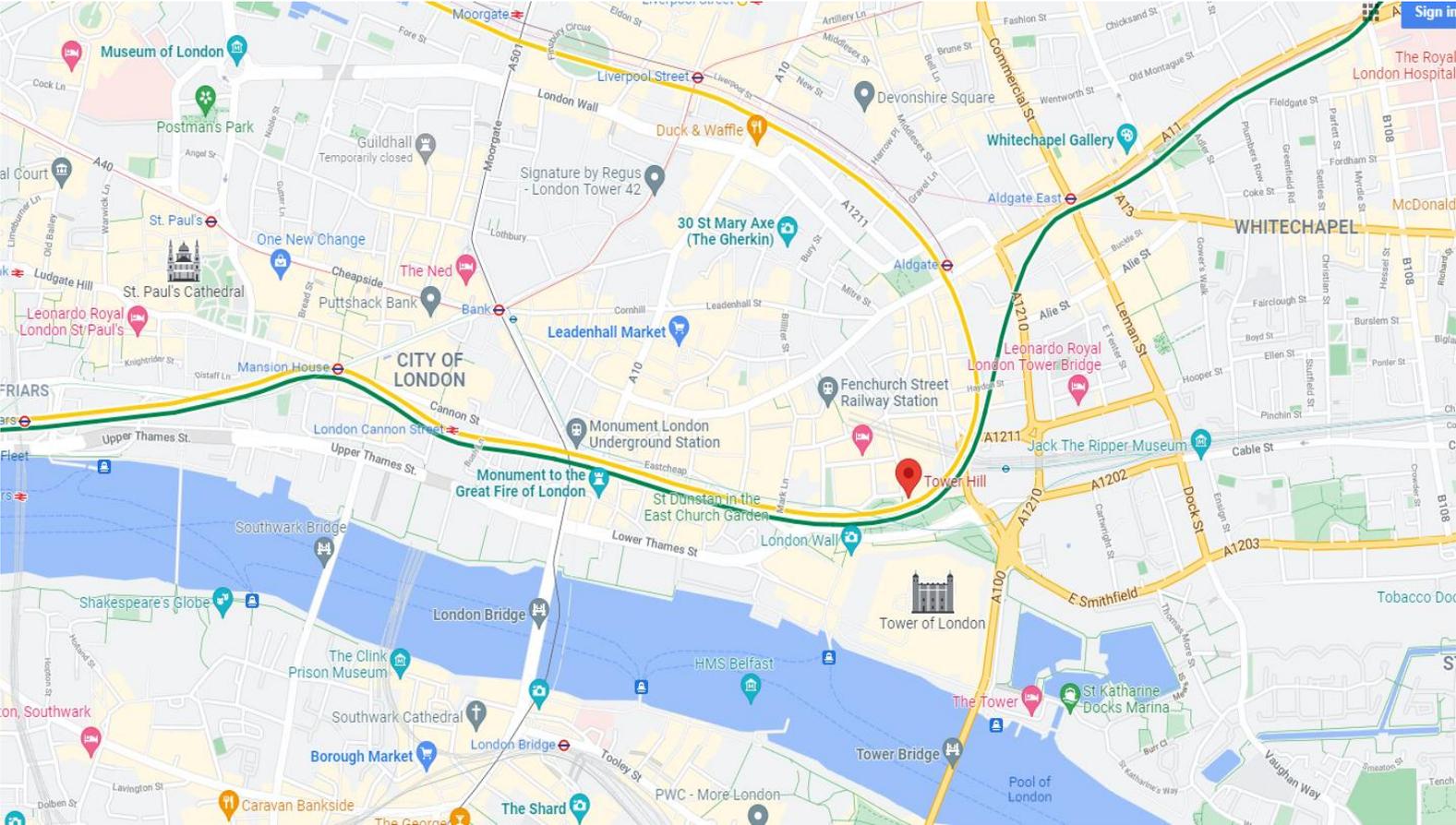
Rivers

Map of Nairobi

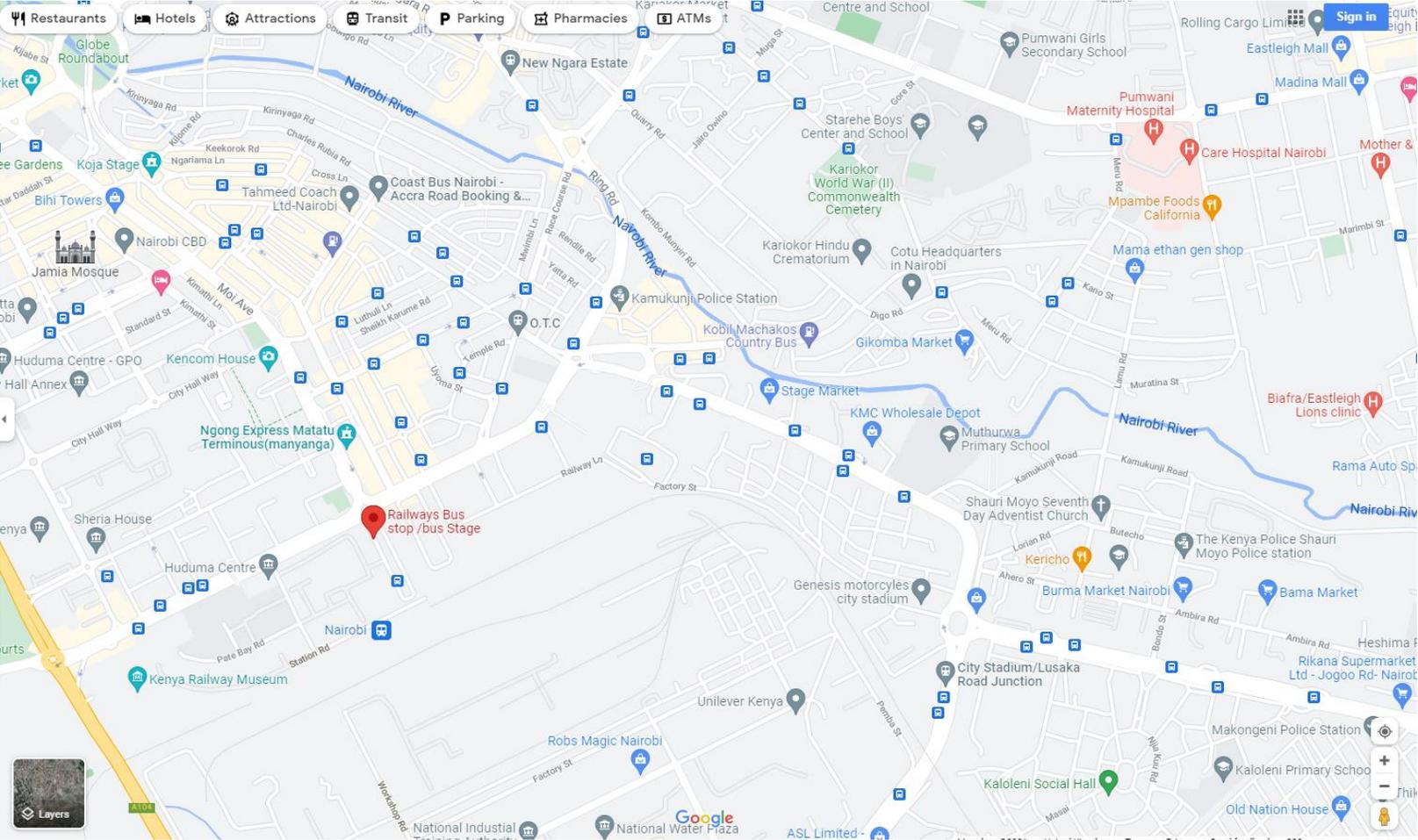


Rivers

Map of London



Map of Nairobi



World Map



London



Population

Nairobi



Population

Assessment

What is the capital city of Kenya?

What is a similarity between Nairobi and London?

What is a difference between Nairobi and London?

Match the city to the correct population size?

London

4,922,000

Nairobi

9,425,622



Geography Curriculum

Year 2

Prior Knowledge

Things that I know:	Skills I will need:
The United Kingdom is surrounded by the North Sea, English Channel, Irish Sea and the Atlantic Ocean.	To use aerial photographs to recognise human and physical features.
The difference between a city, town and village.	Devise a simple map and use basic symbols in a key.
There are four seasons and different weather patterns in the UK.	

Learning Sequence

2.

Cliff, sea, ocean

Prior learning: What is a coast? What are the two different types of geography features? Name one physical feature of the coast? Name one human feature of the coast?

To know what a cliff is. To know cliffs, seas, and oceans are all physical features of the coast.
What are the two different geography features? (Human and Physical).

Physical features are made naturally.
Human features are man-made.

Ask the children to look at the pictures of cliffs/seas/oceans. Can they sort them in to groups. How have you sorted them? Why? Do you think these features are human or physical.
Explain we are looking at more physical features today.

Cliff- Vertical natural wall of rock.

Sea- are smaller than oceans and are usually located where the land and ocean meet.

Ocean- a huge body of salt water.

Can the children come up with an action for each feature?

Ask the children to stick the smaller versions of the pictures of the features in their books- can they write in the speech bubble about the physical features but each one looks slightly different at each part of the coast.

Learning Sequence

3.

Harbour – Seasons/weather

Prior learning: What is a coast? Name some physical features of the coast? Name some human features of the coast? What are the different seasons? What different weather patterns do we have in the UK?

To know what a harbour is.

What are the two different geography features? (Human and Physical).

Physical features are made naturally.
Human features are man-made.

Harbour: place where ships shelter safely.

Do you think a harbour is a human or physical feature?

<https://www.bbc.co.uk/bitesize/clips/z8mn34j>

A harbour is man-made so it is a human feature.

Ask the children to think about why harbours will have been built at coasts. How could the weather conditions in the different seasons change the coast and cause changes for the harbour?

Ask children to draw and bullet point challenges in the harbour during each season.

Write a postcard about what features you would find at the coast.

Learning Sequence

4.

Soil, vegetation, Farm and Forest

Prior learning: What is a coast? What are the two different types of geography features? Name some physical features of the coast? Name some human features of the coast?

To know forests are physical features of the UK.

To know that farms are human features of the UK.

To know about vegetation and soil on farms and in forests.

Show the children a variety of vegetation (plant life) that grows on farms and in forests.

Forest: heather, bracken, moss, wild mushrooms

Farm: potatoes, cabbage, mushrooms

Where do they think these objects are from? Where would you find them? Where do they grow? Introduce the headings FARM and FOREST. Can the children sort the vegetation into where you would find it- use P.E hoops to sort.

Which is a human feature and which is a physical feature of the UK between farm and forest? Explain farms are built by us and the vegetation is looked after by us and forests are naturally formed and so is their vegetation.

Human feature:

Farm- area of land used to produce crops or breed animals and livestock.

Physical feature:

Forest: large wooded area with thick growth of trees and plants.

Both areas need soil (top layer of the earth's surface where plants grow) which is a physical feature.

Take pictures of the children sorting the objects in smaller groups. Get them to write on a post-it note which is physical (forest) and which is human (farm) and a short explanation to match the pictures. Remind children all vegetation grows in the soil.

Learning Sequence		
5.	Factory, shop, office and house	<p><u>Prior learning: What are the two different types of geography features? Name some physical features of the UK? Name some human features of the UK?</u></p> <p><u>To know that factories, shops, offices and houses are all human features of the UK.</u></p> <p>Explain we are looking a human features of the UK. Factory: large building where goods are made in large quantities. Shop: building where goods are sold Office: buildings of rooms where business and work is carried out. House: building designed for people to live in.</p> <p><u>Fieldwork: Walk around Stone. Can we find these manmade human features around Stone. Take some pictures and discuss with the children what they are used for.</u> Post-it note the features we found.</p> <p>Devise their own simple map. Use the resource template and ask the children to draw on the features we found: office, factory, shops and houses. They need to create a symbol for each feature for the key. A key is a list of symbols that appear on the map.</p>
Learning Sequence		
6.	River, Mountain, Hill and Valley	<p><u>Prior learning: What are the two different types of geography features? Name some physical features of the UK? Name some human features of the UK?</u></p> <p><u>To know that rivers, mountains, hills and valleys are all physical features of the UK.</u></p> <p>Explain we are looking at more physical features today. River: a large natural stream of water flowing in a channel to the sea Valley: a low area often running between hills or mountains. Mountain: very large, high, steep hill. Hill: naturally raised area of land but not as high as a mountain.</p> <p>Ask the children to label a picture including all the features. Match the definitions to the feature and add them to the picture.</p> <p>As part of a recap of the whole topic use the features from this lesson and all previously lessons in this topic to sort the pictures in to physical and human features.</p>
Learning Sequence		
7.	Assessment	

Year 2 Summer Term

Physical Human – Knowledge Organiser

Vocabulary

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Knowledge

- Know human and physical features of the UK coast – port, harbour, ocean, sea, cliff, beach
- Know that each season has different weather patterns
- Know physical features of the UK including river, mountain, hill and valley
- Know human features of the UK including shop, factory, office and house
- Know human and physical features of the UK including soil, vegetation, farm and forest

Skills and Fieldwork

- To use aerial photographs to recognise human and physical features.
- Devise a simple map and use basic symbols in a key.

Subject Specific Vocabulary

coast	The area where the sea and land meet.
cliff	Vertical natural wall of rock.
port	Place where ships load and unload.
harbour	Place where ships shelter safely.
valley	A low area often running between hills or mountains.
vegetation	Plant life of a area.



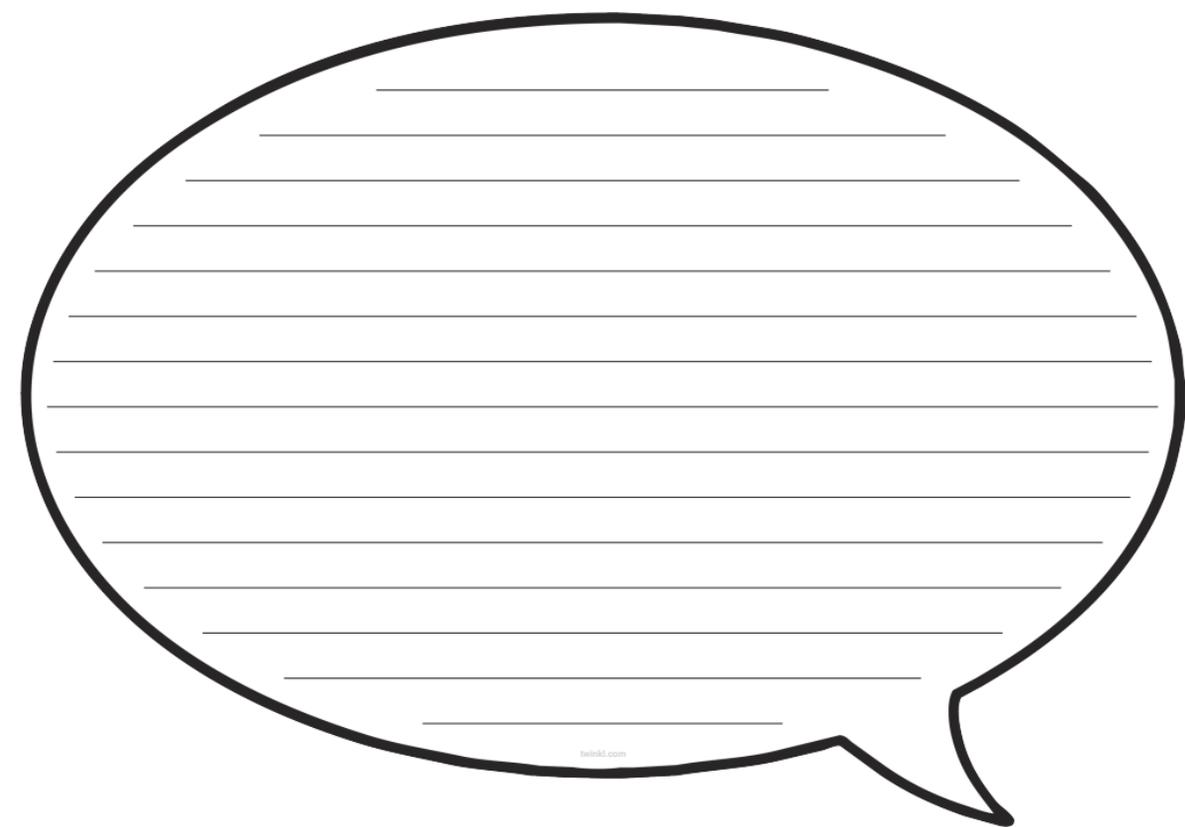
Resources

- <https://www.bbc.co.uk/bitesize/clips/z8mn34j>
- Photographs and some aerial photos









Winter

Spring



Summer

Autumn



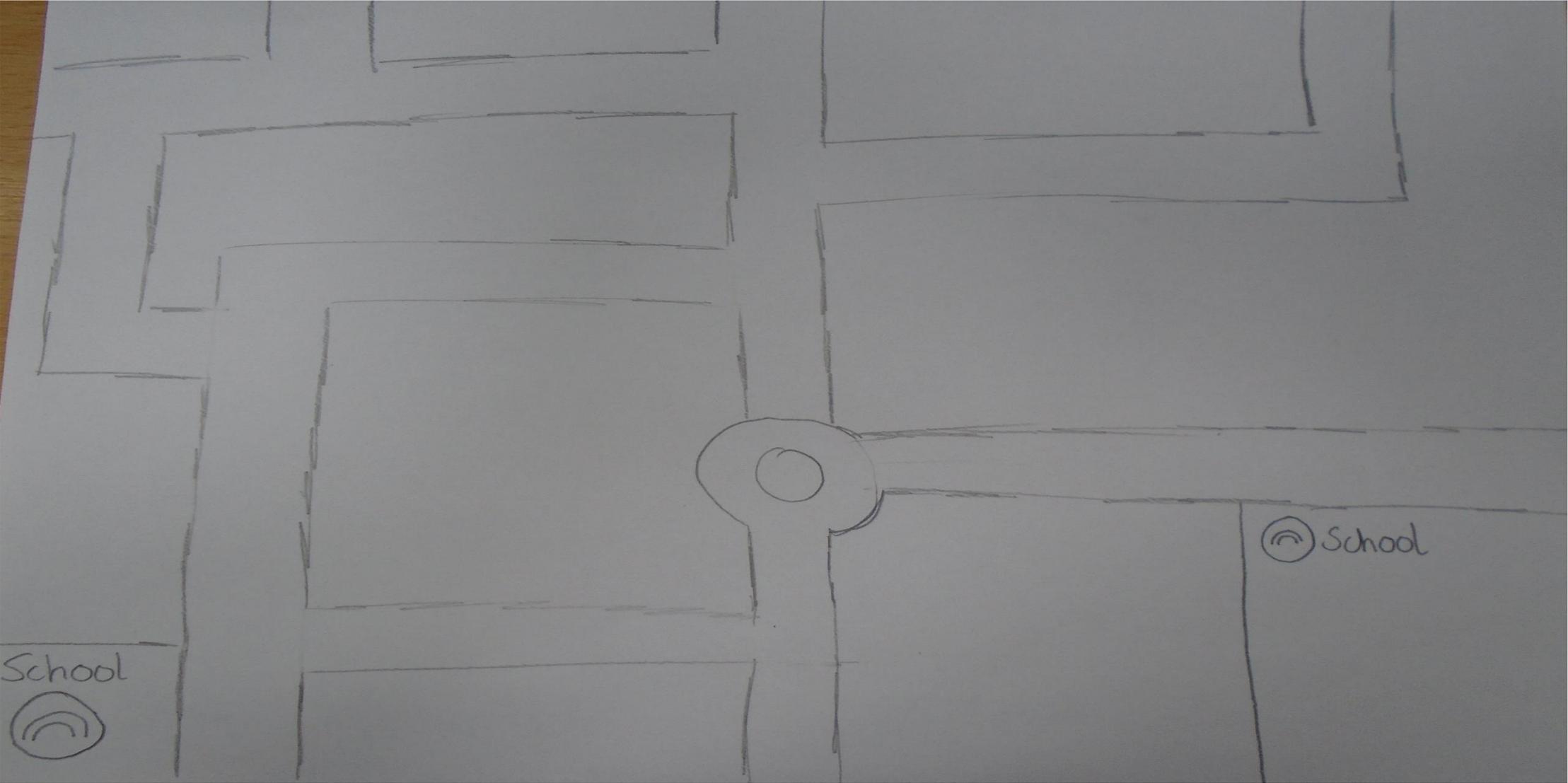
Forest



Farm

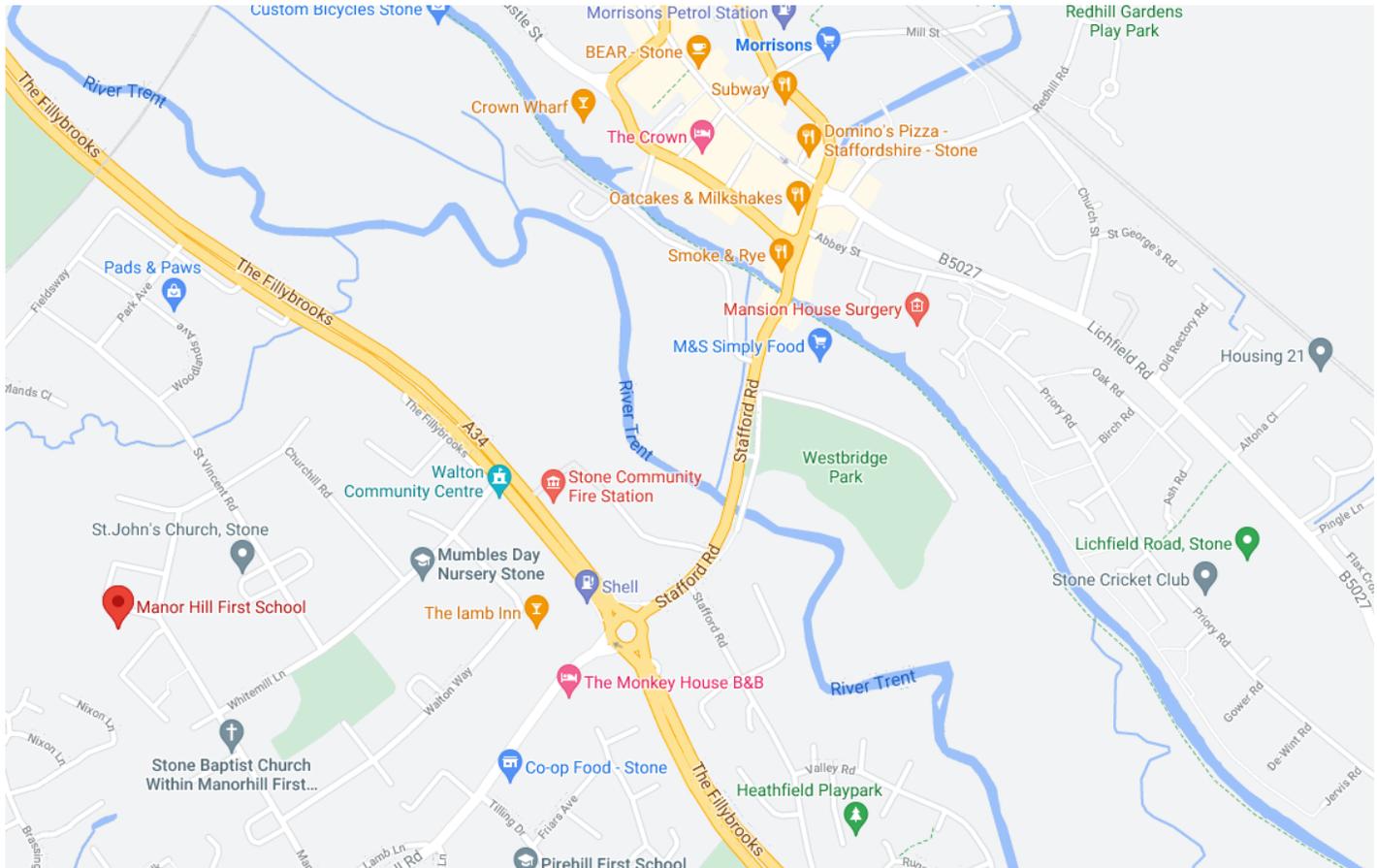


Draw a basic map of Stone- children can use this as a template. Children can design own symbols for the key and draw own pictures.



Example of a map with a key







a very large, high, steep hill.

a naturally raised area of land but not as high as a mountain.

a low area often running between hills or mountains.

a large natural stream of water flowing in a channel to the sea.

Physical

Human



hills



beach



factory



farm



port



house



ocean



forest



valley



cliff



office



mountain



coastline



shop



river



harbour

Assessment

Match the pictures to whether they are physical features or human features.

Physical

Human



What is a coast?

What is the difference between a mountain and a hill?
