




Year 2 Geography Long Term Plan 2023-2024

*Learning about the Earth's land, water, air and living things.*

Term	Autumn 1 ( weeks, days)	Autumn 2 ( weeks)	Spring 1 ( weeks)	Spring 2 ( weeks, days)	Summer 1 ( weeks)	Summer 2 ( weeks, days)
Theme	 Landmass-Why are some places better to live in?		 Farriner-Should the Great Fire of London have happened?		 Trait-Who lives here?	
Focus	Geography – Continents, Oceans and Seas <a href="#">British Isles and coastlines</a> <a href="#">Pirates</a>		History-Great Fire of London Geography-London, cities		Science-Animals and living things Geography – compare and contrast the UK to a non-European Country	
Diversity Links	Abubakari, King of Mali Himilco Anne Bonnie		Diverse voices in Stuart London		School life in the Caribbean	
Trips/Visitors	<a href="#">Tide and Time Museum</a>		How Hill			
Geography National Curriculum	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans.</p> <p><b>Geographical skills and fieldwork</b> 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.</p> <p><b>Geographical skills and fieldwork</b> 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.</p>				<p><b>Geographical skills and fieldwork</b> 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.</p> <p><b>Geographical skills and fieldwork</b> 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.</p> <p>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</p>	

			<p>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.</p> <p><b>Place knowledge</b> 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.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas.</li> <li>Use a plan view. Use an infant atlas to locate places.</li> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<p>Look down on objects to make a plan view map.</p> <ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas.</li> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>Follow directions (Up, down, left/right, forwards/ backwards) inc'. NSEW)</li> </ul>
<b>Assessment</b>	<p>Pre-Assessment</p> <p>Question: What do I know?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<p>Pre- Assessment</p> <p>Question: What do I know?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<p>Pre-Assessment</p> <p>Question: What do I know?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>
<b>Skill Progression;</b>			

Direction/Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards) inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view. Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Look down on objects to make a plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas.</li> </ul>
<b>Scale/Distance</b>						
<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>						

YEAR 2 Technical Vocabulary	Explore	Farriner	Trait
	<b>continents</b> <b>oceans</b> <b>sea</b> <b>key</b> <b>symbols</b> <b>globe</b> <b>atlas</b> <i>coordinates</i> <i>map</i> <i>island</i>		