

Geography Curriculum Overview

Year 2

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	What a wonderful world	<p>To name and locate the world's seven continents and five oceans;</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>	<p>Describe simple human and physical features about the continents of the world.</p> <p>Name and begin to locate countries of the world using an atlas or globe.</p> <p>Describe a journey line in detail using key geographical vocabulary.</p> <p>Understand and locate simple climate zones using key terms.</p> <p>Use compass directions (NESW), locational and directional language.</p> <p>Make comparisons between features of different places.</p>	<p>I can name and locate the continents and oceans of the world.</p> <p>I can locate continents, countries and oceans of the world accurately.</p> <p>I can understand key features of the continents of the world.</p> <p>I can understand how a journey can be made around the world.</p> <p>I can say what a journey line is.</p> <p>I can understand the location of hot and cold countries around the world.</p> <p>I can locate the continent we live in and describe some of the key features.</p> <p>I can observe aerial photographs.</p>	<p>Vegetation</p> <p>Map</p> <p>Equator</p> <p>Africa</p> <p>Europe</p> <p>River</p> <p>Earth</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Ocean</p> <p>Mountain</p> <p>Continent</p> <p>Country</p> <p>Antarctica</p> <p>Asia</p> <p>North America</p> <p>South America</p> <p>Australia</p> <p>Globe</p>
<p><u>End of unit assessment</u></p>					
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>	

2	Sensational Safari	<p>To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage.</p> <p>To devise simple maps.</p> <p>To 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> <p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>	<p>Describe where Kenya is located in relation to other places in the world.</p> <p>Draw a map of Kenya with some physical and human features and appropriate labels.</p> <p>Describe human and physical features of Kenya and begin to give the location of some of these features.</p> <p>Explain aspects of Kenyan life.</p> <p>Identify features of national parks and game reserves.</p> <p>Explain the importance of tourism to Kenya and give examples of tourist attractions in the country.</p> <p>Draw a map of a national park, including key features.</p> <p>Identify why animals are important to Kenya.</p> <p>Begin to understand the concept of animal 'migration'.</p>	<p>I can understand where Kenya is in the world.</p> <p>I can locate Kenya on a world map.</p> <p>I can draw a simple map.</p> <p>I can understand what life is like for people living in Kenya.</p> <p>I can understand what a national park is.</p> <p>I can use compass directions to describe places on a map.</p> <p>I can understand some of the main animals which live in Kenya.</p> <p>I can understand what Maasai culture is like.</p> <p>I can observe photographs and ask questions to find out about a place.</p> <p>I can compare my life to a child's life from Kenya.</p>	<p>Africa</p> <p>Kenya</p> <p>Nairobi</p> <p>Indian Ocean</p> <p>Mountains</p> <p>Mount Kilimanjaro</p> <p>Mount Kenya</p> <p>Lake Turkana</p> <p>Lake Victoria</p> <p>Wildlife Reserve</p> <p>National Park</p> <p>Endangered Species</p> <p>Savannah</p> <p>Migration</p> <p>Tourists</p> <p>Safari</p> <p>Forests</p> <p>Agriculture</p> <p>Vegetation</p> <p>Maasai</p>
---	--------------------	--	--	--	---

			Ask geographical questions to find out about places and begin to give reasoning.		
<u>End of unit assessment</u>					
	<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>
3	Beside the seaside	<p>To use basic geographical vocabulary.</p> <p>To 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>To use basic geographical vocabulary to refer to human and physical features.</p> <p>To use aerial photographs and to recognise landmarks and basic human and physical features,</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>To use simple fieldwork and observational skills.</p>	<p>Begin to name some seaside resorts of the UK using a map.</p> <p>Describe simple human and physical features about seaside resorts.</p> <p>Locate a range of seaside resorts and describe their location.</p> <p>Describe in more detail how seaside resorts have changed over time,</p> <p>Use compass directions (NESW), locational and directional language and identify a range of map symbols.</p> <p>Visit a seaside resort to carry out fieldwork and make</p>	<p>I can use key words to describe different places and environments.</p> <p>I can use a map to find seaside locations.</p> <p>I can use key words to describe seaside locations.</p> <p>I can observe aerial photographs of seaside locations.</p> <p>I can locate seaside resorts in the four countries of the UK.</p> <p>I can understand what seaside holidays and resorts were like in the past and the present.</p> <p>I can describe a seaside town in the UK.</p> <p>I can describe places and routes on a map.</p>	<p>Sand</p> <p>Shore</p> <p>Coast</p> <p>Island</p> <p>Weather</p> <p>Ocean</p> <p>Sea</p> <p>Water</p> <p>Shop</p> <p>Town</p> <p>Seaside</p> <p>Resort</p> <p>Port</p> <p>Map</p> <p>Tourists</p> <p>Harbour</p> <p>Holiday</p> <p>Natural</p>

			<p>detailed observations about human and physical features of the seaside.</p> <p>Make comparisons between features of different places.</p>	<p>I can use a map to identify the main British islands.</p> <p>I can understand the location of hot and cold islands in the world.</p> <p>I can visit a seaside resort.</p> <p>I can use a map to follow the route around a seaside resort.</p>	Manmade
--	--	--	--	--	---------

<u>Working towards</u>	<u>End of unit assessment</u>	<u>Working at</u>	<u>Working above</u>
------------------------	-------------------------------	-------------------	----------------------