YEAR TWO

Main topics: 7 continents, 5 oceans, Rayleigh, compass points, Caribbean.

YEAR TWO - AUTUMN TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ☐ Name and locate the world's seven continents and five oceans. ☐ Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. ☐ 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. ☐ 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 can name and locate the 7 continents of the world. - I can name the 5 oceans of the world. - I can use a range of observational skills including observations, maps, globes, atlases, aerial photos and online maps to carry out local area studies. - I can name and begin to use the 4 compass points to discuss locations on maps. - I can use a range of maps, atlases and digital technologies to locate countries, continents and oceans. - I can use basic human and physical geographical vocabulary.	Assess prior learning: Introduce key human and physical geographical vocabulary. World of Adventure topic: Aladdin theme. *LO: to name and locate the 7 continents on a world map and a globe.* *LO: to name and locate the 5 oceans on a world map and a globe.* *LO: to use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.* How to use an atlas. Looking at globes, world maps and Atlases, finding continents and oceans. *LO: to understand geographical similarities and differences through studying human and physical geography.* Explain the difference between human and physical features. Sorting these into the two groups. *LO: to use simple compass directions.* 4 points of a compass. Plotting features.	Continent, country, map, ocean, atlas. Asia, Africa, North America, South America, Antarctica, Europe, Australia. Atlantic, Pacific, Indian, Southern, Arctic Oceans. Physical geographical features, human features, city, town, village, factory, farm, house, office, port, harbour and shop . Compass, North, East, South, West, directions, near, far, left, right, map.

YEAR TWO - SPRING TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ Use basic geographical vocabulary to refer to: 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.	- I can use basic human and physical geographical vocabulary.	***LO: to use basic geographical vocabulary.*** CC (Science) - **Living things and their habitats** Lessons on habitats - use of language such as climate, sea, forest, mountain etc. Polar habitats, desert habitats, ocean, woodland, microhabitats.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

YEAR TWO - SUMMER TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ 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.	- I can make comparisons using basic geographical vocabulary between a **small** place in the UK and a **small** place in the Caribbean.	***LO: to compare Rayleigh with the jamaica, Caribbean.*** CC (Art) - **Whole school art day** Making comparisons between the UK and a contrasting non-European country. Explore cultural and geographical differences throughout the learning i.e. climate, houses, weather, foods grown/eaten, music, trees, animals, beaches.	United Kingdom, Europe, Non-European, beach, climate, weather, Caribbean, atlas.

☐ 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. ☐ 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.	- I can use aerial photos to identify landmarks and basic physical and human features in Rayleigh. - I can devise a simple map of our local area using symbols and a key.	*LO: to study our local area of Rayleigh, identifying key human and physical features using an aerial map.* *LO: to devise a map using symbols and a key to represent human and physical geographical features. (e.g. walk to school)* LO: Planning a route to the local landmarks Rayleigh topic CC (English) - reading comprehension, observational skills - are the landmarks physical or geographical features? Local fieldwork: Visiting some of the Rayleigh landmarks (windmill, Dutch cottage, Mount). To devise a simple map using an aerial photograph to trace. Add a key to plot landmarks, houses, roads, churches etc. Use this on your trip into Rayleigh to follow. Take a compass!	Map, symbols, key, compass rose, north, east, south, west, aerial map, physical feature, human feature.