



Geography – Year 2 – Medium Term Plan
Autumn 1, Unit 1: Would you prefer to live in a hot or cold place?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where are the continents?	To name and locate the seven continents.	<ul style="list-style-type: none"> - I can name the seven continents. - I know that a continent is a large area of land. - I can locate the seven continents on a world map. 	Locational Knowledge <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> - Continent - Country - Map - Locate - Land - Sea Ocean - Globe 	<ul style="list-style-type: none"> - Globe - Inflatable globe - Atlases
Two: Where are the coldest places on Earth?	To locate the North and South Poles.	<ul style="list-style-type: none"> - I can locate the North Pole on a world map. - I can locate the South Pole on a world map. - I can identify some of the physical features of the poles. 	Human and physical geography <ul style="list-style-type: none"> - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> - Arid - Climate - Compass - Continent - Desert - Ice sheet - Land - Locate - Location - Map - Ocean - Pack ice - Weather 	<ul style="list-style-type: none"> - Worksheet
Three: Where is the Equator?	To locate the Equator on a world map.	<ul style="list-style-type: none"> - I know the Equator is an imaginary line around the middle of the Earth. - I can identify two countries located on the Equator. - I know some of the features found on the Equator. 	Human and physical geography <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> - Map - Locate - Continent - Ocean - Land - Desert - Savannah - Vegetation - Grasslands - Rainforest - Climate - Weather - Tropical - Polar - Equator 	<ul style="list-style-type: none"> - Google Earth - Atlases

Four: What is life like in a hot place?	To compare the UK and Kenya	<ul style="list-style-type: none"> - I can locate Kenya on a world map. - I can describe some human and physical features of the region. - I can describe some key similarities and differences between the UK and Kenya. 	<p>Place knowledge:</p> <ul style="list-style-type: none"> - 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>Human and physical geography:</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> - Human feature - Physical feature - Locate - Continent - Ocean - Equator - Savannah - Vegetation - Grasslands - Urban Arid 	<ul style="list-style-type: none"> - Quiz: The Equator - Atlases (1 per pair) - Worksheet
Five: Do we live in a hot or cold place?	To investigate local weather conditions.	<ul style="list-style-type: none"> - I can measure and record local weather conditions. - I know that 'weather' means short-term conditions and 'climate' means long-term conditions. - I can recognise different types of climate on a world map. - 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Climate - Weather - Temperate - Tropical - Polar - Mild - Rain gauge - Thermometer - Temperature 	<ul style="list-style-type: none"> - A rain gauge – set up day before/ - Photograph of the weather conditions. - Clipboards - Compass - Thermometer
Six: Would you prefer to live in a hot or cold place?	To identify key features of hot and cold places.	<ul style="list-style-type: none"> - I can recognise three features of a hot place and three features of a cold place. - I can locate one hot country and one cold country on a world map. - I know why some countries are hotter or colder than others. - 	<p>Place knowledge:</p> <ul style="list-style-type: none"> - 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 		<ul style="list-style-type: none"> - Sticky notes - Worksheet - Atlas - Assessment sheet
<p>Assessment:</p> <ol style="list-style-type: none"> 1. The Equator is... 2. How many continents are there? 3. The South Pole is located in... 4. Where is the North Pole located? 5. What would you pack for each destination? 					



Geography – Year 2 – Medium Term Plan
Spring 1, Unit 2: Why is our world wonderful?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What are some of the UK's amazing features and landmarks?	To identify geographical characteristics of the UK.	<ul style="list-style-type: none"> - I can locate the four capital cities on a map of the UK. - I can identify human and physical features on an aerial photograph. - I can identify the characteristics of the four countries and capital cities of the UK. - I can use locational language and the compass points (N, S, E, W) to describe the location of features on a map. 	Locational knowledge <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Location - Locate - Human feature - Physical - Landmark - Country - Capital city - Aerial photograph 	<ul style="list-style-type: none"> - Atlases
Two: Where are some of the world's most amazing places?	To locate some of the world's most amazing places.	<ul style="list-style-type: none"> - I can locate the seven continents on a world map. - I can identify and sort human and physical features. - I can locate some human and physical features on a world map. 	Locational knowledge <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. o Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> - Location - Locate - Human feature - Physical feature - Landmark - Country - Continent - Aerial photograph 	<ul style="list-style-type: none"> - Atlases - Laptops or tablets
Three: Where are our oceans?	To know the names of the five oceans and locate them on a map.	<ul style="list-style-type: none"> - I understand the difference between oceans and seas. - I can name the five oceans. - I can locate the five oceans on a world map. - 	Locational knowledge <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> - Location - Locate - Country - Continent - Land - Ocean - Sea - Lake - River - Aerial photograph 	<ul style="list-style-type: none"> - Atlas - Whiteboards and pens

Four: What is amazing about our local area?	To understand how to draw human and physical features on a sketch map.	<ul style="list-style-type: none"> - I can use an aerial photograph to draw a simple sketch map. - I can use symbols to represent human and physical features. - I can use a key to identify features. - I can begin to draw objects to scale. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. o Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Map - OS map - Sketch map - Symbol - Key - Scale - Directional language - Locate - North - Human feature - Physical feature 	<ul style="list-style-type: none"> - Large border paper
Five: Why are natural habitats special?	To investigate local habitats and record findings.	<ul style="list-style-type: none"> - I can make observations of physical features. - I can sketch findings on a map. - I can complete a tally chart. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Habitat - Vegetation - Sketch map - Sample - Data collection - Tally chart - Fieldwork 	<ul style="list-style-type: none"> - Hoops (1 between 2) - Magnifying glasses - Clipboards
Six: How can we look after natural habitats.?	To understand how to present findings in a bar chart.	<ul style="list-style-type: none"> - I can present my findings in a bar chart. - I can evaluate my findings. - I can explain why some areas of vegetation had more plants and animals than others. - I can suggest ways to look after natural habitats 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Habitat - Vegetation - Sample - Data collection - Tally chart - Bar chart - Fieldwork 	<ul style="list-style-type: none"> - A4 white paper - Data collected in lesson 5
<p>Assessment:</p> <ul style="list-style-type: none"> - How many oceans are there? - The capital city of Wales is... - Edinburgh is in the... - In London you can see... - Choose a capital city in the UK. Give directions from this capital city to another capital city using directional vocabulary. 					



Geography – Year 2 – Medium Term Plan
Summer 1, Unit 3: What is it like to live by the coast?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where are the seas and oceans surrounding the UK?	To locate the seas and oceans surrounding the UK.	<ul style="list-style-type: none"> - I can name the seas and oceans surrounding the UK. - I can label the seas and oceans on a map of the UK. - I can describe the location of different seas and oceans using compass directions. 	Locational knowledge <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Capital city - Country - Island - Locate - Location - Ocean - Sea 	<ul style="list-style-type: none"> - Atlases
Two: What is the coast?	To explain what the coast is.	<ul style="list-style-type: none"> - I can define the coast as a piece of land along the sea or ocean. - I can locate some coasts in the UK. - I can identify some features of a coast. 	Human and physical geography <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Geographical skills and fieldwork <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Cliff - Coast - Coastline - Island - Ocean - Sand dunes - Sea 	<ul style="list-style-type: none"> - Children's copies of the Activity: Map of the UK from lesson 1. - Devices - Colouring pencils
Three: What are the features of the Jurassic Coast?	To identify the physical features of the coast.	<ul style="list-style-type: none"> - I can recall what a physical feature is. - I can name physical features in photographs of the Jurassic Coast. 	Human and physical geography <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> - Arch - Bay - Cliff - Coast - Coastline - Island - Mudflat - Ocean - Physical feature - Sea - Stack 	<ul style="list-style-type: none"> - Children's copies of the Activity: Map of the UK from lesson 1. - Device

<p>Four:</p> <p>How do people use Weymouth?</p>	<p>To identify human features on the coast.</p>	<ul style="list-style-type: none"> - I can recall what a human feature is. - I can name human features on the coast. - I can describe how people use the coast. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. o Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> - Aquarium - Harbour - Human feature - Physical feature - Pier - Tourist 	<ul style="list-style-type: none"> - Device - Sticky notes
<p>Five:</p> <p>How do people use our local coast? (Data collection)</p>	<p>To investigate how people use the local coast.</p>	<ul style="list-style-type: none"> - I can follow a route on a map. - I can identify human features. - I can record data in a tally chart. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - City - Data collection - Fieldwork - Human feature - Tally chart - Town - Village 	<ul style="list-style-type: none"> - Clipboards - Device
<p>Six:</p> <p>How do people use our local coast? (Findings)</p>	<p>To present findings on how people use the local coast.</p>	<ul style="list-style-type: none"> - I can discuss the types of human features I saw. - I can create a pictogram to represent how people use the local coast. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Data collection - Fieldwork - Human feature - Pictogram - Tally chart 	<ul style="list-style-type: none"> - Children's copies of the Activity: Tally chart from lesson 5.
<p>Assessment:</p> <ul style="list-style-type: none"> - What is the sea? - Which sea or ocean does not surround the UK? - Which direction is the English Channel? - A coast is... - What physical features can you see on the coast? 					