

Thomas Gray Primary Geography Scheme of Work (Key Learning) Year 2

	Autumn 1	Spring 1	Summer 1
	The place where I live (Study of Local Area)	Explorers (Study of a small area in a contrasting non-European country)	(UK Countries and Capital Cities) (Family Album Y!)
Prior Knowledge	In Year 1 They have studied their school and should have some knowledge of their local area. They should be able to name some human and physical features of their local area.	The children should be able to name some continents and oceans of the world. They should be able to use some basic vocabulary about the features of the local area	The children should be able to name some of the countries and capital cities of the UK. They should be familiar with the UK map.
Investigating Places Location and Place knowledge	<ul style="list-style-type: none"> ▪ Small area of the United Kingdom. Locate Uk England/Liverpool/Bootle/home address on a map. Name and locate places in their locality. ▪ 	<ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Small area in a contrasting non-European country. 	<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. ▪ Name and locate Liverpool
Investigating Places Human and Physical Geography	<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to key physical features and key human features. ▪ Express their views on some features of their environment. 	<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. ▪ Use basic geographical vocabulary to refer to key physical features and key human features (from the key learning). 	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Investigating Places and patterns Enquiry and Investigation	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. 	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. ▪ Recognise differences between own and others' lives. 	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in London? etc' ▪ Describe some similarities, differences and pattern when comparing Capital Cities

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<p>Communicate Geographically Mapping</p>	<ul style="list-style-type: none"> ▪ Use a range of maps (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. <p>Know that symbols mean something on maps.</p>	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ 	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. ▪
<p>Communicate Geographically Fieldwork/Trips</p>	<ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use simple compass directions as well as locational language when describing features and routes. ▪ Use cameras and audio equipment to record geographical features. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Observe daily weather pattern. <p>Walk around local area/local park</p>	<ul style="list-style-type: none"> ▪ Trip to Manchester Airport 	<ul style="list-style-type: none"> ▪ Use simple compass directions (NSEW). ▪ Possible bus tour of Liverpool
<p>Communicate Geographically Other</p>	<ul style="list-style-type: none"> ▪ Use maps and other images to talk about everyday life. Draw and write about simple geographical concepts. Express views about these environments and recognise how people 	<ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. 	<ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns.

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	<p>sometimes affect the environment. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <ul style="list-style-type: none"> ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS. 	<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary relevant to the area being studied. ▪ Use maps and other images to talk about everyday life. 	<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary from the Programme of Study as well as to describe specific local geographical features (tube station, canal etc). ▪ Use maps and other images to talk about everyday life e.g. where we live etc.
<p>Communication Technology/ICT</p>	<ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ 	<ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ 	<ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions.

See Y1/2 Additional Vocabulary List