



Geography Medium Term Plan

Geography is the study of places and the relationship between people and their environments

Year 2 Geography	Autumn	Spring	Summer
Unit of work Driving Question	Blue Planet Why should we care for our oceans?	Extreme environments What makes an environment extreme and how do living things adapt to live there?	Magnificent maps Can I interpret maps and create my own?
Values	Justice, humility and hope	Trust and resilience	Resilience
Concepts	Human impact World wonders	Human impact Weather and climate World wonders	Locality links Human impact
Link to NC programme of study	Name and locate the world's seven continents and five oceans	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	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 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.
What we need to know	There are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. Know the seas around the United Kingdom	Know that the further a location is from the equator, the less sunlight that location receives to heat the atmosphere and therefore, the temperature is colder. (Northern and Southern Hemisphere)	To know the difference between a town, city and village. To know why Redditch is a town.

	<p>Historically, there are four named oceans: the Atlantic, Pacific, Indian, and Arctic. However, most countries - including the United States - now recognize the Southern (Antarctic) as the fifth ocean.</p> <p>Correctly label the continents, draw the equator.</p> <p>To know and use positional language such as North, East, South and West and NE,SW etc</p> <p>Know which animals depend on the ocean for their habitat</p> <p>Know how humans are having an impact on our environment by polluting the oceans.</p> <p>Know that plastic pollution is impacting our oceans. Know that over-fishing is also having a negative impact.</p>	<p>Know that the Sahara is the largest hot desert Know that the Sahara Desert has features including an oasis, sand dunes and salt flats.</p> <p>Know that we can use aerial photographs to identify these features and label.</p> <p>Know that the key physical features of Antarctica include glaciers, icebergs, ice caves and Ice Mountains and we can use aerial photographs to identify features and label.</p> <p>Analyse the human features of hot and cold deserts thinking about how humans live, eat and work. Include human impact on our environment and the effect of this in hot and cold deserts.</p> <p>Know the location of the Equator, North and South Poles and the relevant weather and seasonal patterns linked to them. (Importance of latitude).</p> <p>Know that a desert is classified by amount of precipitation</p> <p>Know that Antarctica classes as a desert and is extremely hostile.</p> <p>Sir Ernest Henry Shackleton was an explorer who is most famous for his three expeditions to explore the Antarctic.</p> <p>Know that climate change is causing the ice caps to melt and it is everybody's responsibility to take action.</p>	<p>That using an aerial photographs and digital maps to explore what St Luke's looks like from above.</p> <p>To make observational drawings to inform our map making when walking around the school grounds.</p> <p>That we need to put a compass on our map to make it accurate.</p> <p>How using symbols can make a map easier to draw and interpret.</p> <p>What the main features and landmarks are at St Luke's and how we can mark them on a map.</p> <p>Know which of these features are human features and which are physical.</p>
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Cross curricular opportunities	Literacy- Persuasive letter about plastic pollution Maths- Data handling	Literacy: How to survive in Antarctica/tour guide. ICT: Using digital images/maps to explore features.	Maths- exploring scale. Consider the size of the symbols on the map. Maths: Directions
Building on what we know	The United Kingdom is made up of England, N Ireland, Scotland and Wales. The location and names of the continents and seas. Where the equator is. The climate differs depending on location.	Name of continents and oceans across world. That there is a Northern and Southern Hemisphere. Human activity is having an impact on the environment.	Know that Redditch is in the United Kingdom. Know which countries make up the UK. Know that a map can show us what a place looks like from a bird's eye view.
Vocabulary	Ocean, sea, continent, equator, Atlantic, Pacific, Indian, Arctic. Southern (Antarctic), plastic, pollution	Precipitation, desert, Antarctica, Sahara, climate, continent, country, equator	Redditch, local, city, town, village, compass, direction, physical feature, human feature, impact
Quick fire 5	Name the 5 oceans Name the continents that are next to the oceans Name the seas around the UK List ways plastic is impacting on our environment List ways to prevent plastic pollution	Name the largest hot desert (Sahara) What happens when you get closer to the equator? What is the classification of a desert? How is Antarctica in danger? Who was Ernest Shackleton and what did he do that was significant?	What are the compass directions? What symbols are used on a map? Name human and physical features at St Luke's. What does birds-eye view mean? Why is it important to have a map labelled with North, East, South and West?

<p>Disciplinary Knowledge</p>	<p>Graphicacy Skills</p> <ul style="list-style-type: none"> • Use world maps, globes and atlases to identify continents, oceans and locations studied. • Zoom in/out and begin to highlight/annotate digital maps. • Use pictograms, tally charts, and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. <p>Fieldwork enquiry and practical skills</p> <ul style="list-style-type: none"> • Engage in teacherled/guided enquiries. • Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units. 	<p>Graphicacy Skills</p> <ul style="list-style-type: none"> • Use world maps, globes and atlases to identify continents, oceans and locations studied. • Zoom in/out and begin to highlight/annotate digital maps. • Use pictograms, tally charts, and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. <p>Fieldwork enquiry and practical skills</p> <ul style="list-style-type: none"> • Engage in teacherled/guided enquiries. • Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units. 	<p>Graphicacy Skills</p> <ul style="list-style-type: none"> • Devise a simple map of a place in the local area. • Use and construct basic symbols in a key. • Begin to recognise and identify basic OS symbols <ul style="list-style-type: none"> • Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. <p>Fieldwork enquiry and practical skills</p> <ul style="list-style-type: none"> • Use a compass (four compass points) to follow and describe routes. • Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW) • Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.
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