

Pudsey Bolton Royd Primary School Geography Long-Term Plan

Year 2

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> |
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| Enquiry Questions | | |
| | | What is it like in Antarctica? |
| Outcomes | | |
| | | Fact file about Antarctica |
| Linked Texts | | |
| | | Poles apart by Jeanne Willis & Jarvis |
| Linked Experiences | | |
| | | Now Press Play- Artic |
| Overview | | |
| | | <p>In this unit, the children identify hot and cold areas of the world in relation to the equator and the north and south pole. This unit will begin using the picture book 'Poles Apart' and the children will follow the journey on a world map/atlas talking about the equator, north/south pole and the distance between them. Children will then draw the journey from the North Pole to the South Pole on a world map and use an atlas to find all the locations on the journey in the book. The continent of Antarctica will be studied and the children will identify the features that they would find there. The weather and climate of Antarctica will be investigated too.</p> |
| Knowledge and/or Skills Covered | | |
| | | <p><u>Map skills</u> Read maps - Use world maps, atlas and globes Digital maps - Use digital technologies: zoom in/ out on a map. Begin to highlight and annotate digital maps.</p> <p><u>Fieldwork and practical skills</u> Use a compass - Use North, South, East, West to describe locations and routes on a map. Record – Make more sophisticated recording eg frequency tables.</p> |
| National Curriculum Attainment Targets | | |
| | | <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. |

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| | | <u>Human and physical Geography</u> <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. |
| Important Vocabulary | | |
| | | Continent, ocean, Equator, North pole, South pole, polar region, Arctic circle, Antarctic circle, location, cliff, iceberg, ice sheet, temperature, climate |

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| <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Enquiry Questions | | |
| What is it like to live in Tucuaro, Mexico? | What human and physical features are there in Saltaire? | |
| Outcomes | | |
| To compare Tucuaro and Pudsey | To identify and understand the differences between human and physical features. | |
| Linked Texts | | |
| | | |
| Linked Experiences | | |
| | Trip to Saltaire | |
| Overview | | |
| This unit explores Mexico focusing in on Tucuaro. The children use aerial photos, maps, plans, globes and other sources of information to find out about a small area of a non-European country and to compare and contrast with Pudsey. Climate and time zones will also be mentioned. They will recognise similarities/differences between their own and other lives. | In this unit, the children will explore the village of Saltaire. They will look what are physical and human features and identify the features in Saltaire. They will use maps and digital maps to locate and look at Saltaire. On their trip to Saltaire they will use a map and direct themselves around the village identifying the landmarks they have been finding out about. | |
| Knowledge and/or Skills Covered | | |
| Graphicacy skills <u>Keys and Symbols</u> Use basic symbols in a key. Use and construct basic symbols in a key. <u>Read maps</u> Use simple grid references to locate squares on a map (eg A1, D7). <u>Draw maps / plans:</u> Devise a simple map (eg sketch map of places in stories, school grounds). <u>Digital maps</u> Use digital technologies: zoom in/ out on a map Begin to highlight and annotate digital maps. <u>Use images</u> Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features. Fieldwork and practical skills <u>Use a compass</u> Use North, South, East, West to describe locations and routes on a map. | Graphicacy skills <u>Keys and Symbols</u> Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. <u>Read maps</u> Use simple grid references to locate squares on a map (eg A1, D7). <u>Draw maps / plans:</u> Devise a simple map (eg sketch map of places in stories, school grounds). <u>Digital maps</u> Use digital technologies: zoom in/ out on a map Begin to highlight and annotate digital maps. <u>Use images</u> Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features. Fieldwork and practical skills <u>Use a compass</u> | |

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| <p><u>Locate:</u> Use simple locational language (eg secure use of left/right from own perspective).</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u> Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p><u>Present information:</u> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p> | <p>Use North, South, East, West to describe locations and routes on a map.</p> <p><u>Observe/measure</u> – Use first hand observations</p> <p><u>Locate:</u> Use simple locational language (eg secure use of left/right from own perspective).</p> <p><u>Record:</u> Make more sophisticated recordings eg frequency tables.</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u> Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p><u>Discern relevance</u> Start to make selections, eg from or within sources of information. Use sources Identify ways that geography is presented and represented (eg fiction, images, maps)</p> <p><u>Present information:</u> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p> | |
| National Curriculum Attainment Targets | | |
| <p><u>Locational knowledge</u> Identify and locate Mexico</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Pudsey), and of a small area in a contrasting non -European country (Mexico, Tucuaro).</p> <p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in Mexico and compare with United Kingdom.</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its country and continent studied.</p> | <p><u>Geographical skills and fieldwork</u> Use ariel 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.</p> | |

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| Use ariel 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. | | |
| Important Vocabulary | | |
| Season, weather, city, town, village, shop, house, offices, parks, road, bigger/smaller, like/dislike, similar, different, same, valley, sea, hill, mountain, river, country, near, far, equator | Surroundings, route, map, near, far, left, right, river, shop, park, village, mill, church | |