

## Year Two Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Autumn</b></p> <p><b>Study an area of the UK</b> -Locality of Wythenshawe within Manchester <a href="#">Place knowledge</a> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <a href="#">Human and physical geography</a> use basic geographical vocabulary to refer to physical and human features <a href="#">Geographical skills and fieldwork</a> 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 and the key human and physical features of the surrounding environment.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/primary-fieldwork/">https://www.rgs.org/schools/teaching-resources/primary-fieldwork/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/quick-and-easy-fieldwork-ideas/">https://www.rgs.org/schools/teaching-resources/quick-and-easy-fieldwork-ideas/</a></p>	<p><a href="#">Keys &amp; symbols:</a> <b>Use basic symbols in a key. Use and construct basic symbols in a key.</b> Recognise &amp; identify basic OS symbols.</p> <p><a href="#">Read maps:</a> Use simple grid references to locate squares on a map (eg A1, D7)</p> <p><a href="#">Draw maps / plans:</a> <b>Devise a simple map</b> (eg sketch map of places in stories, school grounds).</p> <p><a href="#">Digital maps:</a> <b>Use digital technologies:</b> zoom in/out on a map. Begin to highlight and annotate digital maps</p> <p><a href="#">Charts and graphs (from Maths National Curriculum)</a> <a href="#">Pictograms, tally charts, block diagrams, simple tables</a></p> <p><a href="#">Use images:</a> Start to understand the purpose of different image types. <b>Use aerial photographs and plan perspectives</b> to recognise landmarks and basic features.</p>	<p><a href="#">Use a compass:</a> Use <b>North, South, East, West</b> to describe locations and routes on a map. <a href="#">Connect idea of turns to right angles (from Maths National Curriculum).</a></p> <p><a href="#">Observe/measure:</a> <b>Use first-hand observations</b> [eg qualitative comments &amp; starting to measure in standard units]. <b>Measure to nearest cm and gram.</b> Use litres for volume and °C for temperature. <a href="#">Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum).</a></p> <p><a href="#">Locate:</a> <b>Use simple locational language</b> [eg secure use of <b>left/ right</b> from own perspective].</p> <p><a href="#">Record:</a> <b>Make more sophisticated recordings</b>, eg frequency tables.</p>	<p><a href="#">Ask questions:</a> Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p><a href="#">Discern relevance</a> Start to make selections, eg from or within sources of information.</p> <p><a href="#">Use sources (from History National Curriculum)</a> <a href="#">Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum).</a></p> <p><a href="#">Present information:</a> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> - for isolated datasets - in longer and coherently-structures pieces of work.</p>	<p><a href="#">For Skills &amp; Fieldwork:</a> <b>atlas, key, symbol, scale, environment, surroundings, left, right, beyond contains, further, furthest, higher, lower, route, map, plan</b></p> <p><a href="#">For Locational Knowledge</a> Wythenshawe, Manchester</p> <p><a href="#">For Place Knowledge:</a> <b>similarity, difference, area</b></p> <p><a href="#">For Human Geography</a> city, town, village, factory, farm, house, shop,</p> <p><a href="#">For Physical Geography</a> <b>forest, hill, mountain, river, soil, valley</b></p>

## Year Two Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Spring</b></p> <p><b>Study of a Non-European country</b> - Jamaica or Turkey [to link to History topic]</p> <p><b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to physical and human features</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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</p>	<p><b>Keys &amp; symbols:</b> <b>Use basic symbols in a key. Use and construct basic symbols in a key.</b> Recognise &amp; identify basic OS symbols.</p> <p><b>Read maps:</b> Use simple grid references to locate squares on a map (eg A1, D7)</p> <p><b>Draw maps / plans:</b> <b>Devise a simple map</b> (eg sketch map of places in stories, school grounds).</p> <p><b>Digital maps:</b> <b>Use digital technologies:</b> zoom in/out on a map. Begin to highlight and annotate digital maps</p> <p><b>Charts and graphs (from Maths National Curriculum)</b> <b>Pictograms, tally charts, block diagrams, simple tables</b></p> <p><b>Use images:</b> Start to understand the purpose of different image types. <b>Use aerial photographs and plan perspectives</b> to recognise landmarks and basic features.</p>	<p><b>Use a compass:</b> Use <b>North, South, East, West</b> to describe locations and routes on a map. <b>Connect idea of turns to right angles (from Maths National Curriculum).</b></p> <p><b>Locate:</b> <b>Use simple locational language [eg secure use of left/ right</b> from own perspective].</p>	<p><b>Ask questions:</b> Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p><b>Discern relevance</b> Start to make selections, eg from or within sources of information.</p> <p><b>Use sources (from History National Curriculum)</b> <b>Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum).</b></p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> <b>- in longer and coherently-structures pieces of work.</b></p>	<p><b>For Skills &amp; Fieldwork:</b> <b>atlas, key, symbol, scale, environment, surroundings, left, right, beyond</b> contains, further, furthest, higher, lower, route, map, plan <b>North, South, East, West</b></p> <p><b>For Locational Knowledge:</b> Continents: Europe, Africa, Asia, North &amp; South America, Antarctica, Australia. Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic (Southern). Alternatives (continents): Australasia, Oceania, Sahul, Zealandia Eurasia, Afro-Eurasia Oceans: North &amp; South Atlantic</p> <p><b>For Place Knowledge:</b> <b>similarity, difference,</b></p> <p><b>For Human Geography:</b> <b>office, port, harbour, estuary, bay</b> <b>channel</b> journey, abroad, capital, country</p> <p><b>For Physical Geography:</b> island, peninsula <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season</b> <b>weather, hot, cold</b></p>

## Year Two Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Summer</b></p> <p><b>Holidays</b> - looking at continents &amp; oceans</p> <p><b>Locational knowledge</b> name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to physical and human features</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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</p>	<p><b>Keys &amp; symbols:</b> <b>Use basic symbols in a key. Use and construct basic symbols in a key.</b> Recognise &amp; identify basic OS symbols.</p> <p><b>Read maps:</b> Use simple grid references to locate squares on a map (eg A1, D7)</p> <p><b>Draw maps / plans:</b> <b>Devise a simple map</b> (eg sketch map of places in stories, school grounds).</p> <p><b>Digital maps:</b> <b>Use digital technologies:</b> zoom in/out on a map. Begin to highlight and annotate digital maps</p> <p><b>Charts and graphs (from Maths National Curriculum)</b> <b>Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum)</b></p> <p><b>Use images:</b> Start to understand the purpose of different image types. <b>Use aerial photographs and plan perspectives</b> to recognise landmarks and basic features.</p>	<p><b>Use a compass:</b> Use <b>North, South, East, West</b> to describe locations and routes on a map. <b>Connect idea of turns to right angles (from Maths National Curriculum).</b></p> <p><b>Locate:</b> <b>Use simple locational language [eg secure use of left/ right</b> from own perspective].</p>	<p><b>Ask questions:</b> Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p><b>Discern relevance</b> Start to make selections, eg from or within sources of information.</p> <p><b>Use sources (from History National Curriculum)</b> <b>Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum).</b></p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> - for isolated data sets - in longer and coherently-structures pieces of work.</p>	<p><b>For Skills &amp; Fieldwork:</b> <b>atlas, key, symbol, scale, environment, surroundings, left, right, beyond</b></p> <p><b>For Locational Knowledge:</b> Alternatives (continents): Australasia, Oceania, Sahul, Zealandia Eurasia, Afro-Eurasia Oceans: North &amp; South Atlantic Capitals: Irish Republic/Eire (Dublin) English Channel, North Sea, Irish Sea, Celtic Sea</p> <p><b>For Place Knowledge:</b> <b>similarity, difference,</b></p> <p><b>For Human Geography:</b> <b>office, port, harbour, estuary, bay, channel</b> journey, abroad, capital, country</p> <p><b>For Physical Geography:</b> island, peninsula <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season</b> <b>weather, hot, cold, summer,</b></p>