



Geography Long Term Map Year 2

	Theme	National Curriculum Objectives
Autumn 1	<p><u>Where We Live</u></p> <p>Children begin to explore where they live, starting with their house, their town, their country and then continent. Children will look at the landmarks of Halifax, both human and physical and discuss what they can see on their way to school.</p> <p>Children will then move on to identifying the four countries of the UK on a map. They will look at different landmarks within England and be able to categorise them into human and physical features. Children will be able to recognise the flags and capital cities of all 4 countries in the UK.</p> <p>Trips/Visits: UK Day in School</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, including trade links</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
Autumn 2	<p><u>A Walk in the Park</u></p> <p>Children will be introduced to a compass and the four compass points. They will also begin to use symbols to represent an object or place on a map and will discuss what some map symbols represent. Children will be able to explore this practically by walking around the school and grounds following a set route on a map with a key. They will begin to understand that maps need to have a title and will make their own maps of a school.</p> <p>Trips/Visits: Residential Owl Experience</p>	<p>Geographical skills and fieldwork</p> <p>...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</p>

Spring 1	<p><u>Circle of Life</u></p> <p>Science focus</p> <p>Trips/Visits: Chick Experience</p>	
Spring 2	<p><u>Sensational Shibden</u></p> <p>History Focus</p> <p>Children will study the Shibden Estate (1615 - 1926):</p> <p>Make use of digimaps to navigate to Shibden Park and view how the landscape and route has changed since the founding of the estate.</p> <p>Local area study.</p> <p>Trips/Visits: Manor Heath Park</p>	<p>Geographical skills and fieldwork</p> <p>...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</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>...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>
Summer 1	<p><u>Fire, Fire!</u></p> <p>History focus</p> <p>Locate London on a map of the UK</p> <p>Identify countries of the UK</p> <p>Use Aerial photographs of London looking at landmarks, physical and human features.</p> <p>Trips/Visits: Shibden Hall</p>	<p>...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</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>...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>

Summer 2	<p style="text-align: center;"><u>Sun, Sea and Sand</u></p> <p>Children will begin to identify key features of a beach and coastline. Children will continue to consolidate their learning and understanding of identifying human and physical features. They will then transfer this knowledge to be grouping coastline features in to human and physical features. Comparisons will be made between our local area and a seaside town using Digimaps. Children will learn the names of the five oceans and be taught about the Equator. They will be able to find countries along the Equator and explain because of their location they are hotter countries. Children will then compare the human and physical features of Brazil with St Anne's beach. Children will have visited St Anne's beach as part of this topic. The children will complete a fieldwork study by recording the temperature of the playground over a period of time.</p> <p>Children will discuss weather types and the North and South Poles.</p> <p>Trips/Visits: The Beach</p>	<p>to name and locate the world's seven continents and five oceans.</p> <p>...understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>...use world maps, atlases and globes to identify the United Kingdom</p> <p>...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> <p>...name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>...identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and the North and South Poles.</p>
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