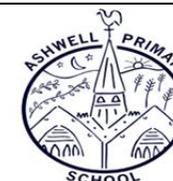


Ashwell Primary School

Geography Curriculum

Year 2 Knowledge Organiser



Year 2- Geographical and fieldworks skills to be developed during Year 2

Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas

Geographical Enquiry	<ul style="list-style-type: none"> ▪ Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.
National Curriculum statements Geographical skills and fieldwork – Mapping skills <ul style="list-style-type: none"> ▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. ▪ Use simple compass directions (north, south, east and west) and directional and locational language (e.g. near and far; left and right) to describe the location of features and routes on maps ▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use constructive basic symbols in a key 	<ul style="list-style-type: none"> ▪ Use maps, atlases, aerial photos and globes to locate and describe places – including recognising some symbols. ▪ Draw maps using agreed symbols ▪ identify and understand the four points of a compass ▪ Use simple compass points (N, S, E, W) and directional language (near, far) to describe the locations of features and routes on a map. ▪ Follow directions using compass points. ▪ Look down on objects and make a plan e.g. of the classroom or playground.
Fieldwork skills to be developed during Key Stage 1	
Geographical skills and fieldwork –Fieldwork Skills <ul style="list-style-type: none"> ▪ 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 	Use a range of simple fieldwork techniques for collecting, analysing and presenting information, including <ul style="list-style-type: none"> ▪ using small world play, model making, or the classroom role-play area to represent a visited place ▪ adding details to a teacher-prepared drawing / making annotated drawings to show variations ▪ drawing a freehand map ▪ relating a large-scale plan to the environment, identifying known features ▪ marking information on a large-scale plan ▪ using colour or symbols to record observations ▪ using a simple compass and cardinal compass directions (north, south, west, east) ▪ taking digital photos ▪ making digital audio recordings when interviewing someone about their job ▪ collecting quantitative data ▪ using a questionnaire ▪ collecting and sorting natural objects ▪ using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features
Curriculum Enrichment / Cultural Capital Opportunities	
<ul style="list-style-type: none"> ▪ 	
Prior knowledge / skills this builds on: Year 1- Mapping skills <ul style="list-style-type: none"> ▪ Begin to use plans, maps, globes, atlases and aerial images to recognise some features and places (locality/in the wider world). 	What comes next: Year 3 – Mapping skills <ul style="list-style-type: none"> ▪ Use a range of maps, atlases and globes to locate places being studied and find information ▪ Make maps of short routes ▪ Use the language of position and direction (e.g. compass, north, south, east & west).

- Draw maps of real or imaginary places and begin to label with own symbols
- Use simple language to describe scale e.g. bigger, smaller, shorter
- Use and follow simple directions e.g. forwards, backwards
- Introduce the four cardinal points (N, S,E, W)
- Use aerial photos and begin to recognise landmarks and human and physical features.

Fieldwork skills

Key stage one fieldwork skills

- Recognise and use standard symbols to produce a key
- Use letter/number coordinates to locate features on maps

Lower Key stage 2 -Fieldwork skills

Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including:

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- making digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data
- designing and conducting interviews
- using simple sampling techniques appropriately
- using a simplified Likert Scale to record their judgements of environmental quality developing a simple method of recording their feelings about a place or site

Year 2 – Our Country

Core Knowledge / skills to be acquired:

- Locate and name the four countries which make up the UK.
- Locate and name the capital cities of each of the four countries.
- Locate and name the major seas around the UK.
- Identify and describe some of the main characteristics of each country in the UK e.g. longest rivers, highest mountains, major landmarks etc.
- Identify and describe some of the well- known landmarks in the four capital cities of the UK.
- Describe similarities and differences between the four capital cities.

Key Vocabulary:

Country
 United Kingdom-England, Scotland, Wales, Northern Ireland
 London
 Edinburgh
 Cardiff
 Belfast
 North Atlantic Ocean
 North Sea
 Irish Sea
 The English Channel
 physical and human features

Curriculum Enrichment / Cultural Capital Opportunities

Year 2- Polar Regions

Core Knowledge / skills to be acquired:

- Name and locate the world's seven continents and five oceans.
- Identify the Equator and the North and South Poles on a map
- Locate hot and cold areas of the world and relate to the Equator and North and South Poles.
- Describe the climate conditions in the Polar regions
- Identify and describe the human and physical features of the Polar Regions.
- Identify the similarities and differences between the Polar regions and the UK
- Describe the types of animals that live in the Polar Regions and how they are adapted to the weather conditions.
- Look at an area of a non – European country with either a very hot or cold climate.
- Describe the weather of the country
- Learn about daily life, standards of living and culture.
- What do we think it would be like to grow up here?
- Investigate schools, clothes, jobs, weather.
- Discuss similarities & differences between this country and life in Ashwell (fieldwork opportunity)

Key Vocabulary

Continents –Europe, Asia, Africa, North America, South America, Antarctica, Australasia
 Atlantic Ocean
 Pacific Ocean
 Indian Ocean
 Southern Ocean
 Arctic Ocean
 South and North Poles
 Equator
 Physical and human features
 weather

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on: Year 1

Place knowledge

- Identify seasonal and daily weather patterns in the United Kingdom.
- Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Human and physical geography

- Using basic geographical vocabulary to describe key physical and human features.

What comes next: Year 3

Locational knowledge

- Locate some of the world's countries and begin to describe some characteristics.
- Identifying the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles

Human and physical geography

- Extreme Earth- identify and describe key aspects of human and physical geography linked to climate zones, volcanoes and earthquakes, land use, economic activity and natural resources.
- Where does our food come from?- identify and describe key aspects of human and physical geography linked to climate zones, land use, economic activity and natural resources.