

Ashwell Primary School

Geography Curriculum

Year 2 Knowledge Organiser



Year 2- Geographical and fieldwork 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.
	Mapping skills in Year 2
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. Recognise some OS symbols in a map. Draw maps using agreed symbols to make a simple key. Begin to draw objects to scale e.g. show that the muga is smaller than the school meadow. Use an aerial photo to draw a simple sketch map and use symbols to represent human and physical features. 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.
	Fieldwork skills in 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. 	<ul style="list-style-type: none"> Ask and answer simple questions about the human and physical features of their school grounds, the surrounding area and the world around them. Collect quantitative data using a simple survey. Take digital photographs of the geographical features in the school grounds and local area. Make digital recordings when interviewing someone about their job. Present data in simple tally charts or pictograms and discussing what the data shows. Use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explain why they like/dislike some of its features. Use labelled drawings and maps/plans to record information. Ask and answering simple questions about the data.
Curriculum Enrichment / Cultural Capital Opportunities	
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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 (locally/in the wider world). Draw maps of real or imaginary places and begin to label with own symbols. 	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). Begin to use keys on maps to locate human and physical features.

- Use simple language to describe scale e.g. bigger, smaller, shorter.
- Use and follow simple directions to find objects or places e.g. forwards, backwards.
- Use directional language to describe features on a map in relation to other features.
- Introduce the four cardinal points (N, S, E, W) and begin to use to describe the location of features.
Use aerial photos and begin to recognise landmarks and human and physical features.

Key stage 1 - Fieldwork skills

- Recognise and use some OS symbols
- Use standard symbols to produce a key on their own maps
- Begin to locate features using the 8 points of a compass.
- Follow a simple route on a map

Lower Key stage 2 -Fieldwork skills

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

- Plan how to answer an enquiry-based question, with the support of the teacher.
- Observe, record and name geographical features in the local environment.
- Use simple sampling techniques appropriately.
- Take digital photographs and annotate with captions or labels.
- Make digital audio recordings for a specific purpose.
- Begin to design questionnaire/interviews
- Make annotated sketches, drawings and freehand maps.
- Begin to use simplified Likert Scales to record judgements of environmental quality
- Collect quantitative data in charts and graphs.
- Present data using plans, sketch maps, annotated drawings, graphs, writing and digital technologies to communicate geographical information.
- Find answers to geographical questions through data collection.

Year 2 – Our Country/Local Area

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 well- known landmarks in the four capital cities of the UK.
- Describe similarities and differences between the four capital cities.
- Identify and describe some of the physical and human features of the UK.
- Compare the physical and human features of 2 countries in the UK.
- **Fieldwork -What is it like in our village?**
-Locate village on different maps/globe and relate to the location of the 4 capital cities.
Use compass points and directional language to describe relative locations.
- Look at aerial map (Google Earth) of the village. Pick out features they can see.
-Draw a sketch map of the village using symbols to represent the features seen.
-Record which features they like and dislike and give reasons.

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 – Places near and far

Core Knowledge / skills to be acquired:

Key Vocabulary

What are the similarities and differences between Kenya and Ashwell?

- Name and locate the world's seven continents and five oceans.
- Describe location using compass points.
- 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.
- Locate and name some of the countries in the continent of Africa.
- Compare photos of Africa with the UK. How are they the same/different?
- Begin to understand the diversity of the continent.
- Describe the similarities and differences (physical/human features, climate, location) between the capital cities of London, UK and Nairobi Kenya.
- Plan a route around one capital city using simple grid and compass points.
- Use photographs, maps (including aerial images) of a town/village in Kenya. Describe some of the physical and human features observed.
- Use photographs, maps (including aerial images/OS maps) and first-hand observations (walk around the village) of Ashwell. Describe some of the human and physical features observed.
- Compare the similarities and differences (physical/human features, climate, location) between Ashwell and a town/village in Kenya.
- Conduct a survey around the village recording (in a simple tally chart) the type and number of different workplaces. Link to location.
- Find out about the types of jobs that are done in different places in Kenya. Link to location.
- Compare how the jobs that take place in Ashwell and different regions of Kenya. Link to location.
- Interview someone about their job making a digital recording.
- Describe the types of animals that live in Kenya and our local area. Relate similarities and differences to different habitats and climates.
- Use directional language/compass points to describe the location of the features seen.
- Draw maps of the areas being studied with a simple key/take and annotate digital photographs.
- Give an opinion about the places studied.

- Continents –Europe, Asia, Africa, North America, South America, Antarctica, Australasia
- Country
- Border
- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Southern Ocean
- Arctic Ocean
- South and North Poles
- Equator
- Physical and human features
- Weather/climate
- Capital
- City
- Landmark
- Landscape
- Diversity

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

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

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

- 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.