

Geography Curriculum Overview - Year Two

Geography Lead – Mrs F Frazer

| Term | Topic | Subject Specific Vocabulary | Knowledge and Skills Children will be able to: |
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| Autumn 1 | A Wonderful World – Continents and Oceans | Map, globe, atlas, Africa, Asia, Australia, Antarctica, Europe, North America, South America, Ocean, Atlantic Ocean, Pacific Ocean Arctic Ocean, Southern Ocean, Indian Ocean. | <ul style="list-style-type: none"> Name and locate the seven continents and five oceans. Talk about some countries in given continents and begin to make some comparisons. Pupils should be taught to name and locate the world's seven continents and five oceans. To use maps, globes and atlases to identify continents and seas. |
| Autumn 1 | World Climates | Northern, southern, hemisphere, climate, temperate, warm, cold, tropical, season, country, continent. | <ul style="list-style-type: none"> Identify the northern and southern hemisphere on a map of the world. Talk about how there are different climates in each hemisphere. Locate countries and animals in relation to their country, continent and climate. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. |
| Spring 1 | China - Beijing | Capital City, Location. London, UK, China, Beijing, Asia, Chinese, physical, human, feature. | <ul style="list-style-type: none"> Name the capital cities of the UK and China. Identify human and physical features of the UK and China. Talk about similarities and differences between the capital cities focusing on physical and human geography. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. |
| Summer 1 | Rivers and Coasts | River Tyne, North sea, Mouth of the river, Tynemouth, Pier, Lighthouse, Harbour, Port, beach, ship, merchant, cruise, ferry, industry. | <ul style="list-style-type: none"> Identify key human features of the river Tyne for aerial perspectives. Talk about how the river is significant to us as humans and why the features of the river are there to help us. Understand the purpose of a key when mapping. Draw their own aerial perspective of our river/coastline and create a simple key. 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 basic geographical vocabulary to refer to: key physical features, including: River Tyne, North sea, Mouth of the Tyne and beach. Use key human features, including Pier, Lighthouse, Harbour, port, ship, merchant, cruise, ferry, factory and crane. |
| Summer 2 | Transition – Routes, Maps and Mapping | map, mapping, route, direction, street, left, right, turn north, east, , south, west, northeast, southeast, southwest, north west, equator, northern hemisphere, southern hemisphere. | <ul style="list-style-type: none"> Identify and label compass directions. Use an electronic compass. Talk about their route to the juniors using directional vocabulary. Map their route. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map |