

Overview Geography/History Year 2

	Autumn Term		Spring Term		Summer Term	
Big Question	Fire; Friend or Foe?		How can we look after our world?		What does it take to be a hero?	
Other Subject links	Tudors, Great Fire of London		Kenya, the environment, Wangari Maathai, Jane Goodall and Louis Leakey		Florence Nightingale/Mary Seacole	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Objectives	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills.</p>	<p>To understand significant historical events, people and places in their own locality.</p>	<p>To Name and locate the world's 7 continents and 5 oceans</p> <p>use world maps, atlases and globes to identify continents and oceans studied at this key stage</p> <p>Location of hot and cold areas of the world in relation to the Equator</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different</p>	<p>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</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 compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right]</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [Florence Nightingale]</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>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [Florence Nightingale]</p> <p>significant historical events, people and places in their own locality</p>

	Learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		periods [Jane Goodall and Louis Leakey]	and right], to describe the location of features and routes on a map. the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [Wangari Maathai]		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
Knowledge	<p>Identify the Great Fire of London as a significant event in British history. Explain why the Great Fire of London was significant. Sequence the events of the Great Fire of London in the order that they happened. Identify the Great Fire of Newcastle as a significant event in local history. Explain why the GFoN was significant. Remember and be able to sequence some key facts about the GFoN (including some key dates).</p> <p>Sequence some events from a time period in order.</p>	<p>Identify the Great Fire of London as a significant event in British history. Explain why the Great Fire of London was significant. Sequence the events of the Great Fire of London in the order that they happened. Compare the Great Fire of London to the Great Fire of Newcastle. Identify the Great Fire of Newcastle as a significant event in local history. Explain why the GFoN was significant. Remember and be able to sequence some key facts about the GFoN (including some key</p>	<p>Recognise some significant individuals who have contributed to national and international achievements (Florence Nightingale and Mary Seacole, Wangari Maathai) and briefly explain why they are significant.</p> <p>Name some significant individuals who have contributed to national and international achievements.</p> <p>Use dates to talk about people or events from the past (where appropriate).</p> <p>Identify some significant events that have taken place within and beyond living memory.</p> <p>Recount a historical event and key facts from this.</p>	<p>Recognise some significant individuals who have contributed to national and international achievements (Florence Nightingale and Mary Seacole, Wangari Maathai) and briefly explain why they are significant.</p> <p>Name some significant individuals who have contributed to national and international achievements.</p> <p>Use dates to talk about people or events from the past (where appropriate).</p> <p>Identify some significant events that have taken place within and beyond living memory.</p>	<p>Recognise some significant individuals who have contributed to national and international achievements (Florence Nightingale and Mary Seacole, Wangari Maathai) and briefly explain why they are significant.</p> <p>Name some significant individuals who have contributed to national and international achievements.</p> <p>Begin to connect new learning of historical people or events to others previously studied.</p> <p>Sequence some events from a time period in</p>	<p>Recognise some significant individuals who have contributed to national and international achievements (Florence Nightingale and Mary Seacole, Wangari Maathai) and briefly explain why they are significant.</p> <p>Name some significant individuals who have contributed to national and international achievements.</p> <p>Begin to connect new learning of historical people or events to others previously studied.</p>

	<p>Sequence artefacts from distinctly different periods of time.</p> <p>Use dates to talk about people or events from the past (where appropriate).</p> <p>Identify some significant events that have taken place within and beyond living memory.</p> <p>Recount a historical event and key facts from this.</p> <p>Talk about similarities and differences between two time periods.</p> <p>Begin to discuss the cause and consequence of a historical event.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Use basic geographical terms to refer to human features including: city, town, village.</p>	<p>dates).</p> <p>Compare the GFoL to the GFoN, giving some similarities and some differences.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a non-european country (Kenya).</p> <p>Location of hot and cold areas of the world in relation to the Equator.</p> <p>Use basic geographical terms to refer to human features including: city, town, village.</p> <p>Create a simple map; and use basic symbols in a key</p>	<p>Recount a historical event and key facts from this.</p>	<p>order.</p> <p>Begin to discuss the cause and consequence of a historical event.</p> <p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world</p> <p>Location of hot and cold areas of the world in relation to the Equator.</p> <p>Use simple compass directions and locational and directional language , to describe the location of features and routes on a map.</p>	<p>Begin to discuss the cause and consequence of a historical event.</p>
Skills	Sequence some events from a time period in	Use aerial photographs and plan perspectives to	Create a simple map; and use basic symbols in a key		Use aerial photographs and plan perspectives to	Use simple fieldwork and observational skills

	<p>order.</p> <p>Sequence artefacts from distinctly different periods of time.</p> <p>Use dates to talk about people or events from the past (where appropriate).</p> <p>Begin to connect new learning of historical people or events to others previously studied</p> <p>Identify some significant events that have taken place within and beyond living memory.</p> <p>Name some significant individuals who have contributed to national and international achievements.</p> <p>Recount a historical event and key facts from this.</p> <p>Talk about similarities and differences between two time periods.</p> <p>Begin to discuss the cause and consequence of a historical event..</p>	<p>recognise landmarks and basic human and physical features.</p> <p>Begin to annotate photographs.</p> <p>Understand and discuss ways people find out about the past.</p> <p>Ask and answer relevant historical questions using specific artefacts or sources.</p> <p>Use a range of questions to discuss a source - how, why, what, who, where.</p> <p>Ask questions such as 'What was it like for people?', 'What happened...?', 'How long ago?'.</p>			<p>recognise landmarks and basic human and physical features.</p> <p>Create a simple map; and use basic symbols in a key</p> <p>Use simple compass directions and locational and directional language , to describe the location of features and routes on a map.</p> <p>Identify a range of ways that the past can be represented and begin to discuss reliability of evidence.</p> <p>Begin to compare two versions of a past event.</p>	<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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Vocabulary	<p>Physical: England, Scotland, Wales, Northern Ireland, United Kingdom ocean, river, soil, weather.</p> <p>Evidence Historian Similarity Difference</p>	<p>Physical: England, Scotland, Wales, Northern Ireland, United Kingdom ocean, river, soil, weather.</p> <p>Tudor, cause, consequence, firebreak, diary, plague,</p>	<p>Direction: left, right, north, east, south, west, photograph, aerial photograph, journey, route, map, map symbols, key, globe, atlas, narrow & wide.</p> <p>Physical: world, country, continent, sea, ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Weather/climate: seasons, spring, summer, autumn, winter, cloud, wind, snow, rain, hail, fog, hot, cold, warm, mild.</p>	<p>Human: locality, address, home, house, bungalow, port, harbour, transport, lorry, bus, car, bike, town, city, farm, village, junction, zebra crossing, landmarks.</p>	<p>Direction: left, right, north, east, south, west, photograph, aerial photograph, journey, route, map, map symbols, key, globe, atlas, narrow & wide.</p> <p>Physical: world, country, continent, sea, ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>War Peace Cause Consequence Impact</p>	<p>key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p>
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Extended writing	<p>History - Recount of events, Fact file of John Dobson</p> <p>Geography - Compared Maps</p>	<p>History - Biography of Wangari Maathai</p> <p>Geography - Safari diary</p>	<p>History - Persuasive letter comparing Florence and Mary's national achievements</p>
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