Year 2 Term 2

What can we explore in our local area?

GEOGRAPHY



National Curriculum Links:

Use basic geographical vocabulary to refer to:

- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

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.

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 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.

Essential Prior Learning:

Most children (and some adults) in our school live in Tonbridge.

Tonbridge is a town in England.

England is a country in Europe

Europe is one of the seven continents of the world.

Progression in Skill:

Name and describe human and physical features of their own locality – including the school – through first-hand observation.

Make models, annotated drawings and field sketches to record observations of human and physical features.

Talk about familiar places (Tonbridge), expressing their likes and dislikes, drawing on their own experiences to help reason why.

Begin to understand the impact physical geography has on our local area – e.g. flooding during winter months.

Ask geographical questions and use prior learning to suggest possible answers, e.g. why do people live in different types of homes? What is the difference between a town and a city?

Collect quantitative data (such as through tally charts or block diagrams) and start to think about what it is showing us, e.g. lots of cafes might mean that people like to go for coffee and cake in Tonbridge.

Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.

Suggest ways we, as individuals, can improve the local environment.

Show an understanding that building more houses in the area will lead to more people so the area (roads, services, etc.) will become busier.

Long-term Memory Knowledge:

Talk about some of the human and physical features that can be found in Tonbridge, explaining the difference between the two; say what you do and don't like in the locality and why.

Use the four main compass points to talk about places on a map in relation to each other, e.g. the station is north of the school.

Talk about how heavy rain can cause flooding as an example of how physical geography can impact our local area.

Suggest ways to find out more about the local area and how this information could be recorded.

Use a tally chart to record information with some accuracy and explain what it shows.

Annotate on a map of Tonbridge to show how Tonbridge has changed and to discuss the impact of this.

Use data from survey from local community to assess how the area can be improved.

Key Vocabulary:

direction	the way something is facing or moving
aerial	looking at something from above; an aerial photograph is a picture of a place from above
compass	a tool which tells us where North, South, East and West is
flood plain	A flood plain is an area of flat land alongside a river. This area gets covered in water when the river floods
human feature	Something that has been built by humans.
physical feature	Something that is natural. It would be here even if humans were not around.

Progression in Resources:

Maps with keys, Non-fiction texts, Compass, Aerial Photographs

Relevance:

Now	Develop a sense of place and belonging: most of us live in Tonbridge, which is where our school is; know that places can be represented on a map; understand that places have physical and human features.
Future	Recognise human and physical features and understand how the two are dependent on one another; give directions using a compass; be able to read maps with keys.
Aspiration	Have a desire to explore their local area further; appreciate the environment and work alongside others to preserve it for the future whilst looking to develop and improve where needed.