

| Enquiry question ‘Where am I?’ Develop an understanding of the local area Build on previous learning from Year 1 - capital cities and countries in the UK Introduce the concept of the wider world | | | |
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| <p>Knowledge</p> <p>To know the names of the seven continents of the world and 5 oceans and locate them. (re-visited and built upon over the year)</p> <p>To understand geographical similarities through studying the human and physical Geography of our school and the local area of the Wirral.</p> <p>Children will be able to observe and identify landmarks on the Wirral</p> <p>To name the UK – capital cities and countries and identify on a map.</p> <p>Use some basic geographical vocabulary to refer to for example:</p> | <p>Skills</p> <p>Plot a route from the school to the fruit trees and create a simple key identifying some physical and human features</p> <p>Map knowledge: Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Identify local landmarks of the Wirral Peninsular and use simple geographical vocabulary to describe location. Revisit the capital cities and countries of the UK from Year 1</p> <p>Geographical enquiry: Use non-fiction books, stories and maps pictures/ photos and internet as sources of information.</p> | <p>Vocabulary</p> <p>World Atlas country continents oceans compare landmark capital city key peninsular compass directions North South East West Route Map Aerial</p> | <p>National Curriculum Objectives</p> <p>Geographical skills and fieldwork</p> <p>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.</p> <p>Place Knowledge</p> <p>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</p> |

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| <p>key physical features, including: beach, coast, sea, ocean, river, key human features, including: city, town, village,, farm, house and shop</p> | | | |
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| <p>Enquiry question ‘Which building will improve our local area?’ Investigating the local area - Plot of land project (Fieldwork study)</p> | | | |
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| <p>Knowledge</p> | <p>Skills</p> | <p>Vocabulary</p> | <p>National Curriculum Objectives</p> |
| <p>To know about the local environment including its key human and physical features</p> <p>To identify human features (building) in our local area and know what the building is used for and by whom.</p> <p>*Know how to follow a simple route to a specified</p> | <p>Ask questions, and devise questionnaires to find out about the local area and its human land use</p> <p>Investigate and record the information collected about the area in a variety of ways including tally charts</p> <p>Express views about the physical and human features of their local area</p> | <p>area route key main road symbol plot proposal democracy counsellor leisure town shop</p> | <p>Geographical skills and fieldwork</p> <p>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.</p> <p>Use aerial photographs and plan perspectives to</p> |

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| <p>location and back to school.</p> <p>To know about key factors that are important when building in a given area based on information obtained (survey /questionnaires/data collection) and from completing walks around the local area.</p> <p>To know why a specific location would be good for their building – near main road, has a bus stop for people who don't drive, near schools etc.</p> | <p>.</p> <p>Create a building proposal to take part in a simple debate about a suitable use for the plot of land which links to local needs</p> <p>Apply knowledge learnt in the first term to describe the position of the plot of land and the physical and human features of the local area and create a simple map with a key</p> | | <p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features,</p> |
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Enquiry Question 'Is Kenya the same as Bebington?'

| Location of Hot and Cold countries in the world and in relation to the equator. | | | |
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| <p>Knowledge</p> <p>Name and locate continents and oceans.</p> <p>To know how to use position and directions to describe the position of objects and places in relation to one another</p> <p>Locate the equator and hot and cold countries in relation to the equator on a map.</p> <p>To know about similarities + differences of a small area of the UK + small area in the contrasting Non-European country (Kenya)</p> | <p>Skills</p> <p>Use compass directions to describe position and direction</p> <p>Geographical enquiry: Children encouraged to ask simple geographical questions. Use non fiction books, stories, maps, pictures/ photos and internet sources for information.</p> <p>Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p> <p>Use a world map and globe to identify and name the United Kingdom and its countries as well as the seven continents and five oceans.</p> | <p>Vocabulary</p> <p>Environment position Location North South East West Rural Farmland Continents Oceans Compare Contrast Similarities Differences</p> | <p>National Curriculum Objectives</p> <p>Place Knowledge 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</p> <p>Human and physical geography Use basic geographical vocabulary to refer to key physical features and key human features,</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p> |

Year 2 LTP Geography

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| | <p>Use a compass to identify North from different places in the school grounds (orienteeing sessions in summer PE sessions)</p> <p>Geographical enquiry: Children encouraged to ask simple geographical questions. Use non-fiction books, stories, maps,pictures/ photos and internet sources for information.</p> | | <p>continents and oceans studied at this key stage</p> |
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