

## Year 2 Geography Long Term Plan

### Our Rationale

At Courthill Infant School we endeavour to inspire all pupils by creating curiosity and fascination about the world and its' people. We do this by ensuring children leave us with the 'Big Idea' of knowing that they are part of a bigger world and that they can change the world by being cultural citizens. This is completed through the 'Big Idea' of sustainability and that we have limited resources that must be managed. We ensure that the Geography curriculum is accessible to all pupils through differentiation for individual abilities with suitable challenges. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Our pupil's start their geographical experience in Foundation where they are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment through both taught and child initiated sessions.

The children then build on their geographical skills in Key Stage 1 where they learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humanity. Where appropriate, the Geography curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

The specific aspects of this subject taught across Key Stage 1 are:

Locational knowledge, Place knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

### Inclusion statement

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning.

Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big idea</b>	<b>Big Idea 1</b> - That we are part of a bigger world. Focus – Locational knowledge, place knowledge	Famous Faces (History Focus)	<b>Big Idea 2</b> – That weather is different around the world and that there are reasons for this. Focus – Human and Physical  <b>Big Idea 3</b> – That the Earth and the environment is constantly changing.  <b>Big Idea 4</b> – Sustainability: That we have limited resources that must be managed. Focus – Human and Physical through place knowledge	Blast Off (History/Science Focus)	<b>Big Idea 2</b> – That weather is different around the world and that there are reasons for this. Focus – Human and Physical  <b>Big Idea 3</b> – That the Earth and the environment is constantly changing.  <b>Big Idea 4</b> – Sustainability: That we have limited resources that must be managed. Focus – Human and Physical through place knowledge	Achievers (History Focus)
<b>Knowledge and facts (NC)</b>	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non- European country. To name and locate the worlds 7 continents and 5 oceans. To use world maps, atlases and globes to identify the United Kingdom and it countries, continents and oceans.		To 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. To draw the equator and identify the North and South poles. To Identify the 7 continents and oceans and countries that fall into hot / cold zones.		To Identify seasonal and daily weather patterns in the United Kingdom. To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>To</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, port and harbour.	

	<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and construct a simple key. To use simple compass directions – North, South, East, West) and locational and directional language.</p> <p>To use basic geographical vocabulary to describe the key physical and human features.</p>		<p>To 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.</p>			
<p><b>Topic / Context</b></p>	<p><b>Around the World</b></p> <p>Children will revisit prior learning about Parkstone and know that it is located in Poole within Dorset. They will understand what a county is and know the capital of England is London. Children will recap the four countries of the UK and the bordering seas. They will have an understanding of Europe and the countries within in (including the UK). They will then compare the UK (Dorset) to Italy (Tuscany) focusing on their locational and geographical knowledge. Children will know there are 7 continents and 5 oceans and find them on a map. They will then carry out a non-European comparison with China focusing on their locational and geographical knowledge.</p>		<p><b>Planet Heroes</b></p> <p>Children will know the Earth has an equator line and is split into a Northern and Southern hemisphere. They will understand that the Earth is spinning at the same time as it is orbiting the Sun. Children will learn about Borneo and its locational facts. They will then compare The UK to Borneo focusing on their locational and geographical knowledge. Children will understand the concept of logging, deforestation, palm oil and food miles linked to Borneo. They will begin to think of ways to help and protect the Earth from human behaviour.</p>		<p><b>Poles Apart</b></p> <p>Children will understand that the Earth and the Sun are spherical bodies and that the equator lines runs through the middle of the Earth. They will know that the weather is hotter close to the equator and will get colder the further away. They will know that weather is influenced by the position of the Earth and the location of the continents. Children will understand and talk about the different physical features of an environment (human/physical) and locate these on a picture. They will know that changes take place over time and will focus on climate change. They will know the reasons for climate change (burning fossil fuels, deforestation and farming) and think about ways to help. Children will learn about Antarctica and the melting ice caps focusing on supporting change.</p>	