

Subject: Geography	Year group: Year 2	Topic: France	Initiation & activation activities:
Prior knowledge required: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • 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>Human and physical geography</p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ 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 	<p>Geographical Enquiry</p> <p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they find out about a locality by asking some relevant questions to someone else?</p> <p>Can they say what they like and don’t like about their locality and another locality like the seaside?</p> <p>GD - Can they make inferences by looking at a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p>Physical Geography</p> <p>Can they describe some physical features of their own locality?</p> <p>Can they explain what makes a locality special?</p> <p>Can they describe some places which are not near the school?</p> <p>Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</p> <p>GD - Can they find the longest and shortest route using a map?</p> <p>Can they use a map, photographs, film or plan to describe a contrasting locality?</p> <p>Human Geography</p> <p>Can they describe some human features of their own locality, such as the jobs people do?</p> <p>Can they explain how the jobs people do may be different in different parts of the world?</p> <p>Do they think that people ever spoil the area? How?</p>		

<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • 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. 	<p>Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need?</p>		
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