

# GEOGRAPHY LONG TERM PLAN:

## Y2 ANNUAL OVERVIEW - 2022 - 23

Year 2	Term: Autumn 1	Unit Title: Continents and Oceans
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"><li>Name and locate the world's seven continents and five oceans</li><li>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</li><li>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul>		<b>Questions:</b> <ul style="list-style-type: none"><li>Can I find my home on a world map?</li><li>What places does my home fit into? (e.g. what is the name of the local village or town, county, country and continent?)</li><li>When we are looking at places, what fits into what? (e.g. village into county, country into continent)</li><li>How does the size of my home country compare with other countries?</li><li>Can I find the continents on a map?</li><li>How can I explain the position of each continent? (e.g. using directional language such as North, South, etc.)</li><li>Using clues, can I work out which continent is which?</li><li>Which continents are surrounded by oceans and which are joined together on land?</li><li>Can I find the oceans on a map or globe?</li><li>What is special about each of the five oceans?</li><li>What do the different oceans look like?</li><li>Why might some oceans be warmer than others?</li><li>Where will I place each continent and ocean on my map?</li><li>What information can I find out about the continents and oceans?</li><li>What are the main physical and human features for each continent?</li><li>What is the difference between a physical and a human feature?</li><li>How are different continents similar to or different from each other?</li><li>Which continent would I like to visit most, and what do I like about it?</li><li>What can I find out about one of the continents?</li><li>What information, including pictures, would let other people know which continent it is?</li><li>If someone else is investigating a different continent, how can I know which one it is?</li><li>How are the continents different from each other?</li></ul>
		<b>Knowledge:</b>
		<b>Location Knowledge</b> <ul style="list-style-type: none"><li>Locate where we live in the world – which city, county, country and continent we live in</li><li>Discuss country's size compared with others around the world</li><li>Name the seven continents</li><li>Locate the seven continents on a world map, atlas or globe</li><li>Explain the position of each continent using North, South, East, West</li><li>Name the five oceans</li><li>Locate the five oceans on a world map, atlas or globe</li><li>Recall simple facts about each of the continents</li></ul>
		<b>Human and Physical Geography</b> <ul style="list-style-type: none"><li>Identify the physical features of a continent</li><li>Identify the human features of a continent</li><li>Identify the similarities and differences between the continents</li></ul>
		<b>KEY VOCABULARY:</b> map, village, town, city, county, country, continent, world, land, ocean, location, North, South, East, West, physical, human, features
		<b>CAREER LINKS:</b> cartographer, tour guide, travel writer, tourism officer, environmental education
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"><li></li></ul>		<ul style="list-style-type: none"><li>World maps, atlases, globes, Google Maps, aerial photographs, Oddizzi online resources</li></ul>

See Geography  
2022-23 – Oddizzi –  
Y2 – Continents and  
Oceans

# GEOGRAPHY LONG TERM PLAN:

## Y2 ANNUAL OVERVIEW - 2022 - 23

Year 2	Term: Summer 1	Unit Title: Weather and Seasons
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"><li>Identify seasonal and daily weather patterns in the United Kingdom</li><li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li></ul>		<b>Questions:</b> <ul style="list-style-type: none"><li>What is the order of the months of the year? What do the different seasons look like? Which season follows which? Which months go into which season? What sort of weather fits with each season? How would a tree change with each season? How would the view outside my window change with each season? What clothes would I pick for different kinds of weather? What clothes would be unsuitable for different kinds of weather? What would I need to wear for an Antarctic expedition?</li></ul>
<b>See Geography 2022-23 – Oddizzi – Y2 – Weather and Seasons</b>		<ul style="list-style-type: none"><li>What can I see around the school site that shows what season it is? What other seasonal evidence can I collect from the school site? What is the local weather like today? How can I use this evidence to explain which season I am in? How can I keep warm in winter and cool in summer? How can I measure this week's local weather? How can I record my weather measurements? How can I create a weather forecast? What is my favourite weather? Is all work affected by weather in the same way? Which jobs are most affected by the weather? What weather is positive for particular jobs? What weather could be a problem for those jobs?</li></ul>
		<b>Knowledge:</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"><li>Order the months of the year</li><li>Name and order the seasons</li><li>Identify differences between the types of weather experienced in different seasons in the UK</li><li>Identify aspects of the weather and how it affects the local environment</li><li>Explain how the weather affects the jobs we do</li></ul> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"><li>Identify and record daily weather patterns</li></ul> <b>KEY VOCABULARY</b> time, season, month, order, winter, spring, summer, autumn, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, sunshine, temperature, job, affect, positive, negative  <b>CAREER LINKS</b> climatologist, weather forecaster, meteorologist
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b> <ul style="list-style-type: none"><li>Seasonal pictures, thermometers, weather forecast sheets, Oddizzi online resources</li></ul>

# GEOGRAPHY LONG TERM PLAN:

## Y2 ANNUAL OVERVIEW - 2022 - 23

Year 2	Term: Summer 2	Unit Title: : Coasts
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast</li></ul>		<b>Questions:</b> <ul style="list-style-type: none"><li>What would we see at the seaside?</li><li>What would we do at the seaside?</li><li>What can we notice at the seaside?</li><li>How is the coast changing?</li><li>How do the features of a seaside place compare with those in your local area?</li><li>What is the landscape like at the seaside?</li><li>How do the wind and waves change the seaside?</li><li>Why might some beaches change more than others?</li><li>How might people and homes be protected from the wind and waves?</li></ul>
<p><b>See Geography 2022-23 – Oddizzi – Y2 - Coasts</b></p>		<ul style="list-style-type: none"><li>What do people do at the seaside?</li><li>Where is the UK’s coast?</li><li>Does every seaside place look the same?</li><li>What features can you notice at the seaside?</li><li>What do we see and hear when we take a walk at the seaside?</li><li>What does it feel like at the seaside?</li><li>Is this seaside place like the one we thought about in class?</li></ul>
<b>Knowledge:</b>		
<b>Human and Physical Geography</b>		
<ul style="list-style-type: none"><li>Trace the outline of the UK coast on a map</li><li>Name some of the features you would see at the seaside</li><li>Explain how the wind and waves can change seaside landscapes</li><li>Identify and name physical and human features of the coast</li></ul>		
<b>Geographical Skills and Fieldwork</b>		
<ul style="list-style-type: none"><li>Use fieldwork to identify features at a seaside locality</li><li>Investigate a seaside locality using simple fieldwork techniques observing and collecting data on its principal human and physical features</li><li>Locate the place you have chosen to visit on Google Maps</li><li>Discuss its distance and position in relation to the children’s home area (is it to the west, north, south or east of the home area?)</li><li>Using a tool such as Street View, talk them through the visit they are about to make, encouraging them to comment on any potential hazards (e.g. road crossings), as well as some of the other features</li><li>Using a compass, identify North. Pointing the ‘N’ edge of their chatterbox northwards, children open up their ‘N’ s and sketch what they can see in the diamond shape beneath the flap. They repeat this with West, South and East, until they have a simple sketch map orientated to the points of the compass.</li><li>Create a messy map of their seaside visit</li><li>Investigate the effect of extreme weather events, earthquakes and tsunamis on the coast</li></ul>		
<b>Place Knowledge</b>		
<ul style="list-style-type: none"><li>Compare two or three localities</li><li>Identify the things you would take for a trip to the seaside</li></ul>		
<b>Sustainability Link</b>		
<ul style="list-style-type: none"><li>Complete a small beach clean as part of seaside visit</li></ul>		
<b>KEY VOCABULARY:</b> beach, cave, cliff, harbour, coast, lifeguard station, lighthouse, port, tide, pebble, rockpool, sand, ship, shop, shore, town, village, waves, change, erosion, shingle, wind		
<b>CAREER LINKS:</b> coastal manager, sustainability consultant, tourism officer, travel writer, cartographer, climatologist		
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"><li></li></ul>		<ul style="list-style-type: none"><li>Images of the UK seaside, clipboards, photos, posters, artefacts such as seaweed, pebbles, buckets and spades (preparation for seaside visit) chatterboxes, sense points, cameras, litter pickers, bin bags, hi-vis vests, buckets</li></ul>