

YEAR 2

TERM	AUTUMN 1
Term Thread	Living Things
'EXPLORE' for ½ term (trip, visitor, experience)	Fletcher Moss and Steiner Wood Trip
Breadth of Study	HUMAN AND PHYSICAL The World: Equator and Poles
Threshold Concept	1. Investigate places 2. Investigate Patterns 3. Communicate Geographically
Key Person/People	Charles-Marie de La Comdamine
Link	In history we have been learning about a special person called Mary Seacole. We looked at some maps of where Mary was born and lived as a child. She was born in Jamaica. Mary travelled to the other side of the world to the Crimean Peninsula which is quite different from the Caribbean Island of Jamaica. When we find out about different places in the world ,we are looking at geography. In Science we were exploring living things (plants and animals) and where they live (their habitats). Some plants and animals' habitats are in much hotter or much colder places. We are going to work as Geographers to learn about hot places (regions) of the world and cold places in the world.
No. of lessons	3
Unit Content	<p style="text-align: center;">Development of Knowledge and Skills</p> <p>Lesson 1: Revisit Year 1 term 2 learning on the continents and oceans. Can pupils name and find the continents and oceans on the class map? Make the statement that some parts of the world are hot, and some are much colder. Ask the pupils to discuss why they think this is. (Note the poles and Equator were touched on in year 1 but not in detail. Watch the film demonstration explaining why there is more sun at the equator and colder at the North and South Pole (Note: It involves a large inflatable globe and a big lamp to represent the Sun!). Ensure pupils understand that the equator is an imaginary line that helps us to divide the planet into north and south. Use both maps and globes to identify and locate the equator and the North and South Poles. Locate continents and areas of any oceans along the Equator. Locate the continent that sits at the South Pole. Locate the nearest oceans to the north and south pole. Record learning.</p> <p>Lesson 2: Recap on previous lesson by supplying the class with a globe and a torch to represent the sun and ask if they can explain to you why there are hot and cold regions on our planet. Identify the location of hotter areas in the world in relation to the Equator. What countries sit just North and South of the equator? (Note: PowerPoint presentation available). Understand that the equator gets the most sun and the North and South Pole get the least. This means it is much hotter around the equator than at the North and South poles. Because the Equator gets the most sun it is hot but... Interesting fact: countries along the equator are hot BUT not the hottest places on Earth! Places along the equator are closest to the sun which means that they are all very hot. And you might think this means it is all deserts along the equator, but it's not true. In fact there are no deserts along the equator! There are lots of lovely hot and wet rainforests around the equator, because there is lots of rain and water as well as the Sun, which plants love! It's in places where there are few plants and little water, where it gets even hotter than at the equator. Over 2500 miles up from the equator is the hottest place on Earth it's called Death Valley which is a dessert in North America. Because there are few plants and hardly any water or rain, it means the temperature is even higher than at the equator- how's that for an interesting fact! The hot and wet climate at the equator means Rainforests have lots of amazing plants and animals. But it is not all rain forests. There are also countries big cities with lots of people along the equator. Ecuador (named after the equator) is a country in South America which has big cities and large populations. Record learning</p> <p>Lesson 3: Exploring the North and South Poles. Use both maps and globes to identify and locate the coldest places on Earth –Locate the North and South pole. Understand the location of cold regions in the world in relation to the Poles and Equator. Explore how the Poles are in the Arctic and Antarctic and have different geographical characteristics, different climatic conditions and the regions are habitats of different living things. Differences- The Arctic is a shifting Ice sheet, whereas the Antarctic is a Landmass. The Arctic is relatively flat, Antarctic is mountainous. Arctic, the ice is a few meters thick, Antarctic ice is up to 2.5 km thick. Arctic has higher temperatures (0C in Summer and -40C in Winter) the Antarctic has the lowest temperatures on Earth (-28C in Summer and -60C in Winter). Identify countries which are in the colder regions relative to the Poles. Record learning.</p> <p>End with- Point out Jamaica on a world map. Ask the pupils to look at its location in relation to the equator and the North and South poles. Ask them to predict if they think Jamaica is a hot or cold country. Is it North or South of the Equator? Is it closer to the Equator than the poles? Predict if they think Jamaica is a hot or cold country.</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? • Use world maps, atlases and globes to identify the United Kingdom and its countries or countries, continents and oceans studied. • Use maps to recognise landmarks and basic physical features. • Name and locate the world's continents and oceans. • 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 key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map.

YEAR 2

TERM	AUTUMN 2
Term Thread	Living Things
'EXPLORE' for ½ term (trip, visitor, experience)	Mary Seacole in role.
Breadth of Study	HUMAN AND PHYSICAL The World: Equator and Poles
Threshold Concept	• Investigate places • Investigate patterns • Communicate geographically
Key Person/People	
Link	In history we have been comparing the lives of two Victorian women. Mary Seacole and Florence Nightingale. Both women had a lot of similarities for example they were both born in countries other than Britain Florence was born in Italy, and Mary was born in Jamaica. They both travelled to another part of the world to take care of people and they both ended up here in Britain. Both women did a lot of travelling to different parts of the world. Some of these places were hot and some were cold. In science this term, we have been exploring plants and animals in their different habitats. Some habitats are hot like deserts, and some are freezing cold like at the north or south pole. We are going to continue to explore our world as Geographers looking at habitats and regions which are hot or cold.
No. of lessons	3
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Lesson 1: Revisit learning from previous term. Ask the pupils to use drawings to explain why it is much hotter at the Equator than it is at the poles. Pupils are to create 'balloon globes' making the poles, equator and any other features required.</p> <p>Lesson 2: Ask pupils to identify countries people in the class come from or are connected to. Pupils use their knowledge to predict which of these are the hottest countries. Create a table and see if you agree with each other predictions.</p> <p>Lesson 3: On a printed world map with the equator and poles marked, ask pupils to select pictures/photos which they feel belong along the equator and those that belong at the poles. The pictures and photos can include, animals, plants, housing and buildings, people in different clothing and weather conditions, Rainforests and tundra etc. (NOTE: There are no indigenous plants or animals living at the actual North or South poles it is too cold, but there are living things in the Arctic and Antarctic regions. Also penguins and polar bears would never meet in the wild, as polar bears live in the arctic and penguins in the Antarctic.)</p> <p>End lesson with: Point out Jamaica, Britain, and the Crimean Peninsula on a map of the world. Ask the pupils to use their knowledge to predict which will be the coldest?</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries or countries, continents and oceans studied. • Use maps to recognise landmarks and basic physical features. • Name and locate the world's continents and oceans. • 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 key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. <ul style="list-style-type: none"> • Use locational language (e.g. near and far) to describe the location of features and routes on a map.

YEAR 2

TERM	SPRING 1
Term Thread	Health
'EXPLORE' for ½ term (trip, visitor, experience)	Manchester Museum (Living World and Vivarium)
Breadth of Study	FIELDWORK- Village of Eyam (Pre visit)
Threshold Concept	• Investigate places • Investigate patterns • Communicate geographically
Key Person/People	
Link	We have been learning about being healthy. In History we have Last half term we learnt about a time when there was a terrible illness called the plague. The plague got to a village not far from Manchester.. We are going to look at this special place in a different way now, not as historians but as geographers. We are going to learn about how a village is different from a City like Manchester. We will also prepare for a visit we will be making to Eyam.
No. of lessons	3
Unit Content	<p style="text-align: center;">Development of Knowledge and Skills</p> <p>Lesson 1- When we visit Eyam we will be carrying out some fieldwork. Fieldwork is when you go outside the classroom and find out things for yourself or with your friends. Before you start your fieldwork, you need to know what you want to find out. We are going to find out how a village is different to a city, and we will use our trip as an opportunity to make maps of the historical village of Eyam. We will want to look at the differences and similarities between the physical and human geographical features. Let's remind ourselves what physical and human features mean. Mind map in your tables as many physical and as many human features you can think of. Share your answers to make a whole class mind map. Look out of the window- what human and geographical features can you see. Is it all human features? We live in a city where there are lots of human features. List as many human features you can think of that you have seen in Longsight and Manchester.</p> <p>Lesson 2- What is the difference between a city, town and village? Watch https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-cities-towns-villages/zjn492p Record a definition of Village, Town and City. Longsight is an area within a city, Manchester is a city, you travel through Stockport which is a town to get to Eyam which is a village. Look at a map of the region and locate all three places. Look on a map of Britain (link to Summer Term Geography on Britain). Where in Britain is Manchester (a city) ,where is Stockport (a town) and where is Eyam (a village)? We know that Eyam is a village. What human features do you predict it won't have, that we have in our city (Note: cinema, hospital, large secondary school, universities etc.) What physical features do you predict in will have which we do not have in our city.</p> <p>Lesson 3- Look at aerial photographs and maps of Eyam. What geographical features, physical and human can you see and around the village of Eyam? Are there forests, hills, mountains, rivers or churches, mosques, hospitals, factories, shops, houses, roads or farms in or near by to Eyam? Record the symbol for each human and physical features you find. How did this match your predictions? Looking at maps and pictures tells us a lot, but it doesn't tell us what life is like living in the village. For that you will need to talk to people. When you go to Eyam you could ask people questions. What questions could you ask people when you visit Eyam? Make suggestions and write them down as a class. (Note: they could ask how long someone has lived in the village, what they like about living in a village or if they would prefer to live in a city. Or what human feature would improve the village. You could ask how people travel from the village etc) Turn your questions into a survey. A survey is a list of questions you ask several people to find out information.</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills to study the geography an area and the key human and physical features of its surrounding environment. <ul style="list-style-type: none"> • Use maps to recognise landmarks and basic physical features. • Identify land use around the school or other nearby locations. • Use basic geographical vocabulary to refer to key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key

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TERM	SPRING 2
Term Thread	Health
'EXPLORE' for ½ term (trip, visitor, experience)	Trip to Eyam
Breadth of Study	LOCAL AREA Fieldwork (pre-visit)
Threshold Concept	• Investigate places • Investigate patterns • Communicate geographically
Key Person/People	
Link	Last half term we were working as Historians to explore the incredible events and bravery of the people who lived during the plague in the village of Eyam. We are going to work as Geographers to complete the trip to Eyam we planned last half term. Today is the day of a special trip. On our journey we will leave our city, drive through the town of Stockport and reach the village of Eyam. On the way look for physical geographical features such as hills, rivers, forests and human geographical features such as bridges. There are lots of hills around Eyam- if you climb a slope, see if your breathing or heart rate changes (link back to science). While we are in Eyam, we will also be historians and look at and go inside some of the actual buildings and places we have been learning about.
No. of lessons	3
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Lesson 1- Field trip to Eyam. Take your surveys to ask local people questions. Take I-spy worksheets listing human and geographical features pupils will and won't find so they can tick things of that they see (Note: this might include a bus stop, a mosque, hills, fields, shops, primary school, secondary school, museum, gallery, a doctor's surgery, a library etc. Pupils can also ask the people they meet if any of these human or physical features in the village.) Use maps to locate key places from the events of the 1666 plague. Pupils should understand that they have two roles. They are finding out about life in a village as Geographers and exploring the sites linked to the events of 1666 as Historians! Document findings and observations.</p> <p>Lesson 2- Draw your own 2D map of Eyam with commentary on the key physical and human geographical features. Use keys and grid references. As a class agree on which physical and geographical features you saw in and around the village of Eyam and which, that we have in Manchester that, they did not.</p> <p>Lesson 3- Use your map and any photographs/sketches, surveys etc. from your fieldwork to make a class display.</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills to study the geography an area and the key human and physical features of its surrounding environment. <ul style="list-style-type: none"> • Use maps to recognise landmarks and basic physical features. • Identify land use around the school or other nearby locations. • Use basic geographical vocabulary to refer to key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key

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TERM	SUMMER 1
Term Thread	Our Country
'EXPLORE' for ½ term (trip, visitor, experience)	Salford Quays (old Docks)
Breadth of Study	LOCATIONAL AND PLACE The United Kingdom England, Scotland, Wales and Northern Ireland
Threshold Concept	<ul style="list-style-type: none"> • Investigate places • Investigate patterns • Communicate geographically
Key Person/People	As Historians we have been looking at an important event when lots of people came to help rebuild our country. The Windrush Generation came from the Caribbean. We looked at an Island in the Caribbean when we were learning about warm places in the world as Geographers in Term 1. We also compared a beach in Britain and a beach in the Caribbean in year 1. The Caribbean is geographically very different from our own country. We are going to continue learning about the theme of 'Our Country' that make up the United Kingdom (the UK) by working as Geographers.
Link	
No. of lessons	3
Unit Content	<p style="text-align: center;">Development of Knowledge and Skills</p> <p>Lesson 1: Introduction to United Kingdom. Look at globe and world map to locate UK as a group. Notice where the UK is in relation to the equator and the North Pole. Recap on the continents from Year 1- Understand that the UK is part of continental Europe. Explain UK means United Kingdom and the UK is made up of 4 countries. Watch, read and record from... https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</p> <p>Record learning including maps, capital cities of each country, location in Northern Hemisphere, seas surrounding UK (English Channel, North Sea, Irish Sea and the Atlantic Ocean- Chance to recap Oceans from Year 1), seasons and vocab.</p> <p>Teach the purpose of a capital city – (administration, focus, media employers, trade) understand how populations are denser in cities, especially capital cities.</p> <p>Lesson 2: Begin a Fact file on the United Kingdom. Front page is a map of UK. Begin page 1 England and page 2 Wales- Include country highlighted on UK, flag of country and capital city. (Note: leave space as we will be adding to then in next half term)</p> <p>Lesson 3: Ditto lesson 2 with page 3 focus on Scotland and page 4 outline on Northern Ireland. Review learning. As a class look at maps of the UK with each of the capital cities highlighted and discuss and answer questions based on location and direction. For example, questions such as which of the capital cities is furthest north? Which capital city is closest to the coast? And which Capital cities are closest to each other? Etc</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • 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. <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. <ul style="list-style-type: none"> • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

YEAR 2

TERM	SUMMER 2
Term Thread	Our Country
'EXPLORE' for ½ term (trip, visitor, experience)	Windrush Visitor
Breadth of Study	LOCATIONAL AND PLACE
	The United Kingdom
Threshold Concept	• Investigate places • Investigate patterns • Communicate geographically
Key Person/People	
Link	As Historians we have been learning about people migrating which is a very important part of our countries history and made The United Kingdom into a very multi-cultural place. Each country within the UK has people, who have come from all over the world to live, work, love and make friends here. We are going to continue working as Geographers and continue our learning about the four countries that make up the United Kingdom. There is also a nice link to our science work as well. We were learning about plants. Did you know that every country in the world has a plant as a national emblem? In Term one we learnt about Mary Seacole who came from the Caribbean like the people of Windrush. We learnt the national emblem of Jamaica (her home country) is the plant Lignum Vitae ('wood of life'). Other examples are Romania's national flower is a very pretty wild plant called a 'dog rose' and Pakistan's national flower is wild jasmine. Continue learning about the four countries of the UK and important information about each country. Find out what the national plant or flower is for each country in the UK.
No. of lessons	3
Unit Content	Application of Knowledge and Skills
	<p>Lesson 1: Recap learning from previous half term. Use maps and globes to locate the UK. Label a map of the UK using the correct colour code (Note: in the name of the country should be in red, the capital of each country should be in black and other major cities in blue)</p> <p>Lesson 2: Add to your fact files by adding further detail including National Flower emblems, other major cities. Also, major landmarks/ geographical features of each capital and other significant landmarks for each country (London: Houses of Parliament including The Elizabeth Tower correct name for Big Ben, Buckingham Palace, the river Thames and Tower Bridge- England: Stonehenge, Angel of the North, Manchester United Stadium. Edinburgh: Edinburgh Castle, The Scott Monument - Scotland: The Forth Bridge, Ben Nevis, Loch Ness. Belfast: Belfast Castle, The Titanic Belfast, Loch Neagh- Northern Island: The Giant's Causeway. Cardiff: Cardiff Castle Wales Millennium Centre, Snowdon etc.)</p> <p>Lesson 3: Big UK Quiz- Be able to identify the 4 countries, label the capital cities and the 4 seas. Identify the plant emblems (link back to science), identify and place landmarks to capital cities /countries. Explain the purpose of a capital city and form opinions on how this affects population size.</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • 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. <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. <ul style="list-style-type: none"> • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.