



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS

GEOGRAPHY

MEDIUM TERM PLANS



*Exploring our world.
Understanding places. Inspiring futures.*

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world and its features.



ENVIRONMENTAL

Caring for our world and creating a sustainable future.



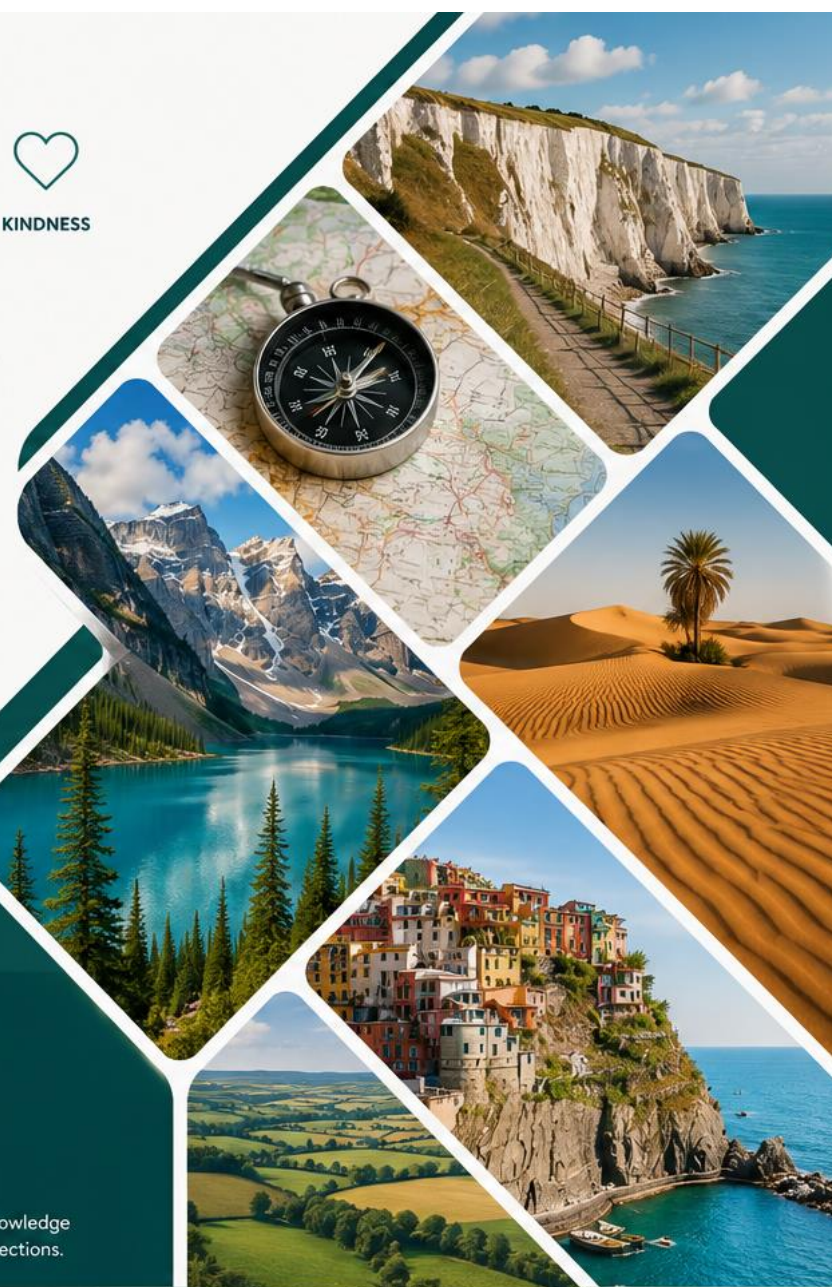
HUMAN

Exploring how people live, work and shape places.



THE WORLD

Developing locational knowledge and making global connections.



CURIOSITY TODAY



UNDERSTANDING TOMORROW



SHAPING THE FUTURE



Year 2 Geography Medium Term plans

<u>Year 2</u>	<u>Dover: Castles and Coastlines</u>	<u>Queens and the United Kingdom</u>	<u>Why do people visit different places?</u>
Prior learning	• Can identify human and physical features. • Can describe their local area. • Can use simple maps, symbols and keys. • Can use simple directional language to describe routes.	• Knows the four countries of the UK and their capital cities. • Can identify similarities and differences between places. • Can describe human and physical features. • Can use maps and photographs to compare places.	places? • Knows the seven continents and five oceans. • Knows that places near the Equator are hotter and places near the Poles are colder. • Can identify simple weather and seasonal patterns. • Can use maps, globes and atlases to locate places.
Year 2	What makes our local area special? Covers: - Local area study - Human and physical features - Land use - Maps and aerial photographs - Routes and compass directions - Caring for environments	How are places in the UK different? Covers: - UK comparisons - Coasts and countryside - Cities and villages - Weather comparisons - Place knowledge	How is our world full of different places? Covers: - Continents and oceans - Equator and poles - Hot and cold places - Weather and climate - Global comparisons
Question 1	What can we see in our local area? WALT: identify features in our local area. Children: - Explore Dover or school surroundings - Identify buildings, roads, parks, coast, shops Skills: - Describes familiar places - Identifies human and physical features Vocabulary: local area, town, road, park, coast	What is Dover like? WALT: describe our local area. Children: - Identify local features - Discuss coast, harbour, cliffs Skills: - Describes places Vocabulary: coast, harbour, cliff, beach	Where are the continents and oceans? WALT: locate the world's continents and oceans. Children: - Use atlases, globes, maps Skills: - Securely identifies continents and oceans Vocabulary: continent, ocean, globe, atlas

Question 2	How do people use land in our area? WALT: understand land use. Children: - Look at homes, shops, schools, fields, roads - Discuss why places are built there Skills: - Explains how people use land Vocabulary: land use, homes, shops, school, field	What is another place in the UK like? Could compare with: London or York WALT: explore another UK location. Skills: - Compares places	Where is hot in the world? WALT: locate places near the Equator. Children: - Use globes to find hot places Skills: - Locates hot places Vocabulary: Equator, hot
Question 3	How do we travel around our area? WALT: explore routes and transport. Children: - Follow simple routes - Discuss walking, cars, buses, trains Skills: - Uses simple routes - Uses compass directions Vocabulary: transport, journey, route, north, east, south, west	What is the same? WALT: identify similarities. Children: - Compare maps/photos Skills: - Place comparison Vocabulary: same, similar	Where is cold in the world? WALT: locate places near the poles. Children: - Find North and South Poles Skills: - Locates cold places Vocabulary: pole, cold
Question 4	Can we use maps like geographers? WALT: use maps, keys and symbols. Children: - Use local maps - Create simple keys Skills: - Uses keys and symbols Vocabulary: map, symbol, key, aerial view	What is different? WALT: identify differences. Children: - Compare weather, buildings, transport Skills: - Uses evidence to compare Vocabulary: different, compare	What is life like in Berbera, Somalia? WALT: compare a place in the UK with a place in a non-European country. Children: Locate Berbera, Somalia, on a map. Compare Berbera and Dover using: homes schools transport weather jobs physical features

			Use photographs and maps to identify similarities and differences. Skills: Compares places. Uses geographical evidence. Identifies human and physical features. Vocabulary: Somalia, Africa, village, town, climate, compare, similar, different Children might say: "Berbera is hotter than Dover because it is closer to the Equator."
Question 5	How can we care for our environment? WALT: understand how humans affect places. Children: - Explore litter, recycling, wildlife Skills: - Describes how humans help or harm environments Vocabulary: environment, litter, protect, recycle	Why are places different? WALT: ask geographical questions. Children: - Begin asking "Why?" Skills: - Begins asking "Why is it like this?"	Why do places look different? WALT: ask geographical questions. Children: - Explore farms, beaches, cities, forests Skills: - Begins asking "Why is it like this?"
Question 6	Can I explain what makes our local area special? Outcome: Children create: • local area map • floorbook page • class guide to Dover	Can I compare places in the UK? Outcome: Children create: • comparison poster • Venn diagram • floorbook page	Can I explain how our world is full of different places? Outcome: Children create: • world map poster • hot/cold map • comparison page

Assessment	Enquiry Question: <i>"What makes our local area special?"</i> Children will demonstrate understanding by: - Identifying key features of Dover. - Explaining how land is used. - Using maps and geographical vocabulary accurately. - Explaining why Dover is a special place.	Enquiry Question: <i>"How are places in the UK different?"</i> Children will demonstrate understanding by: - Comparing two UK locations. - Identifying similarities and differences. - Using geographical vocabulary accurately. - Explaining why places may be different.	Enquiry Question: <i>"How is our world full of different places?"</i> Children will demonstrate understanding by: - Naming and locating continents and oceans. - Explaining why some places are hot and others are cold. - Comparing different environments. - Using geographical vocabulary accurately. - Using maps, atlases and globes to support explanations. • Comparing Dover with a settlement in Somalia. • Identifying similarities and differences between a UK and non-European locality.
End Point	By the end of this unit, children will understand the key features of their local area and explain why Dover is a special place to live and visit. They will be able to identify human and physical features, describe how land is used, follow simple routes using maps and compass directions, and explain how people can care for their local environment.	By the end of this unit, children will understand that places across the United Kingdom can be both similar and different. They will compare locations such as Dover and another UK settlement, considering physical features, human features and weather. Children will be able to explain why places differ and use geographical evidence to support their comparisons.	By the end of this unit, children will understand that the world contains a wide variety of environments and climates. They will know the names and locations of the continents and oceans, understand the significance of the Equator and the Poles, and explain why some places are hot while others are cold. Children will use maps and globes to compare places around the world and explain geographical differences.
Substantive Knowledge (What children need to remember)	Children will know: - Dover is a coastal town in Kent. - Human features include roads, houses, shops, schools and the harbour. - Physical features include cliffs, beaches, the coastline and green spaces. - Land is used for different purposes, including housing, education, recreation and transport. - Maps, aerial photographs and symbols help us understand places. - Compass directions help us describe location and movement.	Children will know: - Different places in the UK have different physical and human features. - Cities, towns, villages and coastal areas have different characteristics. - Weather can vary between locations. - Maps and photographs help geographers compare places. - Similarities and differences can be identified through observation and evidence. - Geography helps explain why places develop differently.	Children will know: - There are seven continents and five oceans. - The Equator is an imaginary line around the middle of the Earth. - Places near the Equator are generally hotter. - Places near the North Pole and South Pole are generally colder. - Weather and climate vary across the world. - Different places have different landscapes, environments and living conditions. - Maps, atlases and globes help us locate places. • Places in different countries can have different climates, buildings and ways of life.

	• People can help or harm environments through their actions. • Local areas have features that make them unique.		• Berbera is a town in Somalia, Africa. • Human and physical features can be compared between places. • Places can be similar and different for a variety of geographical reasons.
Disciplinary Knowledge (Thinking like a geographer)	Children will: • Observe and describe places using maps, photographs and fieldwork. • Identify and classify human and physical features. • Use maps, symbols, keys and aerial photographs. • Follow and describe simple routes. • Use geographical vocabulary accurately. • Ask and answer geographical questions about places and environments. • Collect and use evidence from observations and maps.	Children will: • Compare places using maps, photographs and observations. • Identify similarities and differences between locations. • Use geographical evidence to support comparisons. • Ask geographical questions beginning with "Why?" • Use geographical vocabulary accurately. • Develop understanding of place and location.	Children will: • Use maps, atlases and globes confidently. • Locate continents, oceans, the Equator and the Poles. • Compare places around the world. • Identify geographical patterns. • Ask and answer geographical questions. • Use geographical vocabulary accurately. • Draw conclusions from geographical evidence.
Adaptive Teaching	Support • Local walks and fieldwork. • Photographs and labelled maps. • Vocabulary mats and picture prompts. • Adult-supported map work. • Oral rehearsal and discussion. Challenge • Explain why land is used in different ways. • Use compass directions independently. • Compare different parts of Dover. • Suggest ways to improve the local environment.	Support • Comparison grids and Venn diagrams. • Photographs and maps. • Adult-guided discussions. • Vocabulary mats and sentence stems. • Visual prompts. Challenge • Explain reasons for differences between places. • Use multiple pieces of geographical evidence. • Compare more than two geographical features.	Support • Globes, atlases and large-scale maps. • Visual vocabulary cards. • Adult-guided map work. • Matching and sorting activities. • Repetition of key locational knowledge. Challenge • Explain geographical patterns. • Compare climates independently. • Use maps to locate additional countries and regions. • Justify comparisons using evidence.

		Ask and investigate their own geographical questions.	
Assessment for Learning	Throughout the unit, teachers will assess understanding through fieldwork, map work, discussions, retrieval activities and questioning.	Throughout the unit, teachers will assess understanding through questioning, map work, comparison activities, retrieval practice and discussion.	Throughout the unit, teachers will assess understanding through map work, retrieval quizzes, questioning, discussions and comparison tasks.



GEOGRAPHY PROGRESSION TIMELINE

Building knowledge, skills and understanding
from our local area to the wider world.



Exploring my world

- Explore familiar places and environments.
- Talk about what they see and notice.
- Begin to make connections between places and the world around them.
- Use simple positional language.



Starting to make sense of the world around me.

Starting with me and my world

- Explore familiar places and environments.
- Identify features and talk about places.
- Develop early map skills and positional language.
- Begin to understand weather, seasons and different places.



Starting locally: me, my home, my school.

Exploring places near and far

- Learn about our local area in more detail.
- Compare places in the UK.
- Discover continents and oceans.
- Explore weather, seasons and hot and cold places.



Extending outwards: local area to the UK and world.

Investigating places and environments

- Use maps and atlases with more confidence.
- Explore physical processes and natural features.
- Understand how people use land and resources.
- Begin to make comparisons using evidence.



Developing geographical enquiry and understanding.

Connecting places and people

- Study regions in the UK and beyond.
- Investigate rivers, settlements, trade and land use.
- Use OS maps and grid references.
- Understand how geography shapes human activity.



Building confidence with maps, patterns and connections.

Understanding change and impact

- Explore physical and human geography in depth.
- Study how people interact with the environment.
- Investigate change, development and sustainability.
- Use fieldwork to collect and analyse data.



Analysing data, understanding change and making comparisons.

Thinking globally, acting locally

- Build a global perspective.
- Investigate complex geographical issues.
- Evaluate evidence and draw informed conclusions.
- Apply geographical skills confidently in real contexts.



Thinking like geographers: making a positive difference.

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world, landscapes and the processes that shape them.



ENVIRONMENTAL

Caring for our world, sustainability and the impact of human actions.



HUMAN

Exploring how people live, work, trade and build communities.



THE WORLD

Developing locational knowledge and understanding connections across the world.



CURIOSITY TODAY

• UNDERSTANDING TOMORROW

• SHAPING THE FUTURE



GEOGRAPHY FIELDWORK PROGRESSION

— Developing geographical skills through exploration, enquiry and real-world experiences. —



EYFS



EXPLORE & DISCOVER

Children:

- Explore familiar places using their senses.
- Notice and talk about features.
- Ask simple questions about places.



I can explore and talk about my surroundings.

YEAR 1



OBSERVE & RECORD

Children:

- Go on a walk around the local area.
- Draw simple maps.
- Record what they see and notice.



I can observe places and record what I find.

YEAR 2



IDENTIFY & DESCRIBE

Children:

- Identify human and physical features.
- Use simple maps and symbols.
- Describe what they see and where.



I can identify features and describe what I see.

YEAR 3



COLLECT & PRESENT

Children:

- Collect information (photos, drawings, counts).
- Use simple tables and charts.
- Present findings clearly.



I can collect information and present my findings.

YEAR 4



MEASURE & COMPARE

Children:

- Use equipment to measure and record.
- Compare two or more places.
- Look for patterns and changes.



I can measure and compare places.

YEAR 5



ANALYSE & INTERPRET

Children:

- Analyse data and look for trends.
- Use evidence to draw conclusions.
- Evaluate how places are connected.



I can analyse information and draw conclusions.

YEAR 6



EVALUATE & TAKE ACTION

Children:

- Evaluate places and human impact.
- Suggest ways to improve environments.
- Present a fieldwork project to others.



I can evaluate places and take action.



EXPLORING OUR WORLD • ASKING QUESTIONS • COLLECTING EVIDENCE • UNDERSTANDING PLACES • MAKING A DIFFERENCE

