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**Subject: Geography**

**Year group: 2**

**Term: Summer**

**Unit name: Maps and geographical knowledge**

**Key skills to be developed:**

Can use a simple atlas.

Can use the four-point compass directions (North, South, East and West) to describe location of features and routes on a map.

Recognise the sea and rivers on a map.

Can use aerial photos to identify physical and human features of a locality.

Use plan perspectives to recognise landmarks and basic human and physical features.

Can draw simple maps with a key, using agreed realistic symbols (in line with Ordinance Survey maps).

Can make detailed observations.

Can gather photo, video or audio evidence.

Can measure using a guided tally and standard units (such as minutes and metres).

Can present findings simply using maps and graphs.

Can reach a simply described conclusion to the fieldwork question or prediction e.g. in discussion the impact of climate change.

**Prior learning:**

In spring term Year 2 children learnt the 7 continents of the world and used atlases/ globes to locate them. They were also introduced to 5 oceans and completed basic mapping work and compass directions. In spring term Year 2, children learnt to locate and key information about the 4 countries and capital cities of the United Kingdom.

**Key vocabulary:**

Beach Cliff

Coast Ocean

River Port

Harbour

Compass - north, south, east and west

**Big ideas:**

Name and locate the seven continents and five oceans on a globe or atlas.

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.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.

**Mapping symbols for Year 2:**

**Implementation – children should:**

* Have the opportunity to use atlas, maps and ariel photographs of real locations.
* Have the opportunity to create maps of real or imagined places.
* Carry out field study to create a simple map of a specific area, such as the school site or local area (link to sustainability).
* Have the opportunity to learn and use the symbols identified.
* New learning should be studied and recalled, recalled, recalled.

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**Examples of the types of mapping that may be produced:**

Diagram

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