

## Year 2 Geography weekly unit maps

What came before	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	What follows
<p><b>How the unit builds on prior learning</b></p> <ul style="list-style-type: none"> <li>•Links to spatial sense Y1 where pupils first understand what a map is and how they are used to describe a location. They will have started to discuss the use of symbols and titles on maps.</li> <li>•In Year 1, pupils also start to use terms to describe direction (e.g. left, right, backwards, forwards) but some will have moved on to 4 compass directions.</li> <li>•In Year 1, they will have used maps, atlases and globes across units.</li> </ul>	<p>1.To know what is located on the site of my school</p> <ul style="list-style-type: none"> <li>•I can look at the shape of buildings on my school site.</li> <li>•I can talk about which buildings are next to each other on my school site.</li> <li>•I can say which direction we are travelling in around my school site.</li> </ul>	<p>2.To know maps show us information about a location.</p> <ul style="list-style-type: none"> <li>•Maps must be clear and easy to read.</li> <li>•Maps may include labels and symbols that give us more information.</li> <li>•People who draw maps are called cartographers</li> <li>•I can draw buildings on my map.</li> <li>•I can draw the playground on my map.</li> <li>•I can think about where things are located using a compass and draw these on my map.</li> </ul>	<p>3.To recognise and locate human and physical features of the local area.</p> <ul style="list-style-type: none"> <li>•The four main compass directions are north, south, east and west.</li> <li>•Maps use symbols to tell us information about the local area.</li> <li>•We can use maps to describe location and to navigate.</li> <li>•I can locate my school on a map of the local area.</li> <li>•I can locate (insert locally relevant human or physical feature) on a map of the local area.</li> <li>•I can describe the location of X. (Insert relevant place)</li> </ul>	<p>4.To use a map to plan a route</p> <ul style="list-style-type: none"> <li>•We can use a map to plan a route.</li> <li>•Routes need a starting point and a destination.</li> <li>•Compass directions help us know which direction to travel in.</li> <li>•I can find my school and our destination on the map.</li> <li>•I can plan which is the best route to take.</li> <li>•I can write directions to explain which way to travel along the route.</li> </ul>	<p>5. To identify locations on a globe or world map</p> <ul style="list-style-type: none"> <li>•A globe is a model of the Earth.</li> <li>•World maps and globes show us the continents and the oceans.</li> <li>•The Equator is an imaginary line halfway between the North Pole and the South Pole.</li> <li>•I can locate continents on a globe</li> <li>•I can locate countries on a world map.</li> <li>•I can describe the location of the country/continent I found.</li> </ul>	<p>Assessment and review</p>	<p>How learning in this unit will be built upon</p> <ul style="list-style-type: none"> <li>•Skills will be revisited and built upon in each spatial unit.</li> <li>•Map skills, compass directions and describing and comparing physical and human geographical features will be revisited in each unit of geography in KS2.</li> <li>•Weekly revision questions later on in year (after topic lesson/register/morning work/before lunch etc)</li> </ul>
<ul style="list-style-type: none"> <li>•Map work builds upon previous Spatial Sense units and the Continents and Oceans unit in Year 1. They understand what a map is and how it is used to describe location. They will have started to discuss the use of symbols and titles on maps as well as locate countries.</li> <li>•Links heavily to United Kingdom Y1 where pupils first encounter UK</li> </ul>	<p>1.To know that the British Isles are a group of islands that includes Britain and Ireland.</p> <ul style="list-style-type: none"> <li>•An island is a body of land entirely surrounded by water.</li> <li>•When we look at a map, the British Isles are made up of lots of islands, the main ones are Britain and Ireland.</li> <li>•There are 6,000 other small islands in the British Isles.</li> </ul>	<p>2.To recognise Scotland as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Scotland is a country in the British Isles.</li> <li>•Scotland is located to the north of England.</li> <li>•The mainland of Scotland is part of the island of Britain</li> <li>•I can use an atlas to identify Scotland.</li> <li>•I can locate Edinburgh, the capital city of Scotland.</li> <li>•I can label my map to show what I know about Scotland</li> </ul>	<p>3.To recognise Wales as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Wales is one of the countries in the British Isles.</li> <li>•Wales is part of the island of Britain.</li> <li>•In the past, many ships were wrecked off the western coast of Wales.</li> <li>•I can label a map of Wales.</li> <li>•I can draw the coastline of Wales.</li> </ul>	<p>4.To recognise Ireland as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Ireland is one of the islands in the British Isles.</li> <li>•There are two countries located on the island of Ireland, Northern Ireland and the Republic of Ireland.</li> <li>•The Giant's Causeway has interesting shaped rocks.</li> <li>•I can label The Republic of Ireland.</li> </ul>	<p>5.To recognise England as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•England is a country in the British Isles.</li> <li>•The capital city of England is London.</li> <li>•The Isle of Wight is an island that is part of England.</li> <li>•I can annotate my map with information about England.</li> <li>•I can sketch and label a rural scene.</li> </ul>	<p>Assessment and review</p>	<p>How learning in this unit will be built upon</p> <ul style="list-style-type: none"> <li>•UK Geography will be revisited in KS2. Initially Year 3 looks in greater depth at Ireland and Northern Ireland. In Year 5 there is a more in depth geography study of East Anglia, Yorkshire, Midlands and Humberside, specifically human and physical</li> </ul>

<p>countries (England, Scotland, Northern Ireland, Wales) and important features, geographical differences, flags and some physical and human features including cities, towns, villages, b etc</p>	<ul style="list-style-type: none"> <li>•I can label England, Scotland, Ireland, Northern Ireland and Wales.</li> <li>•I can point to where the land meets the sea around the British Isles.</li> <li>• I can label some smaller islands using my atlas.</li> </ul>		<ul style="list-style-type: none"> <li>•I can describe what happened to the Royal Charter.</li> </ul>	<ul style="list-style-type: none"> <li>•I can label Northern Ireland.</li> <li>•I can label the Giant’s Causeway.</li> </ul>	<ul style="list-style-type: none"> <li>•I can sketch and label an urban scene.</li> </ul>		<p>characteristics, land use and change over time.</p> <ul style="list-style-type: none"> <li>•UK settlement is studied in Year 3 (comparing and contrasting different types and rural/urban areas) and a case study of London as a settlement (landmarks, settlement and change over time, River Thames and trade, tourism)</li> <li>•The study of coastlines in Year 5 centres on the British coast.</li> <li>•Weekly revision questions later on in year (after topic lesson/register/morning work/before lunch etc)</li> </ul>
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<p><b>How the unit builds on prior learning</b></p> <ul style="list-style-type: none"> <li>•Map work builds upon previous Spatial Sense units.</li> <li>•It draws on knowledge from the Seven Continents topic in Year 1. Children will already have some frame of reference as to where Europe is and where the UK is situated in Europe.</li> <li>• In the Year 2 British Isles unit, children have looked in greater detail at various physical and human features of a country, which they do again in this unit but are introduced to new vocabulary such as fjords.</li> </ul>	<p>1.To identify the countries in Northern Europe.</p> <ul style="list-style-type: none"> <li>•Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland.</li> <li>•These countries are sometimes called 'Scandinavia'.</li> <li>•Some of northern Europe is very cold.</li> <li>•I can name the countries in Northern Europe.</li> <li>•I can identify flags of Northern European countries.</li> <li>•I can locate countries in Northern Europe on a map.</li> </ul>	<p>2.To identify physical and human features of northern Europe.</p> <ul style="list-style-type: none"> <li>•The countries of Northern Europe have large capital cities.</li> <li>•Northern Europe has mountains, valleys, fjords and lakes.</li> <li>•The Øresund Bridge connects Sweden and Denmark.</li> <li>•I can identify human features of Northern Europe.</li> <li>•I can identify physical features of Northern Europe.</li> <li>•I can record my information in a table.</li> </ul>	<p>3.To describe the climate in northern Europe.</p> <ul style="list-style-type: none"> <li>•Much of northern Europe is closer to the North Pole than the UK.</li> <li>• It is very cold in the winter in northern Europe.</li> <li>•Animals, plants and people have adapted to the cold weather.</li> <li>•I can find out what temperatures are experienced in Northern Europe by reading my graph.</li> <li>•I can compare temperatures of the UK and Northern Europe.</li> <li>•I can describe the difference in climate between the UK and Northern Europe.</li> </ul>	<p>4.To know that some animals in northern Europe migrate.</p> <ul style="list-style-type: none"> <li>•Mammals such as bears, moose, beavers and lynx live in northern Europe.</li> <li>•Some animals have adapted to live in the cold climate.</li> <li>•Some animals migrate, which means they travel and live in other places at different times of the year.</li> <li>•I can name an animal found in Northern Europe.</li> <li>•I can describe the appearance of an animal from Northern Europe.</li> <li>•I can explain how an animal from Northern Europe survives the cold winters.</li> </ul>	<p>5.To know that Roald Amundsen was an explorer.</p> <ul style="list-style-type: none"> <li>•Roald Amundsen was an explorer from Norway.</li> <li>•He learned about surviving in a cold climate from the Inuit.</li> <li>•He led the first successful expedition to the South Pole.</li> <li>•I can write a sentence describing what I can feel.</li> <li>•I can write a sentence describing what I can see.</li> </ul>	<p>Assessment and review</p>	<p>How learning in this unit will be built upon</p> <ul style="list-style-type: none"> <li>•Feeds into a deeper understanding of locational and place knowledge about Europe, where in KS2 these Units are studied: Western Europe (Year 3), Mediterranean Europe (Year 4) and Eastern Europe (Year 5).</li> <li>•Weekly revision questions later on in year (after topic lesson/register/morning work/before lunch etc)</li> </ul>
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