




Geography Unit of Work Year 2 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>UK Capital Cities</div> 	<ul style="list-style-type: none"><li>EYFS: Countries</li><li>Y1: Our Country &amp; Seas</li></ul>	<ul style="list-style-type: none"><li>Spr: Compare the UK to Japan</li><li>Y3: The North West and City Centres</li><li>Y4: European Capitals</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should be taught to: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li><li>Pupils should be taught to: devise a simple map; and use and construct basic symbols in a key</li><li><i>Pupils should be taught to: 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</i></li><li><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></li><li><i>Pupils should be taught to: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></li></ul>		
Geographical Enquiry			
Why are capital cities so important?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none"><li>Know the countries and seas of the UK</li><li>Know what a capital city is</li><li>Know the position of each capital city in the UK</li><li>Know that each capital is built upon a river (Thames, Taff, Forth, Lagan)</li><li>Know what types of land use, buildings, environments we might find in a city</li><li>Know some reasons why a city might be very busy</li></ol>		London, Edinburgh, Cardiff, Belfast, capital
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"><li>Use world maps, atlases and globes to identify the UK, its countries and surrounding seas</li><li>Discuss why a country needs one place where a government is (democracy)</li><li>Plot each capital city on a simple map of the UK and describe their location from each other using NSEW and directional language</li><li>Explain why it is useful for a city to be near a river (ports, harbours)</li><li>Observe and record the land use and buildings which make a city different to a town</li><li>Discuss the reasons lots of people live and work in a city</li></ol>		democracy, ports, harbour, land use
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know what a capital city is</li><li>Know the name of and locate the four capital cities of the UK along with their countries and the surround seas</li><li>Know what types of land use we might find in a capital city</li><li>Know that each capital of the UK is positioned near to water</li><li>Know and use simple compass directions (NSEW) and locational and directional language (near, far, left, right)</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Place: I can recognise and record different types of land use, buildings and environments.</li><li>Space: I can plot the position of each capital city on a simple map of the UK and describe their direction from each other</li><li>Scale: I can use world maps, atlases and globes to identify the UK and its countries</li><li>Interconnections: I can begin to explain why it is useful for a city to be near water</li></ul>	
Significant people/places			

Geography Unit of Work Year 2 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Comparison to Japan</div> <div></div>	<ul style="list-style-type: none"><li>Y1: Our Country &amp; Seas</li><li>Aut: UK and Capital Cities</li></ul>	<ul style="list-style-type: none"><li>Y4: Comparison to Europe</li><li>Y5: Comparison to North America</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	<b>National Curriculum Subject Content:</b> <ul style="list-style-type: none"><li>Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li><li><i>Pupils should be taught to: 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</i></li><li><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></li><li><i>Pupils should be taught to: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></li></ul>		
Geographical Enquiry			
Is a town in Japan anything like Widnes?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<div>7. Know that the UK is an island nation in Europe and Japan is an island nation in Asia</div> <div>8. Know some human and physical features of our local area</div> <div>9. Know how to interpret an aerial view of Minoh, Osaka</div> <div>10. Know how the weather and seasons are similar and different in these two places</div> <div>11. Know what schools, shops, houses and churches are like in Minoh</div> <div>12. Know how to use and create a key of human and physical features</div>		Japan, United Kingdom, Europe, Asia, island / isles
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>7. Locate the UK and Japan on a globe and world map</div> <div>8. Understand what makes something a human or physical feature</div> <div>9. Know where Minoh is located on a map of China and on a globe</div> <div>10. Understand how the weather in these places makes people live differently</div> <div>11. Understand the impact of human effects on contrasting areas</div> <div>12. Compare the grounds of an elementary school in Minoh to our school</div>		human, physical, climate, impact, contrast,
Assessment Outcomes			
<b>Substantive</b> <ul style="list-style-type: none"><li>Know and understand geographical similarities and differences through the study of the human and physical geography of a small area of the UK &amp; a contrasting non-European country.</li><li>Know how to find information about landmarks, human and physical features from aerial photographs</li><li>Know how to identify the UK and Japan on a globe and world map</li><li>Know and compare the following human features: factory, farm, office, port, harbour, shop</li><li>Know how to use and construct basic symbols in a key</li></ul>		<b>Disciplinary</b> <ul style="list-style-type: none"><li>Place: I can describe what the town of Minoh in Japan is like</li><li>Environmental: I can recognise and record different types of land use, buildings and environments</li><li>Interconnections: I can compare two places and explain what is different or similar</li><li>Impact: I can explain how humans have affected the natural world in the same way in two contrasting locations</li></ul>	
Significant people/places			

Geography Unit of Work Year 2 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Hot &amp; Cold Places</div> <div></div>	<ul style="list-style-type: none"><li>Y1: Seasons and Weather</li><li>Spr: Asia (Japan)</li></ul>	<ul style="list-style-type: none"><li>Y4: Natural Disasters</li><li>Y5: Latitude and Longitude</li><li>Y5: Climate &amp; Biomes</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should be taught to: name and locate the world’s seven continents and five oceans</li><li>Pupils should be taught to: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li><i>Pupils should be taught to: 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</i></li><li><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></li><li><i>Pupils should be taught to: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></li></ul>		
Geographical Enquiry			
Is the weather the same everywhere on Earth?			
Key Concepts			
place, <b>space</b> , <b>scale</b> , environmental, interconnections, <b>impact &amp; sustainability</b> , <b>cultural diversity</b> movement, our common home, rivers, <b>weather &amp; climate</b>			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	13. Know the names, locations and relative shapes of the seven continents 14. Know the names and locations of the five oceans 15. Know the route of an Osprey migration between the UK and West Africa 16. Know the location of the North and South Poles and the environment/climate of the Arctic and Antarctic 17. Know the location of the Equator and the environment/ climate of equatorial areas 18. Know some human and physical features of the world		Europe, Asia, Africa, North America, South America, Antarctica, Oceania, migration, climate, Equator
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Describe the continents, their shapes, their relative size and position 14. Understand that oceans are joined, but we name them based on their position 15. Use world maps, globes and atlases to identify countries that are hot and cold 16. Understand that the climate of different parts of the world varies and that it can change 17. Explain how people live differently in hot and cold areas of the earth 18. Use aerial photographs to sort and compare human and physical features		location, atlas, globe, position
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know the names and location of the seven continents and five oceans of the world</li><li>Know an Osprey migration route between the UK and West Africa</li><li>Know the location the Equator and North and South Poles</li><li>Know how the climate is different in hot and cold areas of the world</li><li>Know some human and physical features of the world</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Space: I can describe what the climate is like in different countries studied related to the poles and equator</li><li>Scale: I can use world maps, globes and atlases to identify countries that are hot and cold</li><li>Impact: I can begin to understand using aerial photographs the physical climate changes of hot and cold places</li><li>Cultural Diversity: I can explain how people live differently in hot and cold areas of the earth</li></ul>	
Significant people/places			