



Year 2 – Geography

Objective	WT	WA	WB	Notes
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	<p>I can talk about the differences of India and the UK.</p> <p>I can talk about the differences of London and St Mildred's Bay.</p>	<p>I can talk about the similarities and the differences of an African country and the UK.</p> <p>I can talk about the similarities and the differences of London and St Mildred's Bay.</p>	<p>I am starting to think about why certain aspects of life in Africa are different to life in the UK.</p> <p>I am starting to think about how life in London can be different to life in St Mildred's Bay.</p>	<p>Africa topic</p> <p>Talking point – book Mirror by Jeannie Baker (story of 2 boys, one in Africa and one in Australia. http://www.youtube.com/watch?v=fBCBcAqQI_E&safe=active</p> <p>Label photos of London and Southend to link to previous year's trip. Look at the photos after the trip, can you add anything?</p> <p>If the world were a village - http://www.youtube.com/watch?v=FtYjUv2x65g&safe=active</p>
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	<p>I can describe different weather types. With support, I can record weather.</p> <p>I understand that different areas of the world have different climates.</p>	<p>I can record different weather and understand how it changes through the year.</p>	<p>I can record weather independently and then create graphs for this.</p>	<p>Set up weather station for a week or two. Chn to record temperature and rain as a class and discuss the differences throughout the time. What would be the differences if we did this in a different season?</p>
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	<p>I can find England, Northern Ireland, Scotland and Wales on a map of the UK</p>	<p>I can find countries in the UK and continents of the world.</p>	<p>I can find countries of the UK, continents of the world and some oceans.</p>	<p>Identifying countries of UK challenge – potentially done as homework then challenge at school?</p>
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<p>I can identify different areas within the school grounds.</p>	<p>I can identify different areas within the school grounds and in the surrounding area.</p>	<p>I am starting to think about what different areas are used for e.g. green parks – why? Etc.</p>	<p>Add detail to map provided by teacher. What are the key features? Explain the word 'feature.'</p>



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<ul style="list-style-type: none">A study linked to one of the nine eco-school topics: Global citizenship	I am aware of global citizenship.	I can recall examples of how to be a good global citizen.	I can think of my own ways to be a good global citizen.	'Window' by Jeanie Baker – copy in Year 3.
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