

Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 2 Geography planning placed in context of long-term knowledge growth.

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 2 – Seaside / coastal regions	<p>How does Doncaster compare to the East coast?</p>	<p>Location</p>	<ul style="list-style-type: none"> - Locate the coastal regions on a map. (Local maps, map of the UK) - Discuss the four countries while learning about the location of the coastal regions. - Discuss the sea which the coastal region connects to, for example, Filey is on the North Sea. 	<p>In Year 1, the children began to use maps to locate places (Mexborough and London). Children will develop this skill by locating all of the coastal regions they study. They will also identify the four countries of the UK and the surrounding seas. Children will use their knowledge of Mexborough to compare the coastal regions and their hometown. They will consider the physical and human features and how they differ between the two places. Children will study the concept of erosion and consider how this effects both the human and physical geographical features of a community. They will study the importance of looking after our oceans and why we need to protect the eco-systems.</p> <p>In Year 3, knowledge of location, place and human and physical geographical features will be developed.</p>	<p>Geographical sources of evidence: Maps (eg local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films.</p> <p>Use atlases and maps which show physical and human features.</p> <p>Simple fieldwork and observational skills, simple maps and keys Visit to the seaside.</p> <p>Carry out e-learning.</p>
	<p>Outline locational Geography of the UK including Mexborough, Doncaster, London the four countries that make up the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and London.</p>	<p>Place</p>	<ul style="list-style-type: none"> - Compare the coastal region studied with Mexborough (Y1 focus). - Discuss changes over time to the coastal region. Use aerial images and maps to study the effects of erosion on the coast and the changes to the physical and human geography. - Draw a map, with a key, of the coast. - Discuss compass directions when studying the coastal regions. For example, to the south of Filey is Bridlington and Flamborough Head. - Visit the coast to carry out simple fieldwork and observation of the human and physical geography. 		
	<p>Physical features of coastal regions including erosion and costal defences.</p>	<p>Physical Geography</p>	<ul style="list-style-type: none"> - Study key physical features of the seaside. (Beach, cliff, coast, sea, ocean, soil, vegetation, season and weather.) - Focus on Bridlington/Filey/Flamborough head. - Use aerial images and maps to recognise the physical features. Compare the changes over time. For example, the rates of erosion to the coast and cliffs at Flamborough head. 		
	<p>Key human features and how they have changes over time including how tourism has impacted these.</p>	<p>Human Geography</p>	<ul style="list-style-type: none"> - Identify the key human features around the coastal town. (town, village, farm, house, office, port, harbour and shop - Discuss how human features have caused some problems for the coastal regions. For example, houses close to falling off cliffs and the rates of tourism causing problems to the physical features of the coast and wildlife. - Discuss coastal defences used in the coastal regions. 		
	<p>The impact of plastic pollution.</p>	<p>Sustainability</p>	<p>Study the importance of looking after the world’s oceans. Study the impact of pollution, plastics in the sea and the eco-systems. While studying the coast, discuss the impact of coastal erosion and what sea defences we can use to support this crisis.</p>		

Year 2- Links to Great Fire of London	<p>How was London different before and after the Great Fire?</p> <p>Outline locational Geography of the UK including London, the River Thames and the four countries that make up the UK.</p> <p>Changes in the city of London and the impact the Great Fire had on buildings and infrastructure.</p> <p>Trade during the 1600's and the use of the River Thames. Children will locate the river and establish trade routes. They will see where the ships would have sailed and what they would have transported.</p> <p>Development of the fire brigade.</p>	<p>Location</p> <ul style="list-style-type: none"> - Identify London on a map. - Revisit previous Y1 learning. The country I live in is called England. The capital city is London. England is a country in the United Kingdom of Great Britain and Northern Ireland (UK). - Discuss the three other countries of the UK (Scotland, Wales and Ireland.) - Discuss all four of the surrounding seas surrounding the United Kingdom. The UK is an island, surrounded by the three seas – Irish sea, North Sea and the English Channel. - Discuss the trade routes used during the time of the Great Fire of London and how the seas were an important mode of transportation. 	<p>In Year 2, children will build on their prior learning about the capital city of London from their Year 1 topic. They are already aware of the location of London and can identify the basic human and physical geographical features. This provides children with the knowledge they need to progress their learning. Children will now study the other three countries within the UK and the surrounding seas. The physical and human features from their previous topic and those from this current topic will allow them to compare old and new London.</p> <p>In Year 3, children will use 4 and 6 figure while reading maps. They will continue to compare the location of London with areas in Wales. The study of human and physical geographical features will develop through studying land use and settlement within an area. They will discuss how Wales and London are similar and different.</p>	<p>Geographical sources of evidence: Maps (eg local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films.</p> <p>Use atlases and maps which show physical and human features.</p> <p>Carry out e-learning.</p>
	<p>Place</p>			
	<p>Physical Geography</p>	<ul style="list-style-type: none"> - Study the key physical features of London. Use aerial images to recognise basic physical features. - Compare the key physical features of new and old London. What did it look like before and after the fire? Why did they make the changes they made? Use aerial images and maps to see these changes. - Discuss how there is not much evidence of physical features left in London. The infrastructure has taken most of it away. The main one being the river Thames. - Discuss the river Thames alongside trade. 		
	<p>Human Geography</p>	<ul style="list-style-type: none"> - Study the key human features of new and old London. (city, town, factory, house, office, port, shops, schools, universities, colleges, places of worship, theatres, hospitals, stations, airports, landmarks) - What did it look like before and after the fire? Why did they make the changes they made? Use aerial images and maps to see these changes. - Discuss how these are plentiful in London due to the high population density and infrastructure. - Discuss the ports and harbours used for trade. - Discuss the cathedral which was damaged during the fire as part of the human features. 		
	<p>Sustainability</p>	<p>Discuss how and why infrastructure was changed after the fire. They built in different materials, they spaced buildings further apart, developed the fire brigade and introduced building regulations and city planning.</p>		

Year 2 – Links to Polar Explorers.	Why are some places warm and some places cold? Outline locational Geography of the world's continents and oceans.	Location	<ul style="list-style-type: none"> - Name and locate the world's continents (N. America, S. America, Europe, Africa, Asia, Australia and Antarctica) and oceans (Atlantic, Arctic, Indian, Pacific and Southern). - Use a map, atlases and globe to identify the continents and oceans. - Focus on the oceans while studying Scott vs Amundsen's race to prestige. Which oceans did they cross? - Discuss the 7 continents of the world in relation to the polar regions. 	During Year 1, children learnt about where they live and located this is on a map. They could also identify where London is on the map and why it is a significant place to them. Children will progress this learning by expanding the locational geography they study. They will be exposed to the continents and oceans of the world, the hot and cold areas, the equator and the Polar regions. They will use their previous knowledge of their hometown (Mexborough) and compare this to the Polar regions. They will identify the human and physical geographical features of these regions, and discuss how they differ to our locality. Children will discuss how people's values have now changed regarding climate control and protecting the Earth. In Year 3, children will continue to study the world's continents and oceans. They will study vegetation belts and discuss how land is different across the world (desert, polar, grassland etc).	Geographical sources of evidence: Maps (eg local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films. Use atlases and maps which show physical and human features. Carry out e-learning.
	Compare similarities and differences of Mexborough and the Polar regions.	Place	<ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. - Draw on previous learning about Mexborough. Use this as the small area of the UK and compare it to the Polar Regions. 		
	Identify hot and cold areas, the equator and poles. Physical features of the Polar regions. The impact of climate control and how we can save the planet.	Physical Geography	<ul style="list-style-type: none"> - Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. - Discuss hot and cold countries and where they are on a globe in relation to the equator and poles whilst identifying the continents and oceans in maps, atlases and globes. - Discuss the hot countries in more detail when discussing the continents and the equator. Discuss how the closer the country is to the equator, the hotter it is. - Locate the North and South Poles. Discuss where they are on a globe in relation to the equator and poles whilst identifying the continents and oceans in maps, atlases and globes. - Use basic geographical vocabulary to refer to key physical features of the polar regions. (cliff, coast, mountain, sea, ocean, valley, vegetation, season and weather.) - Discuss the understanding of new habitats whilst exploring the poles. 		
		Human Geography			
		Sustainability	<ul style="list-style-type: none"> - Discuss the change in people's values regarding looking after Earth. Discuss climate control and how we can help save the planet and stop the ice caps melting. 		