






## Year 2

Year 2		
Knowledge and Skill	Building on prior knowledge of Year 1, by the end of Year 2 we will...	Example questioning
<b>Locational Knowledge</b>  	<ul style="list-style-type: none"> <li>Understand the UK is an island and is surrounded by the sea.</li> <li>Know the UK is surrounded by the sea and name some of the surrounding seas of the UK.</li> <li>Name and locate the 4 countries of the UK.</li> <li>Name and locate the capital cities of the 4 countries of the UK.</li> <li>Talk about the main features of one of the four countries that make up the UK.</li> <li>Name, locate and identify the main characteristics (physical and human) of the four countries and capital cities of the UK</li> </ul>	<p style="text-align: center;">Why is the UK an island? How do you know on the map/globe that this is sea? What 4 countries make up the UK? What are the four countries and capital cities of the UK? Can you locate these features on maps? What seas surround the UK?</p>
<b>Place Knowledge</b>  	<ul style="list-style-type: none"> <li>Recognise some similarities and differences of geographical features in two local areas.</li> <li>Identify some of the key features of a location and whether it is a city, town, village, coastal, urban or rural area.</li> <li>Compare their local area with a contrasting local area in a non-European Country (Africa) identifying similarities and differences of their physical and human geography</li> </ul>	<p style="text-align: center;">How is Northwich and .....similar and different? Why is it like that? What are the physical and human features of this area? How do you know? How are these places similar and different? Why might someone live there? What do you think it would be like to live there?</p>
<b>Human &amp; Physical Geography</b>  	<ul style="list-style-type: none"> <li>Identify human and physical features of their local city and make comparisons with other places studied</li> <li>Identify how the land is used around the local area and compare and contrast how the use of land differs in each locality studied (London comparison)</li> <li>Identify the physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features on maps of the wider local area and country (Northwich and London)</li> <li>Know about weather in the UK, what happens in different seasons and how weather changes on a daily basis and collect data linked to weather changes for contrasting areas (climate change linking to Seas and oceans key enquiry)</li> </ul>	<p style="text-align: center;">What has the land been used for? Why is there both human and physical features in places? Can you find.....on a map? What is the weather like in the UK and how is our local weather different to Africa? Why does that place have hotter temperatures? Why is it warmer there? What are the seasons like in the UK? What are the seasons like in places close to the Equator? What is the climate in these hot countries? Is it always hot in the desert? Why? What animals and plants can live in these places? Why?</p>
<b>Mapping skills</b> 		
<b>Direction/Location</b>	Follow directions (using directional language from year 1 and including the four compass points (NSEW))	<p style="text-align: center;">Can you use the 4 compass points to follow a simple route? Can you get ....out of the map maze using compass points and directional language? What are keys? What key could we use on our map? Can we create a plan view of the school or the imaginary playground? Can you find the UK on a map and a globe?</p>
<b>Drawing maps</b>	Draw or create a map of a real or imaginary place adding detail and information similar to maps they have seen	
<b>Representation</b>	Be shown what a key is on map and why it is important. Use class agreed symbols to make a simple key.	
<b>Using Maps</b>	Follow a simple route on a map. Use a plan view to identify known places	
<b>Scale/Distance</b>	Begin to spatially match places on different maps (e.g. recognise UK on a small scale and larger scale map)	
<b>Perspective</b>	Look down on objects to make a plan view map.	
<b>Map knowledge</b>	Locate and name UK on a larger scale map. Locate and name on a UK map the major features e.g. London, Cardiff and recognise countries linked to topic on maps	

<b>Style of Map</b>	Use teacher drawn base maps. Use an infant atlas with increasing confidence Start to explore different maps of the same area	
<b>Fieldwork</b> 		
<b>Gathering information</b>	Ask an adult pre-prepared questions Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has Investigate the local area and talk to people to find out why they have visited these areas Investigate an environmental issue linked to the local area and carry out a survey into it with local people Use compass points to help gather information	Explore the school grounds and further afield to collect data- how many cars in car park? How many trees in the school grounds? etc Go on a walk to a local park and photograph and draw physical and human features along the way Visit Northwich centre and identify how many shops are there and ask some people which ones are their favourite or why they visited there Found out how people travel to school and create a tally chart or pictogram
<b>Sketching/Drawing</b>	Draw what they observe when collecting information Add colour, texture and detail to prepared field sketches. Add labels to correct features.	
<b>Collecting audio/visual information</b>	Take a photo as a record of what they have seen when exploring different environments and compare different photos Take a recording of what they have seen and heard when exploring different environments and compare videos	
<b>Measuring</b>	Use age appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s)	
<b>Representing information</b>	Create a tally and pictogram from information gathered Say what they have found as a result of fieldwork	