

# Year 2 Spring 1 On Location



## Curriculum Driver: Geography

Create Explore Discover

## Year 2 Spring 1 – On Location



**Key Curriculum Driver:** Geography

**Other Curriculum Areas:** History and DT (food tech)

**Rationale:** On Location will give the children the opportunity to become explorers of the land, sky and seas. They will explore the world's continents and delve further into the history of transport.

**By the end of this topic, most children will:**

- Ask questions such as: What is this place like? What or who will I see in this place? What do people do in this place?
- Use maps, atlases and globes to explore and discover the world beyond the United Kingdom.
- Identify some of the basic symbols used on a map.
- Develop and use geographical language - key physical language such as beach, forest, hill and human features such as city, town, village.
- Understand geographical similarities and difference by studying human and physical geography.

Describe historical events:

- Recognise that transport has changed over time. Make comparisons between transport in past and present.
- Discuss and learn about the first ever flight.

**Children's knowledge will be shown by:**

**Extended Writing:**

Diary entry/Postcard home

Create their own map and key

Create and use their own compass

**Purposeful Outcome:**

Making comparisons between homes in different continents and understand why these are necessary.

# Year 2

## Spring 1 – On Location



Subject	Objective
Geography	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <ul style="list-style-type: none"><li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li><li>• Name and locate the world's continents and oceans.</li><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom of a contrasting non-European country.</li><li>• Use basic geographical vocabulary to refer to key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li><li>• Use key human features, including: city, town, village, factory, farm, house, office and shop.</li><li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li><li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li></ul>
Design Technology	<ul style="list-style-type: none"><li>• Cut, peel or grate ingredients safely and hygienically.</li><li>• Measure or weigh using measuring cups or electronic scales.</li><li>• Assemble or cook ingredients.</li></ul>

## Topic Overview

### Topic Hook

Read story of Icarus – children to make their own wings.

### On Location

### Curriculum Driver

### Topic Outcome

Making comparisons between different continents. Analysing and using maps.  
Understanding change in transport.

#### In the Capital Coverage (Main Focus)

1. HOOK – Read story of Icarus – children to make their own wings (DT) – children to discuss why these will not work when we test them in the playground.
2. VOCAB – create a vocab bank/dictionary at the front of books to add to throughout.
3. Geography – Where is Bramley/Leeds/England? Where is the United Kingdom? Introduce children to using an atlas/map. Computing – use of Google Earth to visit/identify London/Leeds/Bramley.
4. Geography – What are the different continents of the world? Children identify continents and seas – looking at key features of a map.
5. History – the first plane flight – how transport has changed over time.
6. Geography – focusing on different continents – looking at weather, food, dress and homes. Make comparisons between our homes and theirs. Why are these differences necessary?
7. Food Technology – food tasting different foods from around the globe. Pick a recipe from a different continent and measure/weigh the ingredients before making it. PSHE – food safety.
8. DT/ART/Geography – create your own treasure map and compass and use it with a partner to travel around the school.

#### Free Writing Stimulus

Descriptive and persuasive writing – which continent should I travel to and why?  
Use your senses: what will I see, hear, smell, taste, feel?

#### Extended Writing Genres and Activities

Letter writing/postcard  
Information brochure

#### Trips and Experiences

Trip to Air Museum  
Create your own wings/map/compass  
Role play  
Create your own passport  
Pack your own suitcase

#### Other subject Coverage

**Food Technology** – Following a set of instructions/recipe, measuring ingredients and cooking to make unfamiliar foods.

**Geography** – atlas skills, looking at a map of the United Kingdom and the world as a whole. Discussing the seas and oceans around us.

**Design Technology** – Designing and creating their own map/compass.

#### Linked Texts

