



Our core subjects of maths and literacy are woven throughout the foundation subjects. We also have some **golden threads** which flow through our curriculum content, these threads are : **environmental consciousness**, **international mindedness**, **innovation & enterprise**. These threads are **highlighted** in the breadth of study.

| Year 2 | | |
|--|--|---|
| What can Paddington Bear teach us about London? | What makes Kenya different from our country? | What is magical about Mordiford? |
| What do we already know? | | |
| Knowledge Retrieval: | | |
| Children will have a basic knowledge of the UK and the seas that surround it. Children will understand where they live and what they can find in their local area. Children will have begun to understand human and physical features and will be able to name some of those that they have seen without their locality. | Children will understand how the world is made up and where the 7 continents and 5 oceans are located. Children can continue to build on this knowledge to understand how Pirates travelled from place to place. | The children will have basic knowledge of road maps from their unit of the local area in year 1. |
| <u>The Big Picture</u> | | |
| (Substantive Knowledge) | | |
| Year 2 begin learning about London with the help of Paddington Bear in the first half of the autumn term. They look at the human geography around London, noticing it is the capital city of the UK. They also identify the other capital cities of the UK and its surrounding oceans. During 'The Great Fire | This unit explores Africa, focusing on Kenya. Once the children have secured their knowledge of the seven continents around the world, we use photos, maps, globes and read our class texts (see resources below) to find out about this contrasting continent. We identify similarities and | In this unit the children will explore and learn about their locality beyond the school gate, building on their knowledge and understanding of our school environment from Year 1. Year 2 will explore the local area using first hand observation to enhance their locational awareness along with |



| | | |
|--|---|--|
| <p>of London' topic in Autumn Term 2, children use atlases and maps to see how London has changed since 1666. They focus on landmarks around London and what symbols mean. They also concentrate on the UK and how it is made up of 4 different countries.</p> <p>To conclude the unit the children will plan an imaginary trip to London. They will consider how they will get there, what they will need to wear for the season and what they will see.</p> | <p>differences from Kenya to England between our own lives and others by looking at urban and rural area and the weather. The children also find out about Kenyan culture i.e. traditional food, Kenya's most famous animal 'The Big Five' and who the Maasai tribe are. Afterwards we learn how to draw maps with a key and symbols and the children revisit a special day of learning through their Geography lesson.</p> | <p>developing essential map and fieldwork skills. The children will also follow and map out the journey of the legendary Mordiford Dragon.</p> |
| <p>Sticky Knowledge (Substantive Knowledge)</p> | | |
| <p>Children will start by looking at some clues to identify the location on a world map and then a UK map.</p> <p>They will then learn London is the capital city of England. The United Kingdom is made up of 4 countries; England, Northern Ireland, Scotland and Wales.</p> <p>The River Thames is a river that flows through London The UK is surrounded by the English Channel, Irish Sea, North Sea and the Atlantic Ocean. When London was built, The River Thames was important for transporting goods.</p> <p>They will find out information about some of London's most famous sights. They will identify, describe and find landmarks within aerial photos of</p> | <p>Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world - Use world maps and globes to identify the UK and begin to locate other Continents (particularly Africa), the Equator and North and South Poles. The children can locate hot and cold countries.</p> <p>Pupils can identify seasonal and daily weather patterns.</p> <p>Pupils identify similarities and differences in physical and human geography between Kenya and the UK.</p> <p>Understand what some aspects of African/Kenyan life are like. Explain a range of human and physical features of Kenya.</p> | <p>Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p> <p>Recognise familiar places in their local area.</p> <p>Use maps to gather information about the local area. Locate places/landmarks on a map. Make simple observations.</p> <p>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 Geography</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p> |



London.

The children will use directional language (compass points and positional language) to navigate between the landmarks on a map.

Furthermore, the children will identify a variety of geographical features and use their knowledge to see if photos show London or another city.

The London underground is a way of people transporting their way around London, underground.



Identify the features of a National Park. Draw a freehand map of Africa. Identify animals that live in Africa and begin to explain the concept of "endangered species".

Where is Kenya?

Kenya is a country in the continent of Africa. It is located on the East side of Africa. Kenya is joined to the following five countries: Tanzania, Ethiopia, South Sudan, Uganda and Somalia. The capital city is Nairobi. The Tana River is the longest river in Kenya. Mount Kenya is the highest mountain.

Climate and Weather

Kenya is on the equator and is warm all year round. The weather is split into rainy and dry seasons.

Safari

Millions of people visit Kenya each year to go on safari to see the animals. The most famous animals in Kenya are known as 'The Big Five' and they are: lion, leopard, buffalo, rhino, and elephant. Some animals are endangered and protected within parks and reserves. The Kenyan government has set up more than 50 reserves and parks to protect these animals.

physical features; devise a simple map; and use and construct basic symbols in a key

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.

Plot a simple route on a map. Recognise the different housing types within Mordiford.

Explore geographical issues through discussion - traffic.

Ask simple geographical questions.

Express own views and opinions about the environment and suggest simple improvements.

Use presentation skills.



The United Kingdom is a group – or union – of four countries:

England

Scotland

Wales

Northern Ireland

Why do you think it is called the '*United*' Kingdom?

Kenya's ecosystems also include deserts, swamps, mountain, and forests. Each region has its own mix of plants and animals that are suited to the area's particular conditions. Kenya's highland forests are home to many animals found nowhere else in the world.

Rural Kenya

The main job in rural Kenya is farming. It is important because this is where most of the country's money come from.

Urban Kenya

Many people live in the cities.
The roads are busy with cars.
Jobs include: small shop and market sellers, doctors, nurses, bankers.

Key Vocabulary and understanding for concept connectors

- London
- Capital city
- Europe
- The UK
- London Eye
- Big Ben
- London Bridge
- Houses of Parliament
- Buckingham palace
- River Thames
- Seasons

Key physical features - Continent, country, population, urban, rural, city, town, village, Savanna, river, mountain, valley, The Great Rift Valley, Key human features - landmark, farming, crop, climate, weather, equator, safari, the big five, migrate, endangered, game reserve, habitat, tourists.

The seven continents are; Europe, Asia, Africa, Australia, North America, South America, Antarctica. The five oceans are; Atlantic, Pacific,

A **Compass** is a special tool that helps you know which direction you are facing

Direction is where someone or something is pointing or moving.

Fieldwork is using maps to go out and about to get a practical understanding of something.

Map A specially drawn picture of a place from above.



Indian, Southern and Artic. A compass, points to the directions – North, South, East and West. Different continents have different types of weather (climate), depending on where they are in the world.

The Equator is an imaginary line that runs around The Earth. The weather (climate) has hot and cold areas of the world in relation to the Equator and the North and South poles. We have warm weather in the summer, and cold winters that can bring snow. We have an average rainfall of 133 days per year.

Symbol A picture that represents a word or group of words. They are used on maps to make things clear and easy to find.

- Houses – Cottage, bungalow, terrace
- Village
- City
- Town
- North
- East
- South
- West
- Aerial
- Plan
- Keys
- Route

Disciplinary Knowledge (Second order concepts)

Map skills
Fieldwork
Similarities/Differences
Research and Enquiry
Cause and Consequence

Map skills
Fieldwork
Similarities/Differences
Research and Enquiry
Cause and Consequence

Map skills
Fieldwork
Similarities/Differences
Research and Enquiry
Cause and Consequence

Substantive Concepts

Place, Scale interdependence, physical and human processes, environmental impact, cultural diversity



**MORDIFORD C of E
PRIMARY SCHOOL**

Treasure each individual

Geography Breadth of Study

NURTURE

INSPIRE

FLOURISH

Trips/visitors/books/resources

'A Bear called Paddington' by Michael Bond

'Lila and the Secret of Rain' by David Conway and
Jude Daly

'The Ugly Five' by Julia Donaldson