

# Geography

Year 1	Vocab	Year 2	Vocab
<p><b>SPATIAL SENSE (WORKING WITH MAPS, GLOBES AND OTHER GEOGRAPHICAL TOOLS)</b></p> <p><b>THE CLASSROOM OR SCHOOL ENVIRONMENT</b></p> <p>Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.</p> <p>Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like ‘next to’, ‘far from’, ‘behind’, ‘under’, etc</p> <p>Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.</p> <p>Understand the spatial layout of the school: buildings, playground, field, entrance, etc</p> <p>Be able to read a simplified map of the academy.</p> <p>Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.</p>		<p><b>WORLD GEOGRAPHY</b></p> <p><b>Teachers:</b> In Year 2, children continue their study of the world around them and then broaden and complement that focus. The goal of studying selected topics in World History in Year 2 is to foster children’s curiosity and the beginnings of their understanding about the larger world outside their locality, and about varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.</p> <p>In Year 2, the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe. Pupils also learn about Northern Europe, including Scandinavia. The geography of the British Isles expands on the regional differences between England, Scotland, Wales and Northern Ireland.</p> <p><b>I. SPATIAL SENSE</b></p> <p><b>Teachers:</b> Foster children’s geographical awareness through regular work with maps and globes and other geographical tools.</p> <ul style="list-style-type: none"> <li>• Locate yourself on maps and globes in relation to the different places you are studying.</li> </ul> <p><b>II. THE SCHOOL SETTING</b></p> <p><b>Teachers:</b> Pupils should learn about the spatial layout of the academy in greater detail: its site (what is there) and situation (what surrounds the school). Identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use.</p> <ul style="list-style-type: none"> <li>• Examine aerial photographs of the school grounds and surrounding area. Use these photos to: <ul style="list-style-type: none"> <li>▪ Identify buildings and points of interest.</li> <li>▪ Discuss how to navigate around the school grounds, what buildings and land are near the school, what route pupils take to get to school and what they pass along the way.</li> <li>▪ Use the compass points: north, south, east and west.</li> </ul> </li> <li>• Develop spatial awareness by drawing basic maps of confined areas, for example a classroom, the playground, their bedroom, etc. Use symbols, a key to represent objects on the map and a colour-code for different areas.</li> </ul> <p><b>III. GLOBE/WORLD MAP</b></p> <p><b>Terms:</b> Peninsula, boundary, equator, hemisphere, climate.</p> <ul style="list-style-type: none"> <li>• Identify the major oceans and the seven continents.</li> <li>• Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe.</li> <li>• Identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland.</li> <li>• Identify the spatial distribution of the Roman Empire (Cross-curricular connection with Roman History).</li> </ul> <p><b>IV. Non-European Countries</b></p> <p><b>Teachers:</b> Introduce pupils to a part of the world that is different from the UK and illustrate the ways in which it is similar and different from the UK. The geography of Northern Europe should be taught alongside the history of the Vikings.</p> <ul style="list-style-type: none"> <li>• Climate (average weather conditions over an extended period of time)</li> <li>• Climate of Northern Europe v Non-European countries: mild in the south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter.</li> <li>• Vegetation: coniferous forest adapts to the cold and snowy climate.</li> <li>• Landscape: mixture of lowlands, mountains and lakes.</li> <li>• Non-European Countries</li> <li>• Languages spoken</li> </ul>	<p>Map Globe Navigate Location Direction Ordnance Survey</p>
<p><b>AN OVERVIEW OF THE SEVEN CONTINENTS</b></p> <p><b>GLOBE/WORLD MAP</b></p> <p>Differentiate between land and sea using a globe</p> <p>Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans</p> <p>Understand direction: north, south, east and west.</p> <p>Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:</p> <ul style="list-style-type: none"> <li>• Asia [Cross-curricular connection with Year 1 Language and Literature: ‘The Tiger, the Brahmin and the Jackal’]</li> <li>• Europe [Cross-curricular connection with Year 1 Language and Literature: Grimms’ fairy tales]</li> <li>• Africa [Cross-curricular connection with Year 1 Science: Jane Goodall]</li> <li>• North America [Cross-curricular connection with Year 1 Science: the Wright brothers]</li> <li>• South America</li> <li>• Australia</li> </ul> <p>Locate the British Isles and explain what makes an island</p>	<p>north, south, east, west globe, Pacific, Atlantic oceans Continents Aerial View Map Location Compass Key Navigate</p>		
<p><b>Geography</b></p> <p>Use a map of the UK.</p> <ul style="list-style-type: none"> <li>• Name and locate the continent, country and county in which you live.</li> <li>• Name and locate England, Scotland, Wales and Northern Ireland.</li> </ul> <p>Understand important features of the UK</p> <ul style="list-style-type: none"> <li>• Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland.</li> <li>• Identify the Union flag and the component parts.</li> </ul>	<p>Earth Globe Continent Climate Ocean Southern Hemisphere Northern Hemisphere</p>		<p>Symbols Scale Equator Cartographer Peninsula boundary equator</p>

	Equator Diverse	<ul style="list-style-type: none"> <li>• Settlement: the capital cities</li> <li>• Discuss what it is like to live in a cold and snowy climate. How do people keep warm? How do they travel around? How do they clear snow?</li> </ul>	hemisp here climate conifer ous
		<p><b><i>GEOGRAPHY OF THE BRITISH ISLES</i></b></p> <p><b>I. REGIONS OF THE UK</b></p> <ul style="list-style-type: none"> <li>• Name the continent, country and county in which you live.</li> <li>• Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other distinguishing characteristics.</li> <li>• England: identify cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer</li> <li>• Scotland: identify cultural symbols, famous people and cultural differences. For example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing [cross-curricular connection with Music Year 2]</li> <li>• Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Welsh folk songs</li> <li>• Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football</li> </ul>	United Kingdo m British Isles Island Mounta in Valley Loch
		<p><b>II. CLIMATES</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between weather and climate <ul style="list-style-type: none"> <li>▪ Weather is day to day atmospheric conditions</li> <li>▪ Climate is the average weather conditions measured over years</li> </ul> </li> <li>• How does the weather vary from day to day and why? <ul style="list-style-type: none"> <li>▪ Keep a daily record of temperature, wind direction, wind speed and precipitation</li> <li>▪ Discuss how the weather changes and why, for example with wind direction</li> </ul> </li> <li>• Show how the climate varies across the UK <ul style="list-style-type: none"> <li>▪ Changes in temperature, precipitation, wind, seasons</li> <li>▪ Discuss latitude as a reason for this variation</li> </ul> </li> </ul>	Weathe r climate
		<p><b><i>FEATURED GREAT EXPLORER</i></b></p> <p><b>A. ROALD AMUNDSEN</b> [builds on Year 2 History and Geography: Northern Europe]</p>	