The BIG question

How do I know what the weather is like today?

Year 2 Autumn Term

In this unit children will		
Key question	Substantive knowledge	Disciplinary knowledge
	Children are introduced to fundamental concepts and aspects of geography in a simple and engaging manner. This includes: Basic understanding of the world's continents and oceans. Recognition of major physical features such as mountains, rivers, and deserts. Awareness of different types of weather and seasonal changes. Introduction to maps and basic map reading skills, such as identifying symbols and directions. Exploration of local environments and communities, including familiar landmarks and places of interest. Introduction to cultural diversity and awareness of different traditions and customs.	Children to foster curiosity about the world and developing foundational skills for geographical inquiry. This includes: Encouraging observation and exploration of the environment through sensory experiences, field trips, and hands-on activities. Promoting spatial awareness and understanding of basic geographical concepts such as location, distance, and direction. Introducing simple geographical vocabulary and language to describe features of the natural and built environment. Cultivating an appreciation for the importance of caring for the environment and understanding human impacts on the planet. Developing basic map skills through activities such as creating simple maps of the classroom or local area. Encouraging questioning and critical thinking about geographical phenomena, such as why certain places have different types of weather or why maps are useful tools.
1	• **Identify Weather Elements:** • Recognise and name basic weather elements, such as rain, sunshine, clouds, wind, and temperature. • **Learn Basic Weather Vocabulary:** • Develop a basic vocabulary related to weather forecasting, including terms like forecast, temperature and precipitation. • **Recognise Weather Symbols:** • Understand and interpret common weather symbols used in forecasts, such as sun, clouds, raindrops, and snowflakes.	• **Ask Questions about Weather**: • Formulate questions about the weather, such as "What is a weather forecast?" and "How do meteorologists predict the weather?" • **Understand Cause and Effect:** • Begin to understand the cause-and-effect relationships in weather, such as how the presence of clouds might indicate rain.
2	• **Identify Four Seasons:** • Recognise and name the four seasons: spring, summer, autumn, and winter. • **Understand Characteristics of Each Season:** • Describe the typical weather and environmental characteristics associated with each season, such as temperature, daylight hours, and changes in nature. • **Recognise Seasonal Changes:** • Identify changes in the natural environment and surroundings that occur with each season, such as changes in foliage, animal behaviour, and daylight length. • **Understand the Earth's Tilt**: • Introduce the concept that the Earth's tilt is responsible for the changing seasons.	• **Ask Questions about Seasons:** • Formulate questions about seasons, such as "Why do we have different seasons?" and "How does the weather change with each season?" • **Observe Seasonal Patterns:** • Develop observational skills to recognise patterns and changes in the environment associated with different seasons. • **Sequence the Seasons:** • Develop sequencing skills by arranging pictures or events in the correct order to represent the changing seasons throughout the year.
3	• **Define Climate:** • Understand and define the term "climate" as the long-term average of weather conditions in a particular region. • **Differentiate Between Weather and Climate:** • Differentiate between weather (short-term conditions) and climate (long-term patterns of temperature, precipitation, and weather in a region). • **Identify Climate Zones:**	• **Ask Questions about Climate:** • Formulate questions about climate, such as "What is the difference between weather and climate?" and "How does climate affect the way people live?" • **Analyse Climate Data:** • Introduce basic skills in interpreting simple climate data, such as temperature charts or precipitation maps. • **Compare and Contrast Climates:**

	• Learn about different climate zones, such as tropical, temperate, and polar, and identify their general characteristics. •	• Develop the ability to compare and contrast climates in different regions, noting similarities and differences. • **Explore Climate Adaptations:** • Learn about how people, plants, and animals adapt to the climate in different regions, fostering an understanding of the relationship between climate and human activities.
4	• **Define Extreme Weather:** • Understand and define the term "extreme weather" as weather conditions that are significantly different from the average and can cause severe impacts. • **Identify Hurricanes:** • Recognize and name hurricanes as a specific type of extreme weather characterized by strong winds and heavy rain. • **Explore Hurricane Impacts**: • Understand the potential impacts of hurricanes, including damage to buildings, flooding, and the importance of preparedness. •	• **Ask Questions about Hurricanes:** • Formulate questions about hurricanes, such as "How do hurricanes form?" and "What should people do to prepare for a hurricane?" • **Analyse Hurricane Maps:** • Develop basic map-reading skills by interpreting simple hurricane tracking maps, understanding the direction and intensity of hurricanes. • **Discuss Safety Measures:** • Engage in discussions about safety measures and precautions that can be taken before, during, and after a hurricane.
5	• **Define Flooding:** • Understand and define flooding as the overflow of water onto normally dry land, leading to submersion. • **Identify Causes of Flooding:** • Recognize and discuss various causes of flooding, such as heavy rainfall, melting snow, storm surges, and river overflow. • **Understand Types of Flooding:** • Learn about different types of flooding, including river flooding, coastal flooding, and flash flooding, and understand their distinct characteristics. • **Recognise Flood Impacts:** • Understand the potential impacts of flooding on communities, including damage to homes, infrastructure, and the displacement of people. •	• **Ask Questions about Flooding:** • Formulate questions about flooding, such as "What causes flooding?" and "How can communities prepare for and respond to floods?" • **Analyse Flood Maps:** • Develop basic map-reading skills by interpreting simple flood maps. • **Discuss Emergency Preparedness:** • Discuss about emergency preparedness and safety measures that individuals and communities can take before, during, and after a flood.
6	• **Define Climate Change:** • Understand and define climate change as the long-term alteration of Earth's climate patterns, including changes in temperature and precipitation. • **Identify Causes of Climate Change:** • Recognise and discuss human activities (such as burning fossil fuels) and natural factors (like volcanic eruptions) that contribute to climate change. • **Understand Effects of Climate Change:** • Learn about the potential impacts of climate change, including rising sea levels, extreme weather events, and changes in ecosystems. • **Recognise Signs of Climate Change:**	• **Ask Questions about Climate Change:** • Formulate questions about climate change, such as "Why is the climate changing?" and "What can we do to address climate change?" • Ask Questions about Climate Change: • Formulate questions about climate change, such as "Why is the climate changing?" and "What can we do to address climate change?" • **Discuss strategies to slow down climate change** • Engage in discussions about strategies to slow down climate change, such as reducing carbon emissions, using renewable energy, and planting trees. • **Use Climate Change Vocabulary:**

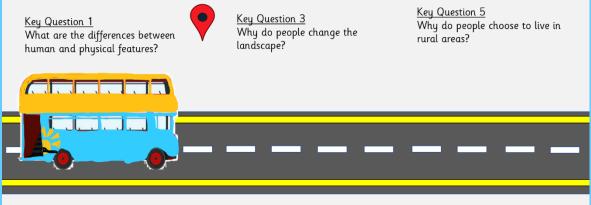|		
	• Identify observable signs of climate change, such as melting glaciers, shifts in animal migration patterns, and changes in vegetation. • **Explore Global Consequences:** • Understand that climate change is a global issue and explore how changes in one region can have consequences for others. •	• Build a vocabulary related to climate change, including terms like greenhouse gases, carbon footprint, and sustainability. •
7	•	•

The BIG question

Why do people live in different places?

Year 2 Spring Term

Key Question 1
What are the differences between human and physical features?

Key Question 3
Why do people change the landscape?

Key Question 5
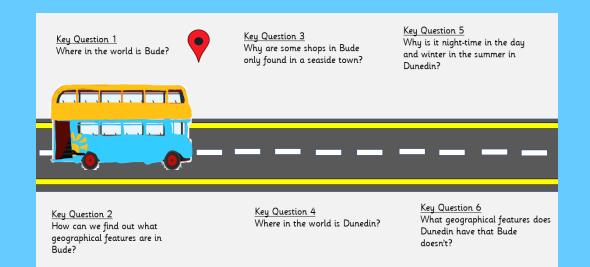Why do people choose to live in rural areas?

Key Question 2
What do human and physical features look like on a map?

Key Question 4
What are the differences between villages, towns and cities?

Key Question 6
Why do people choose to live in urban areas?

In this unit children will		
Key question	Knowledge (substantive knowledge)	Skills – (disciplinary knowledge)
1	**Identify Human Features:** - Understand and recognise human features, such as buildings, roads, bridges, and cities, on a map or in the local environment. Understand they are geographical features that have been made by humans. **Identify Physical Features:** - Understand and recognise physical features, such as mountains, rivers, valleys, and forests, on a map or in the local environment. Understand these features would be here without humans. **Understand the Interaction Between Human and Physical Features:** - Explore the interaction between human and physical features, recognising how human activities can influence and be influenced by the natural environment.	**Ask Questions about Human and Physical Features:** - Ask questions related to human and physical features, such as "What are examples of human features can we see from our school field?" and "How are physical features formed?" **Use Map-Reading Skills:** - Develop basic map-reading skills to identify and locate human and physical features on a map or globe, demonstrating an understanding of their geographic positioning. **Discuss the Importance of Features:** - Engage in discussions about the importance of both human and physical features, considering their roles in shaping the environment and communities.
2	**Identify Human Features on a Map:** - Identify human features on a map, such as towns, cities, roads, bridges, and landmarks. - Recognise Physical Features on a Map: - Understand and recognise physical features on a map, such as mountains, rivers, lakes, forests, and other natural landforms. **Explore Map Symbols:** - Learn about map symbols that represent human features, such as squares for buildings or circles for cities, and symbols for physical features, such as contour lines for mountains. **Understand Scale on a Map:** - Understand the concept of scale on a map and how it represents the real-world size of features, both human and physical. **Learn About Keys:** - Understand how keys on maps provide information about the symbols used to represent human and physical features.	**Ask Questions about Map Representation:** - Ask questions related to how human and physical features are represented on a map, such as "What symbols represent rivers on a map?" and "How does scale work on a map?" **Use Map-Reading Skills:** - Develop map-reading skills to locate and interpret human and physical features of contrasting localities on a map, demonstrating an understanding of their geographic positioning. **Discuss Map Symbols and Keys:** - Engage in discussions about the importance of map symbols and keys in understanding the information conveyed on a map. **Express Understanding Through Drawing or Creating Maps:** - Foster creativity by allowing students to express their understanding of how human and physical features look on a map through drawing or creating simple maps.
3	**Understand Human Impact on the Landscape:** - Recognise that people have the ability to change the landscape through various activities such as farming and building. **Learn About Reasons for Landscape Change:** - Understand the various reasons why people change the landscape, including creating jobs, population growth, and infrastructure development. **Explore Positive and Negative Impacts:** - Explore the positive and negative impacts of human landscape changes, such as increased housing and jobs, loss of habitat, change of traditions and pollution.	**Ask Questions about Landscape Change:** - Ask questions related to why people change the landscape, such as "What are some reasons why forests are cleared?" and "How does building houses impact the landscape?" **Use Critical Thinking Skills:** - Develop critical thinking skills to analyse the reasons behind landscape changes and evaluate their consequences on the environment and society.
4	**Identify Characteristics of Villages:**	**Ask Questions about Settlement Types:**

		• Recognise and describe the characteristics of villages, such as small size, rural surroundings, fewer amenities, and close-knit communities. • **Learn About Characteristics of Towns:** • Understand and describe the characteristics of towns, including larger population sizes, more amenities such as shops and schools, and a mix of urban and rural features. • **Explore Characteristics of Cities:** • Understand and describe the characteristics of cities, such as large population sizes, multiple amenities such as shops, schools and leisure facilities, diverse cultural activities such as museums, offices, many roads • Cities in the UK must have a cathedral. •	• Ask questions related to the differences between villages, towns, and cities, such as "What makes a village different from a town?" and "How is a city different from both villages and towns?" • **Use Map-Reading Skills:** • Develop map-reading skills to locate and identify villages, towns, and cities on a map. • **Discuss Urban and Rural Characteristics:** • Engage in discussions about the differences between urban and rural characteristics, considering factors such as population, land use, and infrastructure.
5		• **Understand Characteristics of Rural Areas:** • Recognise and describe the characteristics of rural areas, such as open spaces, agricultural land, small population density, and natural surroundings. • **Learn About Quality of Life:** • Understand the quality of life factors that attract people to rural areas, including access to nature, cleaner air, quieter surroundings, and a sense of community. • **Explore Jobs People do in Rural Areas:** • Explore jobs in rural areas, such as farming, forestry, tourism, and cottage industries. • **Understand Cultural and Lifestyle Preferences:** • Understand how cultural and lifestyle preferences, such as wanting a slower pace of life, connection to nature, or close-knit communities / family, influence people's choices to live in rural areas.	• **Ask Questions about Rural Living:** • Ask questions related to why people choose to live in rural areas, such as "What are the advantages of living in the countryside?" and "How do people's preferences influence where they live?" • **Use Critical Thinking Skills:** • Develop critical thinking skills to analyse the reasons why people choose to live in rural areas.
6		• **Understand Characteristics of Urban Areas:** • Recognise and describe the characteristics of urban areas, such as high population density, tall buildings, lots of jobs, good roads. • **Learn About Economic Opportunities**: • Understand the economic opportunities available in urban areas, such as employment in industries, businesses, services, and access to education and healthcare. • **Explore Cultural and Social Life:** • Explore the cultural and social aspects of urban life, including access to cultural amenities, entertainment, diverse communities, and social opportunities. • **Understand Transport and Roads**: • Understand it is easy to travel in urban areas, using public transport networks, being near to lots of amenities and lots of roads. • **Learn About Housing and Lifestyle:** • Learn about housing options and lifestyle choices in urban areas, including factors such choice of housing and convenience.	• **Ask Questions about Urban Living**: • Formulate questions related to why people choose to live in urban areas, such as "What are the advantages of living in a city?" and "How do job opportunities differ in urban areas compared to rural areas?" • **Use Critical Thinking Skills:** • Develop critical thinking skills to analyse the reasons why people choose to live in urban areas.

The BIG question
Where in the world are Bude and Dunedin?

Year 2 Summer Term

Key Question 1
Where in the world is Bude?

Key Question 3
Why are some shops in Bude only found in a seaside town?

Key Question 5
Why is it night-time in the day and winter in the summer in Dunedin?

Key Question 2
How can we find out what geographical features are in Bude?

Key Question 4
Where in the world is Dunedin?

Key Question 6
What geographical features does Dunedin have that Bude doesn't?

In this unit children will		
Key question	Knowledge (substantive knowledge)	Skills – (disciplinary knowledge)
1	• **Locate Bude on a Map:** • Learn to locate Bude on a map of the United Kingdom and understand its position relative to other nearby towns or cities – Truro, Exeter, London • **Understand Bude's Region:** • Explore the region where Bude is located, including the county (Cornwall) and its proximity to the coastline. • **Recognise Bude's Geography:** • Identify key geographical features in and around Bude, such as the Atlantic Ocean, beaches, and any notable landmarks. • **Learn About Local Climate:** • Understand basic characteristics of Bude's climate, such as typical weather patterns and seasonal variations.	• **Ask Questions about Bude:** • Formulate questions about Bude, such as "Where is Bude located?" and "What is special about Bude?" • **Use Map Skills:** • Develop basic map-reading skills, including understanding key map symbols, directions, and distances. • **Discuss Regional Characteristics:** • Engage in discussions about the characteristics that make Bude unique, including its geography, culture, and local attractions.
2	• **Identify Geographical Features in Bude:** • Learn about the various geographical features in Bude, such as beaches, rivers, hills, and any man-made structures like bridge, canal, seapool, tennis centre. • **Understand the Importance of Fieldwork:** • Recognize the significance of fieldwork in geography, understanding that it involves going to a location to observe, study, and document its features. • **Learn About Coastal Features:** • Understand coastal features specific to Bude, considering elements like cliffs, tides, and erosion. • **Recognise Human Impact:** • Explore how human activities and developments have influenced the geographical features of Bude, such as buildings, roads, canal and recreational spaces.	• **Ask Questions for Fieldwork:** • Formulate questions related to fieldwork in Bude, such as "What geographical features can we observe?" and "How do human activities impact the environment?" • **Use Observation Skills:** • Develop basic observational skills for fieldwork, including noticing and documenting geographical features and natural elements. • **Discuss Fieldwork Techniques:** • Engage in discussions about various fieldwork techniques, such as making sketches, taking photographs, and using simple measuring tools. • **Collaborate in Fieldwork:** • Learn to work collaboratively during fieldwork, sharing observations, ideas, and findings with peers. • **Express Understanding Through Reporting:** • Foster communication skills by allowing students to report on their fieldwork findings, whether through drawings, verbal descriptions, or simple written notes.

3	• **Identify Seaside Town Characteristics:** • Learn about the characteristics of seaside towns, including their proximity to the coast, tourist attractions, and recreational activities. • **Recognise Seaside Shops:** • Identify and understand the types of shops commonly found in seaside towns like Bude, such as beachwear stores, ice cream shops, and souvenir shops. • **Explore Economic Activities:** • Understand the economic activities associated with seaside towns, including tourism and how it influences the types of shops present. • **Learn About Local Products:** • Explore shops that may sell local products or goods related to the seaside environment, fostering an understanding of the local economy. •	• **Ask Questions about Seaside Shops:** • Formulate questions related to the presence of certain shops in Bude, such as "Why do seaside towns have specific types of shops?" and "How does tourism influence the local economy?" • **Compare with Other Towns:** • Develop the ability to compare Bude with other towns, considering similarities and differences in the types of shops present. • **Express Understanding Through Discussion:** • Develop communication skills by allowing students to express their understanding of why certain shops are found in seaside towns through group discussions.
4	• **Locate Dunedin on a Map:** • Learn to locate Dunedin on a world map and understand its position relative to other countries and major geographical features. • **Understand Dunedin's Country:** • Explore the country in which Dunedin is located (New Zealand) and learn basic facts about its geography, culture, and history. • **Recognise Dunedin's Features:** • Identify key geographical features and characteristics of Dunedin, such as its proximity to the Pacific Ocean, hills, and any notable landmarks. • **Learn About Local Climate:** • Understand basic characteristics of Dunedin's climate, considering factors like temperature and precipitation. • **Explore Local Culture:** • Gain a basic understanding of the local culture, history, and community in Dunedin. •	• **Ask Questions about Dunedin's Location:** • Formulate questions related to Dunedin's location, such as "Where is Dunedin?" and "What is unique about its geography?" • **Use Map Skills:** • Develop basic map-reading skills, including understanding key map symbols, directions, and the concept of scale. • **Discuss Regional Characteristics:** • Engage in discussions about the characteristics that make Dunedin unique, including its geography, culture, and local attractions. • **Compare Dunedin to Other Places:** • Develop the ability to compare and contrast Dunedin with other places, (Bude) noting similarities and differences. •
5	• **Understand Earth's Rotation:** • Learn about the Earth's rotation on its axis and how this rotation creates day and night. • **Explore Climate and Seasonal Characteristics:** • Understand the relationship between the Earth's axial tilt, seasons, and the corresponding weather conditions in Dunedin during July. • **Identify Southern Hemisphere Seasons:** • Recognise that July is in the winter season in the Southern Hemisphere, including in Dunedin, New Zealand.	• **Ask Questions about Time and Seasons:** • Ask questions related to why it is winter in July and nighttime in Dunedin when it is daytime in the UK, such as "How does the position of the earth affect daylight hours?" and "Why do seasons differ between hemispheres?" • **Use Comparative Skills:** • Develop basic comparative skills by comparing the concepts of time, seasons, and daylight hours between different regions on Earth. • **Encourage Critical Thinking:** • Develop critical thinking skills by encouraging students to connect the concepts of time, seasons, and geography, understanding how these factors contribute to the observed differences.

| 6 | • **Identify Human Features in Dunedin:**
• Learn about human-made features in Dunedin, such as buildings, landmarks, and infrastructure that distinguish it from Bude, UK.
• **Identify Physical Features in Dunedin:**
• Explore natural or physical features in Dunedin, like mountains, bodies of water, or unique landscapes that are not present in Bude.
• **Identify Human Features in Bude:**
• Identify and review the human-made features in Bude, including buildings, streets, and any landmarks.
• **Identify Physical Features in Bude:**
• Recognise the natural or physical features in Bude, such as its beaches, cliffs, and any unique geological formations.
• **Learn About Cultural Differences:**
• Understand any cultural or historical differences between Dunedin and Bude that might be reflected in their human features.
• | • **Ask Comparative Questions:**
• Formulate questions that encourage the comparison of human and physical features between Dunedin and Bude, such as "What landmarks does Dunedin have that Bude does not?" and vice versa.
• **Use Comparison Skills:**
• Develop basic comparison skills, including the ability to identify similarities and differences in human and physical features between different locations.
• **Encourage Curiosity and Inquiry:**
• Develop a sense of curiosity and encourage students to ask further questions about the human and physical features, fostering an interest in understanding the diversity of the world.
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Continents and Oceans

Continents and Oceans knowledge

• This is ongoing throughout Key Stage 1 as children are introduced to and then revisit and deepen their knowledge of continents and oceans at the beginning of every Geography lesson throughout Y1 and Y2

	In this unit children will	
	Knowledge (substantive knowledge)	Skills – (disciplinary knowledge)
	• **Understand the concept of continents as large landmasses that make up the Earth's surface.** • **Identify and name the seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Oceana** • Develop an awareness of the relative size and position of each continent on a world map or globe.	• Use geographical vocabulary to describe and differentiate between continents (e.g., continent, Africa, Asia). • Engage in map-based activities to locate and label the seven continents on maps or globes. • Understand the use of maps and globes as tools for geographical inquiry and representation, including understanding how continents are depicted
	• **Understand the concept of oceans as vast bodies of saltwater that cover most of the Earth's surface.** • **Identify and name the five oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, and Arctic Ocean.**	• Develop an awareness of the relative location and position of each ocean on a world map or globe.
	• **Understand the cardinal directions - north, south, east, and west - as ways to describe the location of places in relation to each other.** • Recognise the general location of each continent in relation to the cardinal directions, such as North America being to the north of South America. • Develop an awareness of the general location of each ocean in relation to the continents and the cardinal directions.	• Use geographical vocabulary to describe and differentiate between cardinal directions (e.g., north, south) and continents/oceans. • Engage in map-based activities to locate and label the continents and oceans on maps or globes, using cardinal directions to describe their locations. • Understand the use of maps and globes as tools for geographical inquiry and representation, including understanding how to locate continents and oceans using cardinal directions. • Develop practical skills in using cardinal directions to describe and locate continents and oceans, laying the foundation for future geographic understanding.