




Year 2

Geography and History units

2022/23

Unit	Term	Key Objectives from NC	Vocabulary	<u>Global links to unit</u> (Sustainable Development Goals, Children's rights, Global links)
Jurassic Park (Mary Anning and a comparison to David Attenborough)	Autumn 1	♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	History, prehistoric, beyond living memory, fossils, discoveries, artefacts, century, remember, significant individuals Unit vocabulary including Mesozoic era, Triassic, Jurassic, cretaceous, prehistoric, carnivore, omnivore, herbivore, dinosaur, skeleton, extinct	Explore men and women in STEM such as Mary Anning as a key figure for discoveries
Africa – small area in a contrasting non-European country Specific country within Africa	Autumn 2	<u>Place knowledge</u> ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	UK, country, continent, Africa, some country names within Africa, Compare, similar, different, location, environment, hot, cold, weather, non-European	Africa is a huge continent with many countries – over 1 billion people Explore some African stereotypes – explore wealth as well as areas of deprivation – could compare to this in the UK Children aware that not all of Africa is the same – different populations, settlements, rich/poor etc
Changes within living memory unit	Spring 1	♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Living memory, change, local, national	TBC

			Further vocabulary TBC	
Mini-beasts Local area map work, compass directions	Spring 2	<u>Geographical skills and fieldwork</u> ♣ 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 ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and 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.	Local fieldwork vocabulary building on from Year One Compass directions – North, East, South, West (we live in the North-West) Left, right, close, far away, near, Features, routes, journeys, symbols, map, key, plans, surrounding environment, local area	Using recyclable materials to make bug hotels, etc 
Royal Family (comparing monarchs)	Summer 1	♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Geography objectives included in unit - <u>Locational knowledge</u> ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ♣ Use basic geographical vocabulary <u>Geographical skills and fieldwork</u> ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Several historic royal houses – such as The Tudors, Stuarts Chronological order Events, religion, royalty, traditions Research, evidence, opinions, facts Using sources to make statements about the past. Asking historical questions.	British Values – royalty impact on tourism to the country, etc Explore modern monarchy and commonwealth
Water, Seas and the Galapagos Islands	Summer 2	<u>Locational knowledge</u> ♣ name and locate the world's seven continents and five oceans Geographical skills and fieldwork ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near	The World's 7 continents and 5 oceans Globes, maps, the world, Equator, North and South Pole Hot and cold ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	Plastic pollution  Climate change

		<p>and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>♣ use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
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