

Geography	Year 2	Local Study	Summer Term 2 2017 - 2018
<p>Key vocabulary: Compare, contrast, map, position, North, South, East, West, Compass Rose, Key, Symbol, Title, grid, reference, land, sea, ocean, Ordnance Survey, ground, represent, view, area, geography, feature. Sketch map, direction, aerial (bird's eye) view, map symbols. atlas, index, page numbers, contents, key, human, physical, near/far, distance, time, transport.</p>			
<p>Factual knowledge: Children will know:</p> <ul style="list-style-type: none"> • The directions on a compass. • Some Important geographical and historical features of the local area (such as the Confessors Trail) • How basic human features are represented on maps. • Basic positional and directional language. • That there are different types of housing. • The churches and other buildings are represented differently on maps depending on features. • Basic subject specific vocabulary. • There are different types of map. • The basic features of a map (key, compass rose, symbols). 	<p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Recognise familiar places in their local area. • Use maps to gather information about the local area. • Locate places/landmarks on a map. • How to use simple compass directions (NESW). • Use aerial photographs to recognise basic human and physical features. • Use simple fieldwork skills to study the geography of the local area. • Make simple observations of maps • Recognise housing types. • Explore geographical issues through discussion. • Ask simple geographical questions. • Make comparisons between features of different places. • Use map symbols in a key. • Plan a route giving reasons for choice. • Express views about the environment and begin to suggest improvements with reasoning. • Observe a variety of photographs to identify geographical features 	<p>Possible activities:</p> <ul style="list-style-type: none"> • To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. • Look at Google Maps (including Street View) and sketch maps of the local area to play spot the difference. What are the similarities and differences between the maps? Which do children prefer? • Model how to fold an OS map and show children the video clip on the OS Mapzone website. • Create a messy map of the school grounds and classroom. • Program a Bee-Bot around a large scale plan of the school building or the school grounds. Use compass directions and positional language. • Children to look for jobs in the local area (human features). • Children to take part in local area walks to look at features. • Children to plot walks to key features around the village (church, shop, village hall, post box). • Use compass directions to follow simple instructions on the playground. • Children work as a small group to interview a member of the school team to find out about their job. • Write a short letter to a local councillor to explain ways to make our local area better. 	
<p>Social, Moral, Spiritual and Cultural Education, and Promotion of British Values:</p> <p>Spiritual: Ability to be reflective about own beliefs, interest in and respect for different people's faiths, feelings and values – children will explore some of the beliefs and faiths of people. We will consider the different global priorities and attitudes during significant periods.</p> <p>Sense of enjoyment and fascination in learning about the legacy of significant people.</p> <p>Willingness to reflect on their own experiences.</p> <p>Moral: Children will think about the issue of land use and moving into different territories.</p> <p>Investigating and offering of reasoned views about moral and ethical issues, ability to understand and appreciate the viewpoints of others on these issues – children will show respect during discussions for the opinions of others; children will behave in a way that will allow everyone to learn.</p> <p>Social: Children will work together in pairs and small groups to discuss thinking and ideas. Children will agree when working in small groups on a consensus.</p> <p>Children will show respect and tolerance of those with different faiths and beliefs. Children will think about what their local area has to offer them – what facilities are there; what facilities would they hope for?</p> <p>Cultural: Children will appreciate that different areas have different facilities and offer a different experience for the people who live there. They will consider what land is used for and whether all jobs can be done in either urban or rural areas. Pupils are aware that different cultures have different systems – children will consider why people move between rural and urban locations.</p> <p>British Values: Children will show mutual respect and tolerance of those with different faiths and beliefs and those without faith. Rule of law – children will know that wherever we live there are laws that govern us; they will also consider the Countryside Code which are rules which need to be obeyed when you live in a rural area.</p>			

<p>Recognise familiar places in their local area. Use maps to gather information about the local area. Locate places/landmarks on a map. Use simple compass directions (NESW). Use aerial photographs to recognise basic human and physical features. Recognise basic map symbols. Use simple fieldwork skills to study the geography of the local area. Make simple observations. Plot a simple route on a map.</p> <p>Recognise housing types. Explore geographical issues through discussion. Use basic subject specific vocabulary. Ask simple geographical questions.</p> <p>Express own views and opinions about the environment and suggest simple improvements. Use presentation skills.</p>	<p>Use different maps and understand the key features of maps.</p> <p>Use compass directions (NESW), locational and directional language. Make comparisons between features of different places. Use map symbols in a key. Recognise a range of housing types. Plan a route giving reasons for choice. Express views about the environment and begin to suggest improvements with reasoning. Use fieldwork skills appropriately. Use a growing range of subject specific vocabulary. Use presentation skills with growing confidence</p>	<p>Locate places/landmarks on a map describing the location of places accurately. Use a variety of maps and recognise key features of maps. Use compass directions, locational/directional language to describe locations.</p> <p>Use a growing range of map symbols in a key. Observe a variety of photographs to identify geographical features.</p> <p>Use fieldwork skills confidently to make a range of observations in the local area. Recognise housing types and where they are located. Plan a route giving detailed reasons for choice and plan alternative routes. Use a range of subject specific vocabulary confidently. Ask a range of geographical questions. Express own views on the environment and give reasoned explanations for improvements. Recognise how people can affect the environment. Use a range of presentation skills and lead a group activity.</p>
<p><i>Initials of children working below the expected level, with details of attainment:</i></p>	<p><i>Initials of children broadly reaching the expected level of attainment:</i></p>	<p><i>Initials of children exceeding the expected level with details of attainment:</i></p>
<p>Evaluation against attitudes to learning:</p> <p>Showing curiosity about objects, events and people.</p> <p>Maintain focus on their activity for a period of time</p> <p>Show high levels of engagements, energy and fascination.</p> <p>Not easily distracted.</p> <p>Paying attention to detail.</p> <p>Thinking of their own ideas.</p> <p>Making links and noticing patterns in their experience.</p>		