

Geography	Year 2	UK Geography	Autumn 2 2018-19
<p><b>Key vocabulary:</b> Town, country, village, city, country, farm, house, pros, cons, different, similar, The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, castle, harbour, beach, port, housing estate, motorway, Google Earth, London, capital city, landmarks, transport, travel, webcam, route.</p>			
<p><b>Factual knowledge:</b> Children will know:</p> <ul style="list-style-type: none"> <li>• The name, location and some characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• I know the names of some of the main seas around the UK.</li> <li>• I know that the UK is an island.</li> <li>• I know that London is the capital city of England.</li> <li>• I can describe and explain 3 key features about London using key words.</li> <li>• I can name some of the key landmarks in London.</li> <li>• I know the names of some of the other capital cities in the UK.</li> </ul>	<p><b>Skills:</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• I can describe some differences between a town and the countryside using key words.</li> <li>• I can begin to explain some of the pros (good) and cons (bad) for living in these places using key words.</li> <li>• To use world maps, atlases and globes to identify the UK and it's countries.</li> <li>• I can use my map skills to locate (find) the four countries of the UK and name their capital cities.</li> <li>• I can explain how an aerial photograph is different to a front facing photograph or a plan</li> <li>• I can identify (spot) different features (things) on aerial view photographs.</li> </ul>	<p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Using atlases to locate UK and find out capital cities.</li> <li>• Sorting/matching activities re. town and country and the countries of the UK.</li> <li>• Complete a role play activity, presenting a short guided tour of a country.</li> <li>• Research facts/points about one of the countries of the UK in pairs.</li> <li>• Use Google Earth to look at familiar places (school, home etc) and to find the capital cities of the UK.</li> </ul>	
<p><b>Social, Moral, Spiritual and Cultural Education, and Promotion of British Values:</b> Children are co-operative, taking turns with others during activities. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Some children do not always have the same opportunities to taste different fruit and vegetables. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of fruits and vegetables and discover where they are from.</p>			

## Assessment and evaluation

<p>With a lot of support children can name some of the continents and oceans. With support they can locate these on a map. Children can identify different kinds of fruit and vegetable and know that they are from different parts of the world. Children will be able to record some information about a particular fruit or vegetable.</p>	<p>With some support children are able to name and locate most of the world's continents and oceans correctly. Children can identify different kinds of fruit and vegetable and know that they are from different parts of the world. Children will be able to record some information about a particular fruit or vegetable. They can classify animals based on whether they live in the ocean or not. They need some adult support.</p>	<p>Independently children can name and locate all the continents and oceans. Children will identify different kinds of fruit and vegetable and know that they are from different parts of the world. Children can record information about a particular fruit or vegetable. They can classify animals based on whether they live in the ocean or not and they may be able to come up with their own classifications for the animals. They need minimal adult support or intervention.</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><b>Evaluation against attitudes to learning:</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Showing a 'can do' attitude</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Showing satisfaction in meeting their own goals</li> <li>• Thinking of ideas</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Checking how well their activities are going</li> </ul>		