



# Geography

## Year 2: Topic 1- Seasons

### National Curriculum: Physical Themes

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Autumn Term: Topic 1 – Weather & Seasons  What Are Seasons?	1	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom	WALT describe different types of weather, make observations and understand changes around us	<ol style="list-style-type: none"> <li>1. I understand that the weather changes</li> <li>2. I can observe different kinds of weather</li> <li>3. I know that people predict the weather</li> </ol>	Can we observe the weather?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Highlighter pens</li> <li>• The Sun Has Got Its Hat On song</li> <li>• Highlighter pens</li> <li>• The Sun Has Got Its Hat On song – <a href="#">link</a></li> <li>• Earth from space – <a href="#">link</a></li> <li>• BBC Weather Watchers – <a href="#">link</a></li> <li>• Met Office: Regional climates – <a href="#">link</a></li> </ul>	Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict
	2	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom	WALT observe the weather, and understand weather data from pictures, words and symbols	<ol style="list-style-type: none"> <li>1. I can choose the word or symbol to represent a type of weather</li> <li>2. I can describe the change in weather over a week</li> <li>3. I can interpret data in a chart or graph</li> </ol>	What have we observed about the weather?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Weather symbols</li> <li>• ‘Who has seen the wind?’ poem – <a href="#">link</a></li> </ul>	Weather, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week
	3	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom	WALT understand why weather changes, and know that there are different types of wind that bring about these changes	<ol style="list-style-type: none"> <li>1. I understand what wind is</li> <li>2. I understand it blows from different directions, and this causes changes in weather</li> <li>3. I know the points of the compass</li> </ol>	Why does the weather change?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – The north wind and the sun vocabulary</li> <li>• Pupil resource – Winds from the north, south, east and west</li> <li>• BBC weather website – <a href="#">link</a></li> <li>• Aesop’s fable ‘The North wind and the sun’ – <a href="#">link</a> or <a href="#">audio link</a></li> <li>• Sugar paper and materials to create a ‘wind collage’</li> <li>• Wind vane – <a href="#">link</a></li> </ul>	Wind, weather, change, compass, blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright

						<ul style="list-style-type: none"> <li>Background knowledge: Royal Meteorological Society – <a href="#">link</a></li> <li>BBC Sound archive – <a href="#">link</a></li> </ul>	
	4	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom	WALT understand that there are four seasons in the UK	<ol style="list-style-type: none"> <li>I know there are four seasons</li> <li>I can describe the different seasons</li> <li>I can use role play and geographical vocabulary to explain the differences</li> </ol>	What are the seasons?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li>'Show Me, Show Me: Firework song' – <a href="#">link</a></li> <li>Globe (optional)</li> <li>Paper/card people outlines and craft materials, e.g. glue, fabric, buttons, coloured paper, colouring pencils/paint</li> <li>Dolls/teddies and a selection of clothes to represent the four seasons</li> <li>Cardboard boxes to support the season box, and craft materials, local area photos,</li> </ul>	Weather, observe, predict, wind, change
	5	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom  G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	WALT know about parts of the UK and its capital cities, and talk about the weather there	<ol style="list-style-type: none"> <li>I can describe the weather in another part of the country</li> <li>I can write geographical questions about the weather</li> <li>I can use weather vocabulary</li> </ol>	What can we find out about the weather in different parts of the country?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li><b>Pupil resource – NESW template</b></li> <li>BBC weather map – <a href="#">link</a></li> <li>Met Office: Regional climates – <a href="#">link</a></li> <li>Crickweb weather map creator – <a href="#">link</a></li> </ul>	Climate, region, north, south, east, west, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic
	6	G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom  G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	WALT demonstrate understanding of the weather, and seasons in different parts of the UK	<ol style="list-style-type: none"> <li>I can identify changes related to the four seasons</li> <li>I can identify daily and seasonal weather patterns in the UK</li> <li>I understand weather symbols</li> <li>I can identify hot and cold areas of the world</li> </ol>	What changes occur through the seasons, and how are they shown on the maps?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li><b>Pupil resource – Winds from the north, south, east and west (from Week 3)</b></li> <li><b>Key assessment opportunity sheet</b></li> <li><b>Unit quiz</b></li> </ul>	Reinforcing previous lessons' vocabulary and using your weather working wall



# Geography

## Year 2: Topic 2- Journeys - Food

### National Curriculum: Location & Place Knowledge, Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Spring Term: Topic 2 Journeys – Food  Where does our food come from?	1	G.1.5.1. Understand geographical similarities and differences through studying the human and physical geography of their local shops, and physical geography through studying nearby food growing or production	WALT identify shops selling food locally or on the high street  WALT start to understand that shops sell foods from many different locations  WALT role play going to the shops and buying fresh, frozen and fast items	<ol style="list-style-type: none"> <li>1. I know where the local high street is, and can role-play a visit there.</li> <li>2. I know what food is sold there.</li> <li>3. I understand what fresh, frozen and fast food is.</li> </ol>	What can we buy on the high street?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – Adult recording sheet</li> <li>• Map of the local area around your school</li> <li>• Local images of high streets, retail parks and markets</li> <li>• Role-play toys such as plastic fruit and vegetables, packaging, tills, money, etc to set up a role-play shopping area in your classroom</li> <li>• Town Centre Personality Test – <a href="#">link</a></li> </ul>	High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food
	2		WALT know that food comes from either plants or animals  WALT understand that the food we eat has a food story  WALT understand it has been changed (processed)	<ol style="list-style-type: none"> <li>1. I know my food comes from plants or animals.</li> <li>2. I can describe some of the steps in producing food.</li> <li>3. I can describe how foods have been changed (processed).</li> </ol>	How does our food get to us?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – Four stages of food production worksheet</li> <li>• Examples of real foods: a bag of apples, a carton of apple juice, a potato and a packet of crisps (optional)</li> <li>• Food: A fact of life – <a href="#">link</a></li> <li>• Can I eat it? presentation – <a href="#">link</a></li> </ul>	Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered
	3		WALT understand what farming is, what a farmer does and where the plants and animals we eat come from	<ol style="list-style-type: none"> <li>1. I understand what farming is, and areas where farming occurs.</li> <li>2. I understand what a farmer does.</li> </ol>	What plants does Mrs MacDonald grow on her farm?	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• What is it like to be a farmer? – <a href="#">link</a></li> <li>• Oilseed rape image – <a href="#">link</a></li> <li>• Oilseed rape: one field through the year – <a href="#">link</a></li> </ul>	Farm, farmer, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat barley

				3. I understand where the plants and animals that we eat come from.			
4	G.1.5.1. Understand geographical similarities and differences through studying the human and physical geography of their local shops, and physical geography through studying nearby food growing or production	WALT understand that animals are reared in the UK, and used for dairy and meat	<ul style="list-style-type: none"> <li>I understand the job of a dairy farmer, and can describe their year.</li> <li>I understand how milk and other food products are produced.</li> <li>I can understand the type of land that a dairy farm needs to thrive.</li> </ul>	What animals might Mrs MacDonald rear on her farm?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li><b>Pupil resource – Everyday life for a farmer worksheet</b></li> <li>Glass of milk</li> <li>Working on a livestock farm video – <a href="#">link</a></li> <li>Milking video – <a href="#">link</a></li> <li>Cheese-making video – <a href="#">link</a></li> <li>Hay (optional)</li> <li>A cow's-eye-view of a day video – <a href="#">link</a></li> <li>Farmer questions video – <a href="#">link</a></li> <li>Life on a dairy farm – <a href="#">link</a></li> <li>This is Dairy Farming – <a href="#">link</a></li> <li>Cow health and welfare – <a href="#">link</a></li> </ul>	Cow, milk, farm, farmer, wheat, barley, oilseed rape, pasture, grassland	
5	G.1.6.1. 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.	WALT understand that some traditional foods originate in the UK	<ul style="list-style-type: none"> <li>I understand the parts of the UK and their traditional foods.</li> <li>I know where Wales and Scotland are located.</li> <li>I can mix and combine foods to make it into different products.</li> </ul>	Can we create a great British picnic?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li><b>Pupil resource – Blank map of the UK</b></li> <li><b>Pupil resource – How to make foods from around the UK</b> (plus ingredients listed within resource)</li> <li>Selection of foods from around the UK – Welsh cakes, porridge, oats, oatcakes, Melton Mowbray pork pie, Stilton cheese, Scottish shortbread, English Bramley apples, cheddar cheese, Northern Irish potatoes, soda bread (optional)</li> <li>A 200-year-old tree in Nottingham – <a href="#">link</a></li> <li>The origins and history of foods – <a href="#">link</a></li> <li>Staple foods from around the world – <a href="#">link</a></li> </ul>	United Kingdom, Wales, Scotland, Northern Ireland, flat, lowland, pig, pork pie, oats, oatcakes, traditional, picnic	
6	G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	WALT understand the geography of the UK and the types of food produced here	<ul style="list-style-type: none"> <li>I can name the countries in the UK.</li> <li>I understand the geography of the UK.</li> <li>I know the types of food produced, and the locations of these.</li> </ul>	Can we create a Great British food map?	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li><b>Key assessment opportunity sheet</b></li> <li><b>Unit quiz</b></li> <li>Large map of the UK from previous lesson</li> <li>Craft materials to decorate the Great British feast (paints, pencils, paper, etc.)</li> <li>Regions of England – <a href="#">link</a></li> <li>A guide to English food and drink – <a href="#">link</a></li> <li>Famous Welsh foods – <a href="#">link</a></li> <li>Foods from Northern Ireland – <a href="#">link</a></li> <li>Food recipes from Scotland – <a href="#">link</a></li> </ul>	United Kingdom, Wales, Scotland, Northern Ireland, South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, landmarks, human, physical	

# Geography

Year 2: Topic 3- Our Wonderful World

National Curriculum: Geographical Vocabulary, Skills & Fieldwork