



# Year 2: Geography

## Block 1 – Spatial Sense

| Overview of unit:  | Substantive Knowledge:   | Disciplinary Knowledge:  |
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| <p>This unit is designed to build on prior knowledge while introducing new map-related concepts in manageable steps. First, children assess their map-drawing skills by sketching the school site and using compass directions. Lesson 2 involves creating a detailed map using symbols to represent locations. In Lesson 3, they explore Ordnance Survey maps to identify local features and apply geographical language. Lesson 4 focuses on route planning using these maps, while Lesson 5 introduces globes and the concept of map distortion. The unit concludes with an assessment where children redraw a map of the school, allowing teachers to evaluate progress in their mapping skills.</p> | <ul style="list-style-type: none"> <li>To be able to read and gather information from a simple map</li> <li>To be able to draw a simple map</li> <li>To understand that maps and globes can show us different areas of the world</li> <li>To understand that some maps show small areas and others can show large areas</li> </ul> | <p><b>Map Drawing and Sketching:</b> Assessing and developing skills in creating accurate representations of locations, including the use of symbols.</p> <p><b>Compass Navigation:</b> Understanding and applying compass directions to orient maps and locate features.</p> <p><b>Interpreting Maps:</b> Analysing Ordnance Survey maps to identify and describe local physical and human features using appropriate geographical vocabulary.</p> <p><b>Route Planning:</b> Planning navigational routes using maps, fostering skills in spatial reasoning and decision-making.</p> <p><b>Understanding Map Projections:</b> Learning about the limitations of flat maps versus globes, including concepts of distortion and representation.</p> <p><b>Self-Assessment and Reflection:</b> Evaluating their own progress in map-drawing skills by comparing initial and final map creations.</p> |

**Sequence:** Building on children’s understanding of spatial sense from Year 1 where they looked at maps of the classroom, this unit zooms out to encompass the school site. Over the two KS1 Spatial Sense units, children should have many opportunities to use maps and engage with the information we can gather from them. In the following Spatial Sense unit in Year 3, we will be looking in more detail at maps and grid references before using our knowledge of maps to compare two locations.

**Vocabulary:** map, globe, navigate, location, direction, ordnance survey, symbols, scale, equator

## Block 2 – The British Isles

| Overview of unit:  | Substantive Knowledge:   | Disciplinary Knowledge:   |
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| <p>This unit begins with children reconnecting to their prior knowledge about the United Kingdom, focusing on geographical features like islands and coastlines. In the first lesson, they will annotate an A3 map of the British Isles, learning about rural and urban areas in England. The second lesson covers Scotland, highlighting its capital, Edinburgh, and important features like harbors and Munros. The third lesson focuses on Wales, exploring its</p> | <ul style="list-style-type: none"> <li>To name locations within the British Isles on a map.</li> <li>To use maps and atlases to identify locations within the British Isles.</li> <li>To answer geographical questions such as ‘What is it like to live in this place?’</li> </ul> | <p><b>Map Skills:</b> Annotating and interpreting maps of the British Isles, identifying geographical features such as coastlines, rural and urban areas.</p> <p><b>Geographical Inquiry:</b> Asking questions and conducting research about the UK and its regions, including understanding the distinctions between countries.</p> <p><b>Comparative Analysis:</b> Comparing and contrasting different geographical locations, such as a UK city and an international city, using appropriate vocabulary and language structures.</p> <p><b>Understanding Physical and Human Geography:</b> Recognising physical features (like mountains and harbours) and human elements (like urban centres) in various regions.</p> |

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| <p>mountains and coastal landmarks, while the fourth lesson introduces Ireland, clarifying its distinction from the UK. Finally, in lesson five, children will compare a familiar UK location, such as London, with Cape Town, South Africa, practicing comparative language to enhance their geographical understanding.</p> |  | <p><b>Critical Thinking:</b> Analysing the implications of geographical features on human activities, such as trade and settlement patterns.</p> |
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**Sequence:** Prior to this unit children will have begun to use maps to find information and will have looked at world maps, maps of the UK and maps of the local area where they live. This unit builds on the knowledge from Year 1 The UK when children learned about the United Kingdom and the countries within it.

**Vocabulary:** the United Kingdom, the British Isles, island, loch, munro, valley, coast, inhabited, uninhabited

### Block 3 – Northern Europe

| Overview of unit:  | Substantive Knowledge:  | Disciplinary Knowledge:   |
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| <p>This unit builds on prior knowledge of the seven continents and introduces Northern Europe in manageable steps. Children will locate continents, oceans, and Northern European countries, comparing their climates and features with the UK. They explore physical and human geography, such as fjords, evergreen forests, and landmarks like the Øresund Bridge. Lessons include climate comparisons, adaptations to cold environments, and the Sami people's lifestyle. The concept of migration is introduced through animal movements, linking to broader studies in geography and history. Finally, children learn about Roald Amundsen's explorations, connecting his journeys to global geography and fostering spatial awareness.</p> | <ul style="list-style-type: none"> <li>• The location of northern Europe means it has quite warm summers and very cold winters.</li> <li>• Denmark, Norway and Sweden are Scandinavian countries.</li> <li>• People and animals have adapted to survive the cold winters in Northern Europe.</li> </ul> | <p>📍<b>Map Skills:</b> Locating continents, oceans, and countries; annotating maps; and tracing migration paths.</p> <p>📍<b>Comparative Analysis:</b> Comparing climates, geographical features, and lifestyles between Northern Europe and the UK.</p> <p>📍<b>Understanding Physical and Human Geography:</b> Identifying and distinguishing between physical features (e.g., fjords, evergreen forests) and human-made features (e.g., bridges, cities).</p> <p>📍<b>Climate Analysis:</b> Interpreting climate graphs and understanding how humans and animals adapt to different climates.</p> <p>📍<b>Cultural and Environmental Awareness:</b> Exploring the lifestyle of the Sami people and their relationship with the environment.</p> <p>📍<b>Conceptual Understanding:</b> Introducing and connecting migration as a concept across geography and history.</p> <p><b>Historical and Spatial Awareness:</b> Learning about explorers like Roald Amundsen and linking their journeys to a broader understanding of global geography and spatial relationships.</p> |

**Sequence:** Building on their Year 1 understanding of the seven continents, Year 2 focuses on Northern Europe in greater detail. This unit serves as the starting point in a series of geography units exploring specific regions of Europe. In Year 3, children will expand their knowledge by studying Western Europe, followed by Mediterranean and Eastern Europe in Year 4. Through these units, children will progressively deepen their locational understanding and develop a clearer insight into the relationship between location and climate.

**Vocabulary:** Scandinavia, Nordic, weather, climate, migration, compass, adapt, explorer, human features, physical features, Sámi people.