

## Year 2 and 3 Geography Learning Sequence

### Knowledge Strands Key:

Location

Place

Environmental human and physical geography

Geographical skills and fieldwork

### Year A Term 1 – How can we use maps?

National curriculum: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Resources to support planning: <https://www.thenationalacademy/teachers/programmes/geography-primary-ks2-l/units/building-locational-knowledge-hemispheres-and-tropics-8c53/lessons> <https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/>

#### **By the end of this unit I will know....**

Identify and locate the two hemispheres (Northern and Southern). (Lesson 2)

Know topography is the study of forms and features of land.

Name and locate the tropic of Cancer, Capricorn and Equator. (Lesson 3)

Understand the concept of the Prime Meridian and time zones (including day and night). (Lesson 5)

Locate countries and cities of the world on maps, globes and in atlases focusing on one from each continent. (Lesson 1)

Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key locate countries on the world using map to focus on Europe, the Middle East and North Africa. (Lesson 6)

Recognise and know there are varying types of settlements. Know the human features of a settlement. (Lesson 1)

#### **By the end of this unit I will be able to...**

Know digital mapping tools are used to recap prior learning and explore further. (Lesson 1, 6)

Know an atlas is a collection of maps. (Lesson 2)

Know the cardinal and intercardinal directions on a compass. (Lesson 2)

Understand 4 figure grid references. (Lesson 2)

| <u>Prior knowledge to recap...</u>       | <u>Lesson 1</u>       | <u>Lesson 2</u>                                 | <u>Lesson 3</u>           | <u>Lesson 4</u>       | <u>Lesson 5</u>                         | <u>Lesson 6</u>     | <u>Assessment</u>                                       |
|------------------------------------------|-----------------------|-------------------------------------------------|---------------------------|-----------------------|-----------------------------------------|---------------------|---------------------------------------------------------|
| Know a map is a picture or drawing of an | What is a settlement? | What are the countries and cities of the world? | What are the hemispheres? | What are the tropics? | What time is it in different countries? | What is topography? | Completing a map of the world with countries and cities |

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| <p>area of land or sea that can show human or physical features</p> <p>Know an aerial photograph or plan perspective shows an area of land from above and use these to recognise landmarks and basic human features and physical features.</p> <p>Use locational and directional language (near and far, left and right) to describe the location of features and routes on maps.</p> <p>Know North, South, East and West on a compass.</p> <p>Know maps may use symbols to show geographical</p> |  |  |  |  |  |  | <p>studied, continents, oceans, hemispheres and tropics.</p> <p>End of term knowledge web.</p> |
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| <p>features or landmarks, and know that these require a key.</p> <p>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.</p> |  |  |  |  |  |  |  |
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### **Year A Term 3 – How do mountains, volcanoes and earthquakes impact people?**

National curriculum: Physical geography, including mountains, volcanoes and earthquakes.

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-3-4/year-3-4-cycle-a/y3-4-why-do-people-live-near-volcanoes-cycle-a/> <https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a>

#### **By the end of this unit I will know....**

Identify significant mountain ranges around the world. (Lesson 1)

Plot mountain ranges and rivers onto a map as well as the tropic of cancer, Capricorn and equator. (Lesson 1)

Recognise the contour lines on maps demonstrate topography. (Lesson 1)

Know that volcanoes and earthquakes happen on the fault lines of tectonic plates. (Lesson 2, 5)

Locate volcanoes and earthquakes on a world map, globe and in an atlas. (Lesson 2, 5)

Identify human and physical features linked to volcanoes and earthquakes. (Lesson 4, 5)

Know that natural disasters are caused by geographical activity. (Volcanoes and Earthquakes). (Lesson 3, 5)

Describe and understand the key physical features of volcanoes and earthquakes. (Lesson 3, 5)

Know there are tectonic plates that make up the crust of the earth. (Lesson 3, 5)

**By the end of this unit I will be able to....**

Describe and understand key aspects of mountains. (Lesson 1)

Know the physical and human features of mountains. (Lesson 1)

Know that physical features can change over time due to physical processes (rivers and mountains). (Lesson 1)

Know maps, globes and digital mapping tools are all used to help locate and describe important geographical features such as famous volcanoes and rivers. (Lesson 6)

| <b><u>Prior knowledge to recap...</u></b>                                                                                                                                                                                                                                                                     | <b><u>Lesson 1</u></b>        | <b><u>Lesson 2</u></b>     | <b><u>Lesson 3</u></b>             | <b><u>Lesson 4</u></b>                       | <b><u>Lesson 5</u></b>                         | <b><u>Lesson 6</u></b>                            | <b><u>Assessment</u></b>                                 |
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| <p>Compare a UK and non-European country by location, weather and climate.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Salisbury Plain) and a small area of another country (the Sahara desert).</p> | How is the Earth constructed? | Where are mountains found? | Why and where do we get volcanoes? | What are the effects of a volcanic eruption? | What are earthquakes and where do we get them? | Where have the rocks in our local area come from? | <p>Kapow assessment</p> <p>End of term knowledge web</p> |

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| <p>Know that we live in the United Kingdom, which is in the continent of Europe.</p> <p>Know that the Sahara Desert and Egypt are in Africa</p> |  |  |  |  |  |  |  |
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### Year A Term 5 – How is the UK divided into cities and counties?

National curriculum: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Resources to support planning: <https://grammarsaurus.co.uk/portal/category/geography/key-stage-two/year-3/>

#### **By the end of this unit I will know....**

Name and locate counties and cities in the UK on a map and in an atlas. (Lesson 1, 2)

Learn about the world's countries (the UK) concentrating on their environmental regions, key physical and human characteristics and major cities. (Lesson 3, 4)

Name the counties and cities in the United Kingdom. Understand these geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (Lesson 1, 2, 3, 4, 5, 6)

#### **By the end of this unit I will be able to...**

Plot local and relative settlements on a map. (Lesson 6)

Developing a simple method of recording their feelings about a place or site (Lesson 6)

Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (Lesson 4)

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| <b><u>Prior knowledge to recap...</u></b><br>Locate the UK on a world map, in atlases and on a globes.<br><br>Locate the 4 separate countries of the UK and the capital cities on a map of the UK.<br><br>Locate the 5 oceans on a world map, in atlases and on a globe.<br><br>Locate the worlds 7 continents on a world map, in atlases and on a globe | <b><u>Lesson 1</u></b><br>What are the countries and regions of the UK? | <b><u>Lesson 2</u></b><br>What are the cities and counties of the UK? | <b><u>Lesson 3</u></b><br>What are the human and physical features of the UK? | <b><u>Lesson 4</u></b><br>What are the key topographical features of the UK and how can I use a map to identify these? | <b><u>Lesson 5</u></b><br>How have the land use patterns of the UK changed over time? | <b><u>Lesson 6</u></b><br>What are the human and physical features of the South West region of the UK? | <b><u>Assessment</u></b><br>Label a map of the UK with taught countries, regions, cities, counties and key features.<br><br>End of term knowledge web. |
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### **Year B Term 1 – What’s around our school?**

National Curriculum: Use basic geographical vocabulary to refer to: ♣ 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

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-1-2/year-1-2-cycle-b/y1-2-where-am-i/>  
<https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/local-area-why-is-our-place-special/lessons>

### **By the end of this unit I will know....**

Identify human features of surrounding area e.g local shops, doctors, place of worship. (Lesson 2)

Know some landmarks have been made by humans (buildings, roads, bridges etc). (Lesson 1, 2)

Know some landmarks are natural/physical features (hills, rivers, forests etc). (Lesson 1, 4)

Understand and name human features (city, town, village, factory, farm, house, office, port, harbour and shop). (Lesson 2)

Know that human features can be industries or businesses. (Lesson 3)

Know that land can be used for human activities both recreational and business. (Lesson 3)

Understand and name a variety of physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). (Lesson 4)

Plot physical and human features on a map after a local walk (Lesson 5)

**By the end of this unit I will be able to...**

Using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) (Lesson 1)

Marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations (Lesson 5)

Collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) (Lesson 6)

| <b><u>Prior knowledge to recap...</u></b>                                                                                                                                                                                     | <b><u>Lesson 1</u></b>                                                                                                    | <b><u>Lesson 2</u></b>                          | <b><u>Lesson 3</u></b>                                           | <b><u>Lesson 4</u></b>                             | <b><u>Lesson 5</u></b>                    | <b><u>Lesson 6</u></b>                                                | <b><u>Assessment</u></b>                                                                  |
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| <p>Know that a map or globe can show different places.</p> <p>Sequencing photos to recall features seen on a visit or short walk.</p> <p>Drawing a map (e.g. of the outdoor area).</p> <p>Expressing their feelings about</p> | <p>What are human and physical geographical features?</p> <p>-Local walk and represent it using small world on return</p> | <p>What are the human features of Tilshead?</p> | <p>How is land in Tilshead used for recreation and business?</p> | <p>What are the physical features of Tilshead?</p> | <p>How can we make a map of Tilshead?</p> | <p>How can we find out what the most popular part of Tilshead is?</p> | <p>Presentation about Tilshead in CW.</p> <p>Collaborative end of term knowledge map.</p> |

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| places they visit,<br>saying which<br>features they<br>like/dislike      |  |  |  |  |  |  |  |
| Name where<br>they live (town<br>or village).                            |  |  |  |  |  |  |  |
| Use geographical<br>vocabulary to<br>describe where<br>they live (town). |  |  |  |  |  |  |  |

### Year B Term 3 – What are the continents and oceans of our world?

National Curriculum: Name and locate the world's seven continents and five oceans

Resources to support planning: <https://www.thenational.academy/teachers/programmes/geography-primary-ks1-l/units/seven-continents-cf8c/lessons>

#### **By the end of this unit I will know....**

Name the 5 oceans on a map. (Lesson 4, 5)

Name the world's 7 continents on a map. (Lesson 1, 2)

Locate the 5 oceans on a world map, in atlases and on a globe. (Lesson 4, 5)

Locate the world's 7 continents on a world map, in atlases and on a globe. (Lesson 1, 2)

Know that we live in the United Kingdom, which is in the continent of Europe (Lesson 3).

Know the location of hot and cold places in the world in relation to the Equator and North and South Poles. (Lesson 6)

#### **By the end of this unit I will be able to...**

Using a simple compass and cardinal compass directions (north, south, west, east) (Lesson 2, 5)

Know a map is a picture or drawing of an area of land or sea that can show human or physical features (Lesson 2, 5)

Know an aerial photograph or plan perspective shows an area of land from above and use these to recognise landmarks and basic human features and physical features. (Lesson 3, 6)

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| <b><u>Prior knowledge to recap...</u></b><br>Notice and describe similarities and differences between school/where they live with other places. | <b><u>Lesson 1</u></b><br>What is a continent? | <b><u>Lesson 2</u></b><br>Where are the continents? | <b><u>Lesson 3</u></b><br>What is our continent like? | <b><u>Lesson 4</u></b><br>What is an ocean? | <b><u>Lesson 5</u></b><br>Where are the world's oceans? | <b><u>Lesson 6</u></b><br>How is the ocean different at the North Pole and Equator? | <b><u>Assessment</u></b><br>World map – independently locate and name continents and oceans.<br><br>Collaborative end of term knowledge map. |

### Year B Term 5 – What is the weather like in the UK and why?

National Curriculum: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Resources to support planning: <https://grammarsaurus.co.uk/portal/category/year-2-weather-and-climate-fieldwork-unit/>  
<https://www.kapowprimary.com/subjects/geography/mixed-age-year-1-2/year-1-2-cycle-a/y1-2-what-is-the-weather-like-in-the-uk-cycle-a/>

#### **By the end of this unit I will know...**

Know the 4 seasons and typical weather pattern in the UK. (Lesson 1)

Understand the difference between weather and climate. (Lesson 2)

Know the location of hot and cold places in the world in relation to the Equator and North and South Poles. (Lesson 1, 6)

Investigate different weather conditions through observation and by making and using simple measurement devices e.g., measure rainfall. (Lesson 3-5)

#### **By the end of this unit I will be able to...**

Collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties (Lesson 1)

Using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features (Lesson 1)

Investigate different weather conditions through observation and simple measurement, observing and recording seasonal changes (Lesson 3, 4, 5)

Using a simple compass and cardinal compass directions (north, south, west, east) (Lesson 3)

Collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) (Lesson 3, 4)

| <u>Prior knowledge to recap...</u>                                                                              | <u>Lesson 1</u>                                                                                          | <u>Lesson 2</u>                                     | <u>Lesson 3</u>               | <u>Lesson 4</u>                 | <u>Lesson 5</u>                | <u>Lesson 6</u>                                                                                    | <u>Assessment</u>                                                                                        |
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| Experience different weather conditions and their impact on the environment.<br><br>Examine and discuss natural | What is the weather like in each season in the UK?<br><br>- Names of the four seasons (link to Science). | What is the difference between weather and climate? | How can I read a weather map? | How can I collect weather data? | How can I record weather data? | What is the weather like in other countries?<br><br>Link to the Equator and North and South Poles. | Fieldwork – what is the weather like and how do we know?<br><br>Collaborative end of term knowledge map. |

objects (leaves,  
twigs, stones,  
sand)

-Collect and sort  
a natural object  
for each season.

-Simple  
recording  
technique