May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning

Term and Year:	**Autumn 1**
Class:	**Year 2**
Subject:	**Geography**
Key Unit Question:	**Can we be map-makers?**
Memorable Experience:	**Map reading and Creation - OASES**

Vocabulary that will be taught:

Aerial View: a photograph or picture from above
Atlas: a book of maps and charts
Compass: an instrument that shows direction
Globe: a spherical model of the Earth
Human Features: things that are made or formed by humans
Key: a list of symbols used on a map
Map: a picture that represents an area of land or sea
Physical Features: things that exist naturally
Symbol: a small picture that represents something else

National Curriculum Objectives:

- use basic geographical vocabulary to refer to key human and physical features
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Rationale:

This unit builds upon the prior knowledge developed by children in Year 1. The children have previously explored the geography of their immediate surroundings and the local area. This unit focuses more on the fieldwork and map skills aspect rather than the place knowledge. Children will build upon the directional language taught in Year 1 and will begin to use compass directions which they will further develop in KS2.

Children will explore the skills of cartography first before later exploring those skills independently in two different contexts, one based on their own knowledge of where they live and the other based on their own imagination.

Prior Knowledge:

Children have learned in EYFS about the community to which they belong. They have had plenty of opportunities to explore the natural world around them and describe what they can see, hear and feel whilst outside.

Children will begin to learn about their immediate environment in Autumn 1 – Me, Who am I? where children visit their own community, to observe and have discussions and when appropriate explore maps. They have also been taught that some environments that are different to the one in which they live, such as farms and landfill sites. And They have begun to use some geographical vocabulary to show their understanding.

In Year 1, children studied the geography of their immediate surroundings e.g., the classroom, the school. Children have looked at maps and atlases throughout the year but have not yet had the opportunity to find features on a map or draw their own detailed map with symbols and a key.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what an aerial view is
- I know why directions are important
- I know the difference between human and physical features

Disciplinary knowledge:

- I can make observations of my school and its surrounding grounds
- I can plan and follow a route on a map
- I can draw a map using basic map symbols and a key

	Key lesson questions	Activities/Key points
Lesson 1	**What is a compass?** • I can explain what a direction is • I can explain why directions are important • I can use directional language	• Children to recall what a map is. Discuss different types of maps and their uses. • Explain the use of a compass and the language used when describing direction • Discuss examples of how to move around a map using the compass. • Children to explore maps in groups – place 'treasure' on a map (hall/outside) and partner has to guide them to the treasure using directional language • Challenge: Can children write directions/instructions to complete the treasure map
Lesson 2	**What is an aerial view?** • I can explain what an aerial view is • I can recognize human and physical features from an aerial view • I can draw the classroom as an aerial view	• Show different examples of aerial and plan perspectives. What do children notice about these pictures? • Can children recognize the famous places from an aerial view? Can they spot the human and physical features? • Show children a plan view of school (e.g., fire plan) and discuss how details are shown by shapes • Children to draw a plan view of the classroom
Lesson 3	**Can I draw a map?** • I can follow a route on a map • I can make observations of my surroundings • I can draw a map of my local area	• Children to plan a simple route on a map. • Go on a walk of the local area. • Children to draw a map including symbols and a key to represent our local area. Include: - Key human features - Key physical features
Lesson 4	**Can I design a map?** • I can read a map • I can explore why towns are designed in certain ways • I can design a new town with human and physical features	• Recall what human and physical features are. • Explain to the children that today they will be designing their own town, so they will need to think about the different features in their town, their location and how to make it a great town for its residents to live in. • Children to draw a map of their town including symbols and a key
Lesson 5	**Can I create a 3D map?** • I can recall the key features of a map • I can create a 3D map of my town • I can explain my 3D map using geographical vocabulary	• Explain to the children that they will be creating 3D maps of their own using the designs from the last lesson. • Arrange a selection of boxes and other materials on the table. Ask the children to look carefully at their design sheets. What resources do they need to build their 3D Maps? • Ask the children to walk round the classroom looking carefully at the different 3D maps they have made. Using three sticky notes ask the children to write two things they like about each 3D map and one thing they think would make it even better.
Lesson 6	**Can we be map-makers?** End of Unit Assessment / Knowledge Harvest	