



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



Our Curriculum – Medium-Term Planning

Term and Year:	Spring 2
Class:	Year 2
Subject:	Geography
Key Unit Question:	What is life like in a city?
Key Themes:	Space
Memorable Experience:	Durham

Vocabulary that will be taught:

Capital City: the city that functions as the seat of government
City: a large town that is a highly organised centre of population
Commercial: related to business and trade
Fieldwork: practical work conducted in a particular environment
Industrial: related to industry – making goods in factories

Landmarks: an object or feature that is easily seen and recognised from a distance
Land Use: identifies parts of a city and the activities that happen there
Population: all the inhabitants of a particular place
Residential: designed for people to live in
Transport: take or carry people/goods from one place to another

National Curriculum Objectives:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- use simple fieldwork and observational skills to study the geography of their local city and the key human and physical features

Rationale:

This unit builds upon the knowledge they acquired in the Autumn Term. Children will be able to use their knowledge of their local area and map-making to explore our local cities. This will support children as they move into KS2 and begin to consider different types of settlement and land use, including economic activity and KS3 when they begin to study urbanisation

Prior Knowledge:

Children have learned about their local area in Year 1. They are able to identify where they live on world map and should be able to recall the 7 continents and 5 oceans. Children have also learned about the four countries of the United Kingdom and their capital cities.

Children will also be able to use previous geographical knowledge to make comparisons, for example they might compare Durham and London to cities in China which they studied in the summer term of Year 1.

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

Substantive knowledge:

- I know how to find where I live on a map
- I know what the features of a city are
- I know about life in a city

Disciplinary knowledge:

- I can use maps, atlases and globes to locate places of interest
- I can locate and name major features on a UK map
- I can make simple comparisons between features of different places



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Key lesson questions		Activities/Key points
Lesson 1	Where am I on a map? - I can recall the 7 continents and 5 oceans - I can recall the 4 countries of the UK and their capital cities - I can find where I live on a range of maps and atlases	- Children to recall learning from Year 1 – Where do I live? - Children should be able to describe where they live and find Easington Village on a number of maps, including atlases and globes. - Recap 4 counties of the United Kingdom and their capital cities. - Children to label a map with the 4 countries, 4 capital cities and Easington Village
Lesson 2	What is a city? - I can explain what a city is - I can locate English cities on a map - I can identify similarities and differences between aerial photographs	- Start by asking pupils which of the UK's capital cities is furthest north. What about east, south, west? What would you use to find out? - Look at aerial photographs of cities e.g., London and New York – what do the children notice? What is similar/different? - Discuss how cities usually have commercial areas, residential areas, and industrial areas – is this similar to where we live or not? - Locating English cities on a map using atlases to help
Lesson 3	What is our capital city like? - I can recall that London is the capital city of England and the UK - I can find and label human and physical landmarks on an aerial photograph - I can discuss the land use in London	- Children should be able to identify that London is the capital city of both England and the UK. - Looking at pictures and videos the children should be able to find out some information about life in London. - Children to identify landmarks in London on an aerial photograph. - Consider the human and physical features in London – are there more human or physical features... consider the reasons why.
Lesson 4	What is our local city like? - I can recognise that Durham is our closest city - I can follow a route on a map - I can identify and label land use on a map	- Children to consider different cities in the North East e.g., Durham, Sunderland, Newcastle - Children to recognise that Durham is our closest city. - Visit – fieldwork in Durham. - Identify commercial areas, residential areas, and industrial areas and label the land use on a map (The Everyday Guide to Primary Geography: Local Fieldwork – pg. 26-27)
Lesson 5	Are all cities the same? - I can compare two or more cities - I can consider different factors - I can answer the question 'Are all cities the same?'	- Children to begin by comparing Durham and London. Consider factors such as: transport, land use, human and physical features - Children to pick a third city – could be another city in the UK or a city they have visited on holiday or a city from a previous study e.g., Shanghai or Beijing - Compare this city to both Durham and London – What do you notice? What is the same? What is different? Are all cities the same?
Lesson 6	What is life like in a city? End of Unit Assessment / Knowledge Harvest	