

	<p>Year group: 2</p>	<p>Area/topic: UK</p>
	<p>Key Stage One National Curriculum Objectives:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <p>Enquiry and Geographical Skills</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries 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. <p>Human and Physical</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, valley key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify and describe seasonal and daily weather patterns in the UK with confidence. <p>Place knowledge</p> <ul style="list-style-type: none"> Know the geographical location of the school. 	

Prior learning	Future learning-
<ul style="list-style-type: none"> Children used a map, atlas and globe to name and locate the 4 countries and surrounding seas of the UK. Children will have used the terms beach, forest, river, season and weather. Children will have used the terms city, town, house, farm, shop. 	<p>Key Stage Two National Curriculum Objectives:</p> <ul style="list-style-type: none"> 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;

<ul style="list-style-type: none"> • Used directional language (near, far, left, right) to describe location features on a map. • Children will have identified seasonal and daily weather patterns in the UK. 	<p>and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children will be able to name the 4 countries, capital cities and seas of the UK. • Children will be able to locate and identify the 4 countries of the UK and surrounding seas on a map, atlas and a globe. • Children will be able to use compass directions (North, East, South, West) and locational and directional language [near and far, left and right] to describe the location of the 4 countries of the UK, capital cities and their surrounding seas. • Children will be able to describe the characteristics of the 4 countries, cities and seas of UK using key vocabulary taught. • Children will be able to locate Dereham on a map, and describe its location in relation to London, e.g. 'Dereham is East of London', or 'Dereham is in the East of England'. 	<p>Label a printed map of UK, showing countries, cities and seas. Point to and describe location of countries, capital cities and seas- photo and verbal evidence. Use compass directions to describe location of cities and countries.</p> <p>Children could conduct class presentation, describing and explaining the 4 countries of UK, its capital cities and surrounding seas. The presentation could be for persuasive purpose, encouraging tourists to visit that particular country or city.</p>
Key vocabulary	
<p>Beach, cliff, coast, forest, hill, mountain, sea, river, valley</p> <p>City, town, village, factory, farm, house, office, port, harbour and shop</p>	

Common misconceptions	Books linking to this area
<p>Children may not understand that England is just one country of the UK.</p> <p>Children may think the UK is a country.</p> <p>Children may not understand the difference between cities and countries.</p> <p>Children may find it hard to distinguish between village, town, city and country- e.g. they may struggle to understand how Dereham is different to London.</p>	<p>The Big Book of the UK.</p> <p>No such thing as Nessie.</p> <p>Katie in London</p> <p>Katie in Scotland</p> <p>Wales- Anita Ganeri</p> <p>Info Buzz- The United Kingdom.</p>
Memorable first hand experiences	Opportunities for communication
<p>Food tasting around the UK.</p>	<p>Holiday news – related to the UK. Children share experiences of visiting capital cities or countries in UK.</p> <p>Visitors from 4 countries of the UK- parents/staff other visitors from other countries in UK can share first-hand experience of what life is like there.</p> <p>Group work – present a country/city or both to visit. Children work in groups to research features of each country and explain what they can do in each country of UK.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction Children could conduct presentations using pictures and symbols.	Cognition and Learning
Social, Emotional and Mental health	Sensory and Physical Children can use maps on a larger scale.