



Year group: Year 2

Area/topic: What are the features of the UK? (Autumn 1)

(Objectives from NC/ELG/Development matters)

Key Stage One National Curriculum Objectives:

Locational Knowledge

- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Enquiry and Geographical Skills

- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use 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.

Human and Physical

- 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.

Place knowledge

- 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. 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>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; and understand how some of these aspects have changed over time. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence/ fieldwork opportunities
<ul style="list-style-type: none"> Children will be able to name the four countries of the UK (England, Scotland, Wales and Northern Ireland), capital cities (London, Belfast, Edinburgh and Cardiff) and seas (Atlantic Ocean, North Sea, English Channel and The Irish Sea). Children will be able to locate and identify the four countries of the UK and surrounding seas on a map, atlas and a globe. Children will use locational and directional language [near and far, left and right] to describe the location of the four countries of the UK, capital cities and their surrounding seas. Children will be able to describe the characteristics of the four 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'. 	<ul style="list-style-type: none"> 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. Children could conduct class presentations, describing and explaining the four countries of UK, its capital cities and surrounding seas. The presentation could be for persuasive purposes,

Key vocabulary		<p>encouraging tourists to visit that particular country or city. They could be filmed and it be shared with parents.</p> <ul style="list-style-type: none"> Complete fieldwork study of local area to identify physical and human features. Food tasting.
<ul style="list-style-type: none"> United Kingdom (UK) Counties - England, Scotland, Wales and Northern Ireland Capital cities - London, Belfast, Cardiff, Edinburgh Government Surrounding seas - Atlantic Ocean, North Sea, English Channel and Irish Sea Dereham Atlas Map Near, far, left, right Human features - Teach key vocabulary of any specific human features located in the capital cities and countries. Physical features - Teach key vocabulary of any specific physical features located in the capital cities and countries. 		
Common misconceptions	Books linking to this area	
<ul style="list-style-type: none"> Children may not understand that England is just one country of the UK. Children may think the UK is a country. Children may not understand the difference between cities and countries. 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. Children may think that a city is the capital because it is the biggest. It is important to teach that capital cities are where the government are. 	<ul style="list-style-type: none"> The Big Book of the UK. No such thing as Nessie. Katie in London Katie in Scotland Wales- Anita Ganeri Info Buzz- The United Kingdom. 	
Memorable first hand experiences/fieldwork opportunities	Opportunities for communication	
<ul style="list-style-type: none"> Children could conduct class presentations, describing and explaining the four countries of UK, its capital cities and surrounding seas. The presentation could be for persuasive purposes, encouraging tourists to visit that particular 	<ul style="list-style-type: none"> Holiday news - related to the UK. Children share experiences of visiting capital cities or countries in UK. Visitors from 4 countries of the UK- parents/staff other visitors from other countries 	

country or city. They could be filmed and shared with parents.

- Complete fieldwork study of local area to identify physical and human features.
- Food tasting.

in UK can share first-hand experience of what life is like there.

- 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.

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Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.