

	<p>Year group: Year 2</p>	<p>Area/topic: How does the geography of where we live compare to another country? (Spring 1)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Key Stage One National Curriculum Objectives:</p> <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify countries studied at this key stage. • 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 town. <p>Human and Physical</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including: beach, cliff, coast, forest, hill... sea, river, valley - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non- European country. 	

Prior learning	Future learning
<p>In Year 1...</p> <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe the physical geography of where they live and of a contrasting non- European country. Describing similarities and differences. 	<p>Key Stage Two National Curriculum Objectives:</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p>

<ul style="list-style-type: none"> Describe the human geography of where they live and of a contrasting non- European country. Describing similarities and differences. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Use a map, atlas and globe to locate the four countries of the UK Use a map, atlas and globe to locate the four seas surrounding the UK. Use a map to locate the four capital cities of the UK. 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
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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 recall knowledge and understanding of the physical and human features of the UK. They will be able to describe the human and physical features of a UK city/small area of the UK using taught vocabulary. Children will be able to locate a UK city/small area of the UK and a contrasting country on a world map, atlas and globe. Children will be able to describe some of the human and physical features of a UK city/small area of the UK to another country, Children will be able to compare the human and physical similarities and differences between two different places. 	<ul style="list-style-type: none"> Children can use books and iPads to research information about the places and locate them on a world map or atlas. Children can create a travel brochure/leaflet about the human and physical features of the contrasting country with what to expect when you're visiting and what you should bring. Children can include the location on a map and
Key vocabulary	
<ul style="list-style-type: none"> Country Continent Human feature Physical feature Similarities 	

- Differences
- Teach key vocabulary relating to that year's chosen places.

how to get there in the leaflet.

- Children could complete a venn diagram style activity to compare key human and physical features between the two places. Children can write sentences and draw and label pictures to show similarities and differences.
- Go out into town and surrounding areas to look at the human and physical features of Dereham.
- Children could conduct a study of 'population' in Dereham by standing outside school and tallying how many people walk past.

Common misconceptions

- Children may find it difficult to comprehend that there are other countries and cultures around the world.
- Children may develop stereotypes about certain places so it is important to address how countries are different but that there will still be differences within that country.

Books linking to this area

- The Big Book of the UK.
- Katie in London
- Info Buzz- The United Kingdom.
- (Books providing information about the chosen locations that year would be beneficial to share).

Memorable first hand experiences/fieldwork opportunities	Opportunities for communication
<ul style="list-style-type: none"> • Children can use books and iPads to research information about the places and locate them on a world map or atlas. • Children can create a travel brochure/leaflet about the human and physical features of the contrasting country with what to expect when you're visiting and what you should bring. Children can include the location on a map and how to get there in the leaflet. • Children could complete a venn diagram style activity to compare key human and physical features between the two places. Children can write sentences and draw and label pictures to show similarities and differences. • Go out into town and surrounding areas to look at the human and physical features of Dereham. • Children could conduct a study of 'population' in Dereham by standing outside school and tallying how many people walk past. 	<ul style="list-style-type: none"> • Children can share what they have found out during research with their peers to share and magpie ideas. • During fieldwork opportunities, it will be beneficial to encourage lots of talk during the activity about what they are noticing and what it is teaching them.

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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.