



St Peter's Geography Medium Term Plan



Year 2

Autumn 2	Spring 2	Summer 2
<p style="text-align: center;">Alaskan Adventure</p> <p>A comparison of human and physical geography of a region of the United Kingdom (Bury) and a region in a contrasting non-European country (Anchorage, Alaska).</p>	<p style="text-align: center;">Karibu Kenya</p> <p>A comparison of human and physical geography of a region of the United Kingdom (Greater Manchester) and a region in a contrasting non-European country (Nairobi, Kenya).</p>	<p style="text-align: center;">Life on an Island</p> <p>A comparison of human and physical geography of two contrasting islands.</p>
<p>Links to prior learning: Y1 Little Explorers, Y1 The Great UK, Y1 Wonderful Weather</p>	<p>Links to prior learning: Y1 Exploring the North West.</p>	<p>Links to prior learning: Y1 - The Great UK, Y1 Little Explorers, Y2 Alaskan Adventure, Y2 Karibu Kenya</p>
<p>Lesson 1 - To locate Bury, England and Anchorage, Alaska and all continents and oceans on a world map .</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p style="text-align: center;"><u>Geographical Skills</u></p> <p>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.</p> <p>Locate their continents and nearest oceans and discuss that Alaska is not a country but a state whereas England is a country.</p> <p><u>Discuss prior learning:</u> Y1 The Great UK (location of countries within the UK and the surrounding seas; locating Bury on a UK map.)</p>	<p>Lesson 1 - To locate England and Kenya on a world map, their continents, capital cities and nearest oceans.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries and capital cities of the UK and its surroundings seas.</p> <p style="text-align: center;"><u>Geographical Skills</u></p> <p>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.</p> <p>Locate Nairobi and Greater Manchester and discuss locations of all of the above in relation to Anchorage/Alaska.</p> <p>Ensure children know the difference between the sea (covered in Y1) and the ocean.</p> <p><u>Discuss prior learning:</u> Y1 The Great UK (location of countries within the UK and the surrounding seas; locating Bury on a UK map.)</p>	<p>Lesson 1 - To locate the Isle of Wight and Hawaii on a world map including their continents, surrounding seas and oceans.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p style="text-align: center;"><u>Geographical Skills</u></p> <p>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.</p> <p>Identify England and discuss Isle of Wight being an island off England; identify capital and Europe. Locate Hawaii and capital and discuss it being an island near Florida and it being part of North America.</p> <p><u>Discuss prior learning:</u> Y1 The Great UK (location of countries within the UK and the surrounding seas: the English Channel, the North Sea, the Irish Sea). Recap all other world oceans and continents. Y2 Alaskan Adventure (location of Alaska in relation to Hawaii, oceans and continents), Y2 Karibu Kenya (location on Kenya in relation to Hawaii).</p>

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<p>Lesson 2 - To identify what the Equator is and how it impacts on climate around the world.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: physical features, including: season, weather.</p> <p style="text-align: center;"><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify where Anchorage, Alaska and Bury, UK are on the map in relation to the Equator. Discuss how the Equator affects climate around the world.</p> <p><u>Discuss prior learning:</u> Y1 Little Explorers (discuss what children already know about the weather and seasons).</p>	<p>Lesson 2 - To identify and compare some physical features of Greater Manchester and Nairobi.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to: physical features, including: forest, mountain, rivers, vegetation.</p> <p>Identify: valleys, rivers, mountains, forests, vegetation in both regions. Mount Kenya is about 90 miles north east of Nairobi but can be seen from Nairobi. Explain what a valley is and ensure children know the difference between a hill (covered in Y1) and a mountain. 175 named mountains in Greater Manchester but they are all under 1000m at the highest point. Mount Kenya is 5199m at its highest point.</p> <p><u>Discuss prior learning:</u> Y2 Alaskan Adventure (what we already know about physical features and how they are different to human features).</p>	<p>Lesson 2 - To use atlases, globes and maps and directional language to locate countries in relation to Hawaii and the Isle of Wight.</p> <p style="text-align: center;"><u>Geographical skills</u></p> <p>Use simple compass direction (North, South, East, West) and locational and directional language (near, far, left, right).</p> <p style="text-align: center;"><u>Geographical Skills</u></p> <p>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.</p> <p>Recap location of Kenya, Alaska and countries within the UK on the map in relation to Hawaii and the Isle of Wight.</p> <p><u>Discuss prior learning:</u> Y1 The Great UK (location of countries within the UK and the surrounding seas: the English Channel, the North Sea, the Irish Sea). Y1 Little Explorers 4 point compass direction. Y2 Alaskan Adventure (location of Alaska in relation to Hawaii), Y2 Karibu Kenya (location on Kenya in relation to Hawaii).</p>
<p>Lesson 3 - To compare the climate in Bury and Anchorage.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: physical features, including: season, weather.</p> <p><u>Discuss prior learning:</u> Y1 Little Explorers (discuss what children already know about the weather and seasons).</p>	<p>Lesson 3 - To identify and compare seasonal weather patterns of Greater Manchester and Nairobi.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: physical features, including: season, weather.</p> <p>Discuss the climate in both countries and relate to the equator, North and South Poles.</p> <p>Identify how the weather changes in each country based on the seasons.</p>	<p>Lesson 3 - To use aerial photographs to identify physical features of Hawaii and Isle of Wight.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to: physical features, including: beach, cliff, coast, sea.</p> <p>Identify and compare key physical features: beach, cliff, coast, seas.</p> <p><u>Discuss prior learning:</u> Y1 The Great UK (location of countries within the UK and the surrounding seas: the English Channel, the North Sea, the Irish Sea).</p>

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	<p>Discuss prior learning: Y2 Alaskan Adventure (equator and recap why Alaska is such a cold country).</p>	
<p>Lesson 4 - To compare the River Irwell in Bury and Eagle River in Anchorage.</p> <p style="text-align: center;">Physical Geography</p> <p>Use basic geographical vocabulary to refer to: physical features, including: river.</p> <p>Compare rivers: Eagle River and River Irwell.</p> <p>Discuss prior learning: Location of River Irwell (Y1 Little Explorers).</p>	<p>Lesson 4 - To identify and compare animals that can be found in Greater Manchester and Nairobi.</p> <p style="text-align: center;">Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Discuss the differences between how populated the cities are the plant life and climate and how this has an impact on the animals that live there (in the wild).</p> <p>Discuss prior learning: Recap what we know about different climates (Alaskan Adventure) and discuss how this can impact on the animals that live in a specific place.</p>	<p>Lesson 4 - To compare the seasonal and daily weather patterns of Hawaii and the Isle of Wight.</p> <p style="text-align: center;">Physical Geography</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: physical features, including: season, weather.</p> <p>Discuss the climate in both places and relate to the equator, North and South Poles. Identify how the weather changes in each country based on the seasons.</p> <p>Discuss prior learning: Y2 Alaskan Adventure, Y2 Karibu Kenya (equator and recap why Alaska is a country and Kenya is a hot country).</p>
<p>Lesson 5 - To use aerial photographs to compare human landmarks in Anchorage and Bury.</p> <p style="text-align: center;">Geographical Skills</p> <p>Use of aerial photographs to plan perspectives to recognise landmarks and basic physical and human features; devise a simple map, use and construct basic symbols and a key.</p> <p>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> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to: human features, including: city, town.</p>	<p>Lesson 5 - To compare human features of Nairobi and Greater Manchester linked to work.</p> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to: human features, including: city, town, factory, farm, office, shop.</p> <p>Identify the different jobs that people have in each region and explore why they are different. Use key vocab: city, town, factory, farm, office, shop. Discuss jobs in a busy city compared to those in the countryside.</p>	<p>Lesson 5 - To explore human features of Hawaii and the Isle of Wight.</p> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to: human features, including: city, town, village, shop, house.</p> <p>Locate cities, towns and villages and share pictures of some of these; talk about their differences between the two places in relation to shops, jobs and houses.</p> <p>Discuss prior learning: houses and jobs specific to the locations as discussed with jobs in Kenya and Alaska.</p>

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<p>Devise a simple map and construct symbols and a key.</p> <p>Discuss prior learning: Y1 Little Explorers (human features within Bury, compass directions and simple map work).</p>	<p>Discuss prior learning: Y1 Little Explorers, Y2 Alaskan Adventure (discuss what children already know about jobs in Bury and that jobs are different depending on the country you live in. E.g. jobs in Alaska that wouldn't be common in the UK such as a snow plougher).</p>	
<p>Lesson 6 - To compare the human features of Bury and Anchorage.</p> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to: human features, including: town, city, village, shop, house.</p> <p>Use vocab: city, town, village, house, shop.</p> <p>Explore different jobs and housing and discuss specific jobs in Anchorage that wouldn't be common and Bury and why e.g. snow plougher.</p> <p>Discuss prior learning: Y1 Little Explorers, Y1 The Great UK (identify human features the children already know).</p>	<p>Lesson 6 - To compare human features of Nairobi and Greater Manchester linked to towns housing.</p> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to: human features, including: city, town, house.</p> <p>Explore the different houses people live in and materials they are made with. Discuss what houses look like as part of a city where lots of people need to live so they are close to their work.</p> <p>Discuss prior learning: Y1 Little Explorers, Y2 Alaskan Adventure (discuss what children already know about towns and housing in Bury).</p>	<p>Lesson 6 - To use aerial photographs to identify harbours and ports in Hawaii and Isle of Wight.</p> <p style="text-align: center;">Human Geography</p> <p>Use basic geographical vocabulary to refer to key human features: harbour, port.</p> <p>Discuss prior learning: Y2 Alaskan Adventure - use of aerial photos.</p>
<p>Use geographical sources, e.g. books, pictures, atlases, globes, digital mapping, statistics, trips and visitors and the internet</p>		
<p style="text-align: center;">Vocabulary</p> <p>continent, aerial photograph, symbol, season, autumn, winter, summer, spring, landmarks, climate, city, town, village</p>	<p style="text-align: center;">Vocabulary</p> <p>country, capital city, ocean, river, mountain, forest, vegetation, factory, farm, village, town, season</p>	<p style="text-align: center;">Vocabulary</p> <p>ocean, vegetation, climate, physical/human features, population, transport, journey, mainland, season, port, harbour</p>