


















<p>Year Group: 2</p>	<p>Title: The World</p>
<p>National Curriculum coverage: Locational knowledge (a) Place knowledge Human and physical geography (a & b) Geographical skills and fieldwork (a, b & d)</p>	<p>Context: In Y1, the children concentrated on securing their knowledge of the UK and the countries within it. In Y2 the children build on this by learning about the wider world. They compare different places on the world looking at human and physical geography. In science, the children learn about habitats and visit the Yorkshire sculpture park to look at animals from around the world and their habitats. They also compare regions of the world and link it to health.</p>
<p>Concepts: place, location, interdependence, physical and human processes</p> <p>Geography Specific Concepts – Diversity, Change, Interaction, Place, Scale, Distance, Movement, Sustainability</p> <p>Project Specific Concepts – Diversity, Identity, scale</p>	<p>Pre and Post Learning – Label a map of the world with poles, equator and continents</p>
<p>Visits and Visitors: N/A</p>	<p>St. Mary's Experience: Yorkshire Wildlife Park – animals from different continents</p>
<p>Careers/preparation for adulthood:</p> <p> If you like maps and finding places... You could be:</p> <p> A Map Maker (Cartographer) – Creating maps people use every day.</p> <p> A Digital Map Designer (GIS specialist) – Using computers to make smart maps.</p> <p> A Pilot – Flying planes around the world.</p> <p> A Ship Captain – Sailing across the oceans.</p> <p> A Town Planner – Designing new towns and cities.</p> <p> If you like learning about countries and people... You could be:</p> <p> A Geographer – Studying different places around the world.</p> <p> A Journalist – Reporting news from other countries.</p> <p> A Travel Agent – Helping people plan holidays.</p> <p> A Teacher – Teaching children about the world.</p> <p> An Aid Worker – Helping people in different countries.</p> <p> If you like weather and nature... You could be:</p> <p> A Weather Forecaster (Meteorologist) – Predicting the weather on TV.</p> <p> A Volcano Scientist (Geologist) – Studying rocks and earthquakes.</p> <p> A Water Scientist (Hydrologist) – Studying rivers and floods.</p> <p> A Climate Scientist – Learning about climate change.</p>	<p>Key People:</p> <p>Christopher Columbus – European exploration of the Americas (linked to North & South America).</p> <p>Roald Amundsen – First to reach the South Pole (Antarctica).</p> <p>Ferdinand Magellan – Led the first expedition to circumnavigate the globe (global oceans & continents).</p> <p>Zheng He – Chinese explorer who led voyages across the Indian Ocean.</p>

Catholic Social Teaching:



Stewardship - Understanding the features of the land and sea helps children appreciate the diversity and beauty of God's world.



British Values:

Mutual Respect and Tolerance

Learning about different continents and countries helps pupils understand that people live in many different places and cultures around the world. This builds awareness, respect, and appreciation of diversity.

Individual Liberty

Children begin to understand that people around the world live differently and make different choices depending on where they live.

Rule of Law

Can be linked through discussions about how laws help protect natural environments (e.g., national parks, protected seas, environmental laws).

Solidarity - Children can see that people's lives differ depending on where they live

End points (by the time pupils leave St. Mary's):

1. Be able to navigate using atlases, maps and recall of knowledge of places.
2. Be able to interpret and express geographical information correctly (maps, fieldwork, data)
3. Know where in the world significant places are (including local and worldwide) and the people who live there (population, settlement, migration, diversity)
4. Know how the earth's physical features were formed and transformed along with processes that affect it (E.g. weather, climate, tectonic activity and water cycle)
5. Know how the earth has been affected by humans and resolve to alter their behaviour (i.e. climate change and sustainability)

Prior knowledge: Y1

- Locate High-Green and Sheffield on a map
- Name and locate countries and capital cities of the UK on a map
- recall different types of settlements: town, city, village
- Describe different types of weather

Future knowledge: Y3

- Locate key mountain ranges, mountains and volcanoes on a map
- Know how the earth is structured including tectonic plates and their movement
- Know hoe volcanoes are formed, what causes them to erupt and the effect this has on the landscape
- Recognise the effects that a volcanic eruption will have on people living near it.

Crucial knowledge: Y2

- Know the names of the 7 continents and locate them on a map
- Know the names of the 5 oceans and locate them
- Describe how people in different areas might live in different ways.
- Identify common land/water features – mountains, hills, seas, rivers etc

Vocabulary

Tier 2

(General Academic Vocabulary - These are high-utility words used across multiple subjects)

3. Culture, Climate, Environment, Adapt

Tier 3

(Domain-Specific Vocabulary – These are specialized terms primarily used in music)

1. Africa, Asia, Europe, North America, South America, Antarctica, Australia, continents, equator
2. Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean
3. Settlement
4. Mountain, Hill, Valley, River, Sea, Lake, Coast, Island

Geography Overview