

Year 2 – Where We Live

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
Where is my school?	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	<ul style="list-style-type: none"> - Identify some features on an aerial map - Use the compass points, North, South, East and West, to locate landmarks on a map - Draw a simple aerial map and use the compass points, North, South, East and West, to locate landmarks 	aerial map compass direction location route	A world map, a simple map of the school site. Challenge task: laminate, markers and squared paper.
Where do we live?	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	<ul style="list-style-type: none"> - Understand that symbols are used to show landmarks on a map - Identify human and physical features on a map - Use directional language and landmarks to give accurate directions on a map 	human features physical features key local symbol	A map of your school site, pencils and colouring pencils.
Fieldwork: What is located in our local area?	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 environment	<ul style="list-style-type: none"> - Observe some landmarks and features in the local area - Record the landmarks and features in the local area - Create symbols to represent the landmarks and features in the local area 	area fieldwork landmark observation represent	Online map of your local area, access to your local area, clipboards, handouts, pencils and colouring pencils.
What should be included on a map of our local area?	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	<ul style="list-style-type: none"> - Identify human and physical features in the local area - Draw a map that includes the human and physical features in the local area - Draw a map that includes the human and physical features in the local area and explain the importance of using a key 	aerial view building community main road side road	Pencils, colouring pencils, work from fieldwork, photographs taken during the fieldwork, aerial map of their local area. Optional: if creating 3D maps, craft materials.
How are the Atlas Mountains similar and different to our local area?	Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<ul style="list-style-type: none"> - Identify the similarities and differences between the Atlas Mountains and the local area - Describe the similarities and differences between the Atlas Mountains and the local area - Explain how life would be similar or different for those people living in the Atlas Mountains 	Atlas Mountains remote rural transport urban	Pencils, class set atlases and the handouts.
Assessment: Where do we live?	Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<ul style="list-style-type: none"> - Describe the local area and some of its features - Explain what it is like to live in your local area - Explain what it is like to live in your local area and draw a map to show its human and physical features 	area climate human features physical features local	Pencils and colouring pencils.

Year 2 – The United Kingdom

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What do we know about the United Kingdom?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> - Name and locate the four countries in the UK - Locate the four countries in the UK, the capital cities and surrounding seas - Locate the four countries in the UK, the capital cities and surrounding seas and explain some of the characteristics of the UK 	capital city climate country landscape United Kingdom	A map of the United Kingdom, pencils and colouring pencils.
What would a geographer say about England?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: key physical and human features	<ul style="list-style-type: none"> - Identify a characteristic of England - Describe a characteristic of England, including some key human and physical features - Describe a characteristic of England and explain why some human and physical features in that area are important 	coastline England London peninsula region	A map of England, pencils and colouring pencils. Optional: Internet access or books for research.
What would a geographer say about Northern Ireland?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: key physical and human features	<ul style="list-style-type: none"> - Identify a characteristic of Northern Ireland - Describe a characteristic of Northern Ireland, including some key human and physical features - Describe a characteristic of Northern Ireland and explain why some human and physical features in that area are important 	Belfast lough mountain Northern Ireland river	Map of the UK, pencils and colouring pencils. Optional: internet access or books for research.
What would a geographer say about Scotland?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: key physical and human features	<ul style="list-style-type: none"> - Identify two significant physical features in Scotland - Describe two significant physical features in Scotland - Describe two significant physical features in Scotland and explain why they are important 	Edinburgh island loch rural Scotland	A map of the UK, pencils and colouring pencils. Optional: internet access or books for research.
What would a geographer say about Wales?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: key physical and human features	<ul style="list-style-type: none"> - Identify four significant human features in Wales - Describe four significant human features in Wales - Describe four significant human features in Wales and explain why they are important 	Cardiff harbour remote valley Wales	A map of the UK, pencils and colouring pencils. Optional: internet access or books for research.
Assessment: What would a geographer say about the UK?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: key physical and human features	<ul style="list-style-type: none"> - Name and locate the four countries of the UK, the capital cities and the surrounding seas - Identify some significant human and physical features in the UK - Describe some significant human and physical features in the UK 	capital city country landscape London United Kingdom	A map of the UK, pencils and colouring pencils.

Year 2 – The World

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What are the seven continents and five oceans?	Name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> - Name the 7 continents of the world and the 5 oceans - Name and locate the 7 continents of the world and the 5 oceans - Name and locate the 7 continents and the 5 oceans on a map, and identify and name countries from each continent 	atlas continent country ocean sea	World map or globe, atlases, pencils and colouring pencils.
Where are the hot and cold areas of the world?	Location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> - Locate the North and South Poles and the equator on a map or globe - Describe some of the differences between the Poles and the equator - Explain why the climate is different at the poles and the equator 	climate Equator landscape North Pole South Pole	A world map or globe, pencils and colouring pencils
What is the climate like in Europe?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> - Understand the difference between climate and weather - Compare the climate in Northern Europe and Southern Europe - Compare the climate in Northern Europe and Southern Europe and explain how the climate might change in a mountainous area 	cold climate cool climate hot climate mild climate warm climate	A world map or globe, pencils
What is extreme weather?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<ul style="list-style-type: none"> - Identify different types of extreme weather - Describe different types of extreme weather - Describe different types of extreme weather and explain the impact they have on people and places 	drought extreme flood hurricane tornado	A world map or globe, pencils and colouring pencils
How does extreme weather cause problems in Florida?	Understand geographical similarities and differences through the study of human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country	<ul style="list-style-type: none"> - Understand the types of weather that form from a hurricane - Describe the weather during a hurricane and explain its danger to people and places - Describe the weather during a hurricane and explain the impact this will have on the people living in the region 	Florida rainfall scale storm wind speed	A large map of North America, a large map of Florida and pencils. Optional: teachers may wish to show the children a real weather report from Florida as a hurricane approaches.
Assessment: How is climate different around the world?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> - Understand that the climate is different around the world - Describe how the climate differs as countries get further from the equator - Compare the climate in different areas of the world 	climate continent country Equator weather	A map of the world or a globe, pencils and colouring pencils