

YEAR 2	Key skills	Learning Experiences
Locational Knowledge	Recap the four countries as well as their seas. Locate the world's seven continents and five oceans.	Atlas and globe work.
Place Knowledge	Similarities and differences between a small area of the united kingdom and a contrasting area in Europe.	Discuss with the children weather in England, coastal areas and the trade we offer as a dock in Liverpool. Discuss differences in weather in those areas and changes in the environment such as physical and human. (flooding/ new building/ drought) Engage with stories from other cultures to identify
Human and physical	Location of hot and cold areas of the world in relation to the equator and the north and south poles. Geographical vocabulary. Physical: beach, cliff, coast etc. Human: city, town, house, port etc.	Atlas work, opportunity to focus on temperature and why some places need to be hot or cold for the animals that live there.
Skills and fieldwork	Use world maps, atlases and globes to identify the continents and European countries identified in learning already. Simple compass directions and locational and directional language. Human and physical features of Liverpool as a city. (Landmarks) Using aerial photographs to identify landmarks Devise simple maps with opportunity for orienteering.	Vocabulary linked to direction. North, east, south and west. School walk and local area to engage with their local environment. Begin to recognize simple map symbols such as train stations etc. P.E – orienteering using colour and number zones/codes.

How to teach	What to teach
Using atlases and online images of maps and seas.	7 continents and five main oceans. Identifying where they are located on a map of the world and labeling them accurately.
Look at a contrasting non European Country	China Case study.
Look at the local areas in Liverpool where we find water, why is that they never flood although there is lots of rainfall.	Look at Liverpool as a place for tourists to visit, coastal areas, docks, city center new buildings- tourist leaflet all about

	Liverpool and what we have to offer.
Make a 3D habitat with the children to show the contrasting features of hot and cold environments. Class research or class debate as the advantages and disadvantages to living in the desert and living in the arctic.	Children need to know the physical features and differences between hot and cold environments and draw their knowledge back to their understanding of the equator. Chose an animal from each environment and identify how they are adapted to living there.
Google street view to show children how they can physically track where they would be walking.	Draw a map do their route home, what do they see everyday on their way to or from school. Recognise key symbols that identify it as being their route home and use directional language t support decisions

Suggested Activities
<p><u>Autumn Term</u> : Liverpool – Our City Open top bus trip to identify the cities key landmarks. Observational drawings and map the bus route into the city and around the city. Children will write a tourist guide leaflet about the cities sight seeing spots. Where would be the best place to put a (new landmark) in our city and why?</p> <p><u>Spring Term</u>: A parcel from China – Case Study A parcel arrives from China, which the children need to explore. Locate china on the map and identify the differences between Our culture and the culture in China. Have a speaker in to discuss life in china and the jobs they do in a specific city as a focal point. Children need to identify the five oceans and seven continents on a map - link this to continent work on England and China.</p> <p><u>Summer Term</u>: Link to the History topic as children become explorers. Google Earth work to map a journey and explore new lands. Children will go on a loggerheads trip to Colomendy to become explorers for themselves. Castle visit.</p>