

*Inspiring and enabling our school community to live life to the full*



**YEAR 2**

**Subject: Geography**  
**Unit: Making Maps**

*Our Geography curriculum aims to encourage pupils to be curious about the world around them. It develops key geographical skills and provides pupils with the knowledge and understanding they need to be successful geographers. Our intention is to broaden their horizons through enquiry-based learning.*

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

<b>Prior Learning:</b> Year 1 – Children label an outline map of the school and add a simple key. They sort pictures of human and physical features of the school and Crowthorne village. They go for a walk to observe physical and human features in the locality.	<b>Key Vocabulary taught in this unit:</b> Human and physical features, (eg. houses, roads, shops, schools, railway, roads, forest, heath, river, lake) , bird-eye view, plan, map, route, key, symbol, survey
<b>Intent: What do we want the children to know, be able to do by the time they complete this unit?</b> <b>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</b> Be able to name a range of human and physical landscape features found in the Crowthorne area. <b>Use basic geographical vocabulary to refer to:</b> <ul style="list-style-type: none"><li>• <b>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></li><li>• <b>key human features, including: city, town, village, factory, farm, house, office, port, harbour</b></li></ul> Understand the difference between human and physical landscape features. Be able to name a range of human and physical landscape features found in the Crowthorne area. <b>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</b> Know that maps can take different forms. Be able to identify human and physical landscape features on a map or aerial photograph of Crowthorne. Know that a key is used to simplify information on a map. Be able to construct a simple key which uses symbols or numbers. Understand what is meant by a “birds eye view”.	
<b>Use simple fieldwork and observational skills to study the geography of the school and its grounds &amp; key human/physical features of its surrounding environment</b> Use observational skills to draw simple plans and maps of the school. Use observational skills and their own local knowledge to construct route maps of the local area. Carry out travel surveys to understand transport patterns in the local area. Observe and classify the different shops and businesses found on Crowthorne High Street.	
<b>Impact / Outcome: What will the final product / result be?</b> Children practise a range of field work skills including drawing their own plans and maps, and undertaking surveys of local traffic and shops.	
<b>P4C Inquiry (where appropriate)</b> n/a	

