**Year 2 Geography Curriculum – Autumn Term**

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| **Theme: Villages, towns and cities** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * 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. | | | **Keyword** | Definition | **Inputs (Energy)** | The sources of energy that are used to power systems or devices (e.g., electricity, gas). | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **City** | A large and densely populated urban area with many buildings, people, and activities. | **Outputs (Energy)** | The energy that is produced by systems or devices, often in the form of heat, light, or movement. | | |
| **Detached House** | A stand-alone house that is not connected to any other houses. | **Services Shield** | Protective barriers or devices used to protect underground services like water, gas, and electricity from damage. | | |
| **Shop** | A place where people buy and sell goods or services. | **Traps and Gratings** | Devices used in drainage systems to prevent debris from entering and clogging pipes. | | |
| **Terraced House** | A house that is part of a row of houses connected by shared walls. | **Landmark** | A recognizable and often historic building or feature that helps people identify a location. | | |
| **Town** | A medium-sized urban area that is larger than a village but smaller than a city, with more buildings and people than a village. | **Silhouette** | The dark shape and outline of someone or something visible against a lighter background, especially in dim light. | | |
| **Village** | A small settlement with few houses and people, often located in the countryside. | **Skyscraper** | A very tall building with many floors, typically found in cities. | | |
| **Council** | A group of people elected to make decisions and manage public services in a local area. |  |  | | |
| **Prior Learning:**  Local study-where we live- Year 1 | | | | | **Future Learning:**  Peak District- Year 3  Settlements and Market Harborough-Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. What is a village, and what are its main characteristics? | | * Understanding what a village is. * Identifying key characteristics of villages (small size, fewer people, more open spaces, and natural surroundings). * Learning about common features found in villages (farms, small shops, houses). | | | | | **Activity:** Create a simple model or drawing of a village.  **Skill:** Observation and creative representation. | | |
| 1. What is daily life like in a village, and how do people in villages depend on each other? | | * Learning about the daily life and community in villages. * Identifying types of jobs people do in villages (farming, local shops). * Understanding how people depend on each other in village communities. | | | | | **Activity:** Interview a farmer or a local shopkeeper (real or role-play).  **Skill:** Communication and empathy. | | |
| 1. What is a town, and what are its main characteristics? | | * Understanding what a town is. * Identifying key characteristics of towns (medium size, more people than villages, a variety of shops and services). * Learning about common features found in towns (schools, hospitals, larger stores). | | | | | **Activity:** Draw a map of a town including key features.  **Skill:** Map drawing and spatial understanding. | | |
| 1. What is daily life like in a town, and what jobs and services can be found there? | | * Learning about the daily life and activities in towns. * Identifying types of jobs people do in towns (teachers, shopkeepers, doctors). * Understanding how towns support a larger community with more services. | | | | | **Activity:** Create a collage of different jobs and services found in a town.  **Skill:** Research and artistic expression. | | |
| 1. What is a city, and what are its main characteristics? | | * Understanding what a city is. * Identifying key characteristics of cities (large size, many people, skyscrapers, diverse neighbourhoods). * Learning about common features found in cities (museums, large parks, public transportation). | | | | | **Activity:** Build a 3D model of a city using recycled materials.  **Skill:** Construction and teamwork. | | |
| 1. What is daily life like in a city, and how do cities celebrate cultural diversity? | | * Learning about the daily life and diversity in cities. * Identifying types of jobs people do in cities (business professionals, artists, public service workers). * Understanding how cities are centres of culture and diversity. | | | | | **Activity:** Create a multicultural festival poster featuring different cultural activities found in cities.  **Skill:** Cultural research and creativity | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 1, 3 and 5 | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | Local study-where we live | | **3** | Peak District | | **4** |  | | **5** |  | | **6** | Settlements and Market Harborough | | |
| **Interdependence** | * Lessons 2 and 4 | | | | | | |
| **Environment and sustainability** |  | | | | | | |
| **Cultural understanding and diversity** | * Lesson 6 | | | | | | |