**Year 2 Geography Curriculum – Summer Term 1**

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| **Theme: Journeys** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. | | | **Keyword** | Definition | **Migration** | seasonal movement of animals from one region to another. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Journey** | an act of travelling from one place to another. | **Passport** | an official document issued by a government, [certifying](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08IKxtt18AUPlcXJF87fZquip2e3Q:1713794221795&q=certifying&si=AKbGX_pt4UlL1m2gNC94R_NJDj6ShcIYkBq5votAacRNWuK7DT0sGd0-Xf1JK4mHdcdAUQYAX2KB3sjxYZBR3POITbWisSNfUj69PKUgsg34qsdRy_q0rxM%3D&expnd=1&sa=X&ved=2ahUKEwilpbv-_NWFAxUuXUEAHW4ADNoQyecJegQIExAO) the holder's identity and citizenship and [entitling](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08IKxtt18AUPlcXJF87fZquip2e3Q:1713794221795&q=entitling&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJd3uj1apNsucOOVWEKQDoffWPp-s5isjGFhCJRR9_BUi5CLFbJ7YzVdrTBVXNXn8pAearhH_dBVJLlp2S7MnpZWqwXOI%3D&expnd=1&sa=X&ved=2ahUKEwilpbv-_NWFAxUuXUEAHW4ADNoQyecJegQIExAP) them to travel under its protection to and from foreign countries. | | |
| **Route** | a way or course taken in getting from a starting point to a destination. | **Inoculation** | the action of [immunizing](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_nQ-KvO51vdjGzUma6oEX6b_DKBQ:1713794246758&q=immunizing&si=AKbGX_pt4UlL1m2gNC94R_NJDj6S29h8wHbGkUFk1YGjMvj8FxPtrqPPJfRuJSRuhUP6r1Nc9SsNRnkFR9p8XXgAidr3pWNSnmXOmWNSQ1iV6C6QL73Gt8o%3D&expnd=1&sa=X&ved=2ahUKEwjp4a6K_dWFAxW9VkEAHeYOA1YQyecJegQIEBAO) someone against a disease by introducing [infective](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_nQ-KvO51vdjGzUma6oEX6b_DKBQ:1713794246758&q=infective&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJwNe5j6nDNomwVrUQMuwOSs_xUfuzSnsdrPbmCv50LF8UOO72QTlDUhGYmuSiIknxCEXhsMUvRuqtBTgd5ECrPJX-3E8%3D&expnd=1&sa=X&ved=2ahUKEwjp4a6K_dWFAxW9VkEAHeYOA1YQyecJegQIEBAP) material, [microorganisms](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_nQ-KvO51vdjGzUma6oEX6b_DKBQ:1713794246758&q=microorganisms&si=AKbGX_plOwDP0zNrKp9MfsWGLhHN-MHsVfN9KjxRhjlIyHDQaqXsqLK1fvPSoxH_Yq1jW3sf4EZ6BAfTOPiUylJNsriTXzSVfWhkIpF-n5AfJzYqxbSUAPs%3D&expnd=1&sa=X&ved=2ahUKEwjp4a6K_dWFAxW9VkEAHeYOA1YQyecJegQIEBAQ), or vaccine into the body. | | |
| **Map** | a [diagrammatic](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_26VyKO7B91ryP-3h2oV2iZtq8cQ:1713794049032&q=diagrammatic&si=AKbGX_rYYX5RSQWW4ITS1L-igAzu1NoPWLanBEQ8Jms10e8KCysFb_-cs09qwsATYdJS3zpykY3xtWpyj-Ht8aDE9kSBxzd_XSQf9d88v3lC6MSkemhgrGk%3D&expnd=1&sa=X&ved=2ahUKEwi10Yqs_NWFAxVWWEEAHRR8ApgQyecJegQIRBAN) representation of an area of land or sea showing physical features, cities, roads etc. | **Transport** | take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship. | | |
| **Local** | relating or restricted to a particular area or one's neighbourhood. | **Petrol car** | A car powered by a fuel (petrol). | | |
| **Destination** | the place to which someone or something is going or being sent. | **Electric car** | A car powered stored electricity. | | |
| **Holiday** | an extended period of leisure and recreation, especially one spent away from home or in travelling. | **Hybrid car** | A car that can be powered both by fuel and electricity. | | |
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| **Prior Learning:**  Local studies -Our School and where we live –Year 1 | | | | | **Future Learning:**  The Water Cycle- Year 4  Natural Resources and Trade- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Which local journeys do we make? | | * A journey is an act of traveling somewhere whether big (to another country on a plane) or small (a walk to the village shops). * We make different journeys all the time whether by foot, bike, car, bus, train, boat or aeroplane. There are many different ways to travel and we may use different types of transport on the same journey to our destination. * We have different destinations and purposes for travel. Sometimes it is to see a friend or to visit the shops. It may be our regular daily journey of coming to school. * Journeys may require us to plan ahead and know the routes we need to take; paths on foot or bike, roads for cars, rivers for boats, railway lines for trains and airports for planes. | | | | | * Make a list of journeys that you would take in a normal week and input this as data in a grid. Present in three columns: where they start, where they go and how they travel. These might add if they think it is a short or long journey. | | |
| 1. How can we map our journeys? | | * A map is the means by which we can plan and prepare where we are starting and where we are going (destination) and the possible routes we may need to take to get there. | | | | | * Follow a route of a familiar journey (home to school, the park to the shops) and use a map to prepare different ways to get there: the quickest way, the safest way, the way which uses the most forms of transport, the scenic way. * Create a map to show a short local journey we might make and include landmarks and features. Show the route clearly from start to finish. | | |
| 1. What journeys do we make when we go on holiday? | | * Journeys we take to go on holiday are usually longer than local journeys and may take up to a few hours in the car (if we are travelling within the UK) to several hours on an aeroplane depending on where we are going to. * When we travel abroad the route to our destination will often require us to travel through or over other countries. | | | | | * Select a journey to a destination in the world. * Record the route and document the forms of transport needed to get to the destination. | | |
| 1. What journeys do animals make? | | * Animals also make journeys; some very small journeys (depending on the size of animal and accessibility to other areas) and some great journeys (migration of swallows to and from Africa). * Animals make journeys for different reasons to humans (not to holiday) and many do in order to find a better life, with greater opportunities to feed their young and survive. Some, like the swallow, migrate from Africa to the UK each spring and return in the autumn. | | | | | * Log and map the route a swallow takes across a year. * Describe the route it takes and how this journey benefit the swallow. | | |
| 1. How can we prepare for a long journey? | | * Preparation is key to the long journeys we take and we must plan what we will need in advance not only for the journey (food, water, suitable clothes) but also for the destination and the time we will spend there. * Planning a journey may involve preparing bags/suitcases, bringing important documents (passports, plane tickets, foreign currency), bringing medical supplies/suncream, having inoculations beforehand to prevent disease, checking safety measures of vehicles, checking the right amount of clothes to bring, having someone look after your home and pets, and checking suitability of routes on your various journeys. | | | | | * Categorise what are essential items for a local trip and a longer journey. * Sequence the steps of a journey including essential items that will be needed along the way (‘take out tickets to board plane’ etc.) | | |
| 1. How can we make greener journeys? | | * Using transport that is green (bikes, feet, horses) is always a better alternative than using vehicles that need fuel like petrol or diesel (cars, boats, planes). * Sometimes using fuel is unavoidable and therefore planning the greenest ways or fewest trips is the best option. * Some people make journeys in greener vehicles choosing electric cars or hybrid (half electric/half petrol engine) cars to make their journeys. * People have to make personal daily choices about how green they can make their journeys depending on what transport means are available to them. | | | | | * Compare the pros and cons of fuel (petrol) and electric cars. * Select the greenest journey we could take to a destination on the map (google earth). | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 1, 2, 3, 4, 5 and 6. | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | Local studies -Our School and where we live | | **3** |  | | **4** | The Water Cycle | | **5** |  | | **6** | Natural resources and trade | | |
| **Interdependence** | * Lessons 1, 3 and 6. | | | | | | |
| **Environment and sustainability** | * Lessons 3, 4 and 6. | | | | | | |
| **Cultural understanding and diversity** | * Lessons 2, 3 and 5. | | | | | | |