Year Group	2
Term	Summer 1
Subject	Geography

Topic	Here we are! Our local area.
Curriculum Intent	To use a range of geographical and map skills to study the key human and physical features of our local area.

Key Vocabulary	Map, directions, north, south, east, west, up down, left, right, forwards/backwards, route, key, symbols, physical features, human features , village, town, city, capital, plan, aerial, settlement, compass

Skills	Mapping skills – follow directions (N,S, E, W); draw map devising own basic symbols in a key; follow a route on a map, use aerial photos to identify human and physical features. Use a range of sources - maps, aerial photos and atlases Enquiry and investigation skills – observations, similarities and differences Express views and communicate understanding Geographical vocabulary – in ref to physical and human features

Knowledge	• To know compass directions • To know how to use world maps, atlases, globes and aerial photographs to identify human and physical features • To know how to construct a basic key using symbols • To know how to carry out simple fieldwork using the surrounding locality looking at local features

Summer 1 MTP				
Week	**Learning Objective**	**Activities**	**Differentiation**	**Outcome**
1	To be able to use compass points to navigate around a map.	Children find out what maps are and some of the different ways they are used. Children learn about the 4 compass points and use them to move around a treasure map. Think about why using directional language is important.	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children understand directional language - using compass points.
2	To explore the town which we live in.	Children recap from Year 1 the difference between villages, towns and cities and then learn what the terms urban and rural mean. Revisit and revise the 4 countries of the UK. Then think about their local area – locate it on a map of the UK and think about what kind of settlement they live in. Where do we live in the UK? Think about the relationship to other places - How far are we from London/Edinburgh/Cardiff/Belfast etc How could we travel to London? France? Etc	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children can locate Newbury on a map of the UK and know what kind of settlement it is.
3	To locate Newbury using Google maps and ask questions about the physical and human features we can see.	Use google maps to zoom in on Newbury – look at the aerial photo view and the hybrid view – What can we see? Think about how it is an aerial view – what is different / important about this? Can we see the river? The canal? - which is a physical and which is a human feature? Where do the houses get built? Which other human and physical features can we spot? – town, shops, market square, fields, lakes, roundabouts, church, station etc Can children find the school/their own houses? What were the features that they used to help them?	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children can locate Newbury using google maps.

4	I can draw a simple map of Newbury and devise my own basic symbols in a key.	Give the children aerial photos in plan view of Newbury and the surrounding area. Look for the main shapes and areas of land use. Can the children identify the main roads? Can they find the river? The canal? Use this as a basis to draw their own maps of Newbury town centre. Add the school, church, post office, shops, playground, station, cemetery – which symbols could we agree on to make a simple key?	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children can draw a simple map and devise a key.
5	I can follow a route on a map and recognise features in my local area. (Fieldwork)	Go for a walk around the local area – children follow the route on a plan map. Can they spot the human features and locate them on the map as they go? Take/have photos of human and physical features and put them in the right place on a plan map back at school. Can children use a fieldwork question (traffic?) and gather data while on the walk? Tally charts? Use a plan map of the local area to plan a route – to the shops, to the church, to the park? How would you tell someone to follow your route? What could you use to help them?	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children explore the local area – noting features and follow a route. Develop simple fieldwork observational skills.
6	To design a map of an imaginary place and devise my own symbols in a key.	Children look at the map of Spring Town. Why is it not designed very well? Can the children design a new town with human geographical features? Children design and add their own key.	Paired / class work TA support if available Vocabulary mats Photos /resources to support	Children can draw a map, add a simple key and think about the importance of where things are.