

## Alexander Hosea Curriculum Map – Year 2

## Subject: Geography linked to question ‘What makes my world?’

### Sticky Knowledge:

I can recall knowledge about the UK places and seas that I learnt in Y1

I can still use geographical vocabulary to talk about human and physical features

#### Know about my locality

I can name the towns and cities near to Wickwar and talk about how people travel there.

I can use a map to locate Wickwar, Yate, Chipping Sodbury and Bristol

Know that there are different sorts of houses in the village of Wickwar

Know how to use an aerial photo on the computer and be able to zoom in and out.

Know how to represent things in a plan view and use a key

Know how to carry out a simple survey in the local area, interpret findings with support, and communicate what I found out

Know that Wickwar has farms, industrial buildings including factories and offices



### Programme of Study statements for the end of KS1:

-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and construct basic symbols in a key

### Future Knowledge:

Location of hot and cold areas of the world in relation to the Equator

Name and locate the world's seven continents and five oceans

### Previous Knowledge:

Know that our school is in the village of Wickwar  
Know the name of the town or village where they live

Name the 4 countries that make up the UK and name the seas surrounding.

Use geographical terms to talk about human and physical features



Chapel



Church



Town Hall



Wilcox's garage




Electric Oak

What landmarks do the children identify?  
Possibles:  
Roman bridge

<b>Key vocabulary</b>	
<b>Aerial view</b>	Birds-eye view from above that focus on the land
<b>Rural</b>	An area surrounded by farms and countryside
<b>Village</b>	A group of houses in a rural area
<b>Town</b>	An area that people live in that is bigger than a village but smaller than a city
<b>City</b>	Area with a larger population than a town
<b>Population</b>	How many people are present/ live in a certain area
<b>Map</b>	A birds-eye view picture showing an area
<b>Landmark</b>	Object or feature that is recognized by many. It could be a building, statue or physical feature
<b>Industrial</b>	Places that make and provide goods(things) and services needed by people
<b>Locality</b>	An area or neighbourhood
<b>Location</b>	A particular place or position
<b>Symbol</b>	A sign, shape or image that is used to represent something on a map
<b>Atlas</b>	A book that has maps in it
<b>Key</b>	A visual explanation of the symbols on a map
<b>Survey</b>	A set of questions to find something out
<b>community</b>	People who live, work and/or do things together

## Cultural Capital

### **Thinking like a Geographer**

Develop questioning skills in our state of being as a geographer	What sorts of houses are in my area?	When out and about what local environmental issues to they notice. (lack of shop, litter, road safety)
Relate the large scale plan to their visit and photos. Put coloured dots of markers and make notes about things they notice/ feelings about those places.	Make annotated drawings to show variations in the houses on the High Street	Take digital photos when out in the village to use later
<b>Visits and visitors:</b> Community visitors	<b>Experiences and events</b> Visits from locals – Jenny Hayden, Pat Trull Walks in the village Granparents of children	<b>Key texts</b> 
<b>Community events and links:</b>	<b>Global issues</b>	<b>Famous people/</b> Explorers - Shackleton
<b>Life Skills</b> Road safety Safety near railtracks	<b>Key places</b> Wickwar	