


KNOWLEDGE OVERVIEW GRID

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	Subject: Geography			Year Group: Year 2		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where we are in the world	History	Going to school in Bombo	History	History	Our local area: what is the weather like where I live?
<p>NC Objectives Covered (Taken directly from the National Curriculum)</p> <p>Red= substantive knowledge</p> <p>Blue= disciplinary knowledge</p>	<p>Locational knowledge: Name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Place knowledge: 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.</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Human and Physical Geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork: 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.</p> <p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork: 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.</p> <p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork: 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.</p> <p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	
<p>Previous Knowledge -What have children learnt previously that will support this next step?</p>	<p>Nursery – children understand the concepts of hot and cold Reception – children begin to understand basic maps, recognising land and water. Children know they live in England. Year 1 – children learn how to use map skills to identify places in the UK.</p>	<p>Nursery – children are aware of their own locality and features in their surroundings. Reception – children are introduced to Ugandan authors and story books. Children create a connection with Way of Salvation primary school through discussions, videos and mystery visitors. Year 1 – learning about physical and human features of Bramhope.</p>	<p>Nursery – children are aware of their own locality and features in their surroundings. Reception – children are introduced to Ugandan authors and story books. Children create a connection with Way of Salvation primary school through discussions, videos and mystery visitors. Year 1 – learning about physical and human features of Bramhope.</p>	<p>Nursery – children are aware of their own locality and features in their surroundings. Reception – children are introduced to Ugandan authors and story books. Children create a connection with Way of Salvation primary school through discussions, videos and mystery visitors. Year 1 – learning about physical and human features of Bramhope.</p>	<p>Nursery – children are aware of their own locality and features in their surroundings. Reception – children are introduced to Ugandan authors and story books. Children create a connection with Way of Salvation primary school through discussions, videos and mystery visitors. Year 1 – learning about physical and human features of Bramhope.</p>	<p>Nursery - aware of sense of place and places around them. Understanding and experiencing hot and cold weather. Reception – experiencing the environment around them on welly walks around the school. Begin to understand seasonal changes. Year 1 – making simple maps of around the school and learning the basics of fieldwork. They have learnt about key features of a village. Year 2 Autumn 2 – learnt vocabulary around weather, seasons and climate</p>

<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>	<p>Children can still mix up the concepts and vocabulary of continents, countries and counties.</p> <p>Children can find it difficult to understand the different cultural diversity between different countries within the same continent e.g. Europe.</p>		<p>Children often see Africa as a country rather than a continent.</p> <p>Children can have grown up with the idea that all people in Africa are poor. We need to challenge these conceptions and introduce a broader understanding of life in Bombo.</p>			<p>Children can mix up the definitions of weather and climate or think they are the same thing.</p>
<p>Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.</p>	<ol style="list-style-type: none"> 1. What are the names of the world's continents and oceans? 2. What is the equator? 3. How can I find out more about a continent? 4. How can I find out and share key facts about the continents? 5. Where is Europe? 6. What are the key landmarks in Europe? 		<ol style="list-style-type: none"> 1. What is a human and physical feature? 2. Where is Africa? Where is Uganda? 3. What are the human and physical features in Bombo? 4. What are the human and physical features in Bramhope? 5. What is similar and different in Bombo and Bramhope? 			<ol style="list-style-type: none"> 1. What is weather? 2. How does the weather affect us all year round? 3. What is a weather forecast? 4. How can we record the weather? 5. What is extreme weather? 6. Where is weather hot and cold? 7. How are we affected by climate change?
<p>Knowledge Showcase -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?</p>	<p>Continent presentations Children will work in groups to research about a continent. They will present their findings to the class.</p>		<p>Letter to a child in Bombo Children to write a letter to children at the primary school in Bombo, describing what Bramhope is like and asking questions about what Bombo is like to find out more.</p>			<p>Weather chart Children to record the weather over a week/a few weeks with rain gauges, windsocks or weathervanes. Children then use this information to make a weather chart to present their findings.</p>

<p>Knowledge Sentences</p> <p>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</p> <p>(To share with children when it is taught during the unit)</p>	<ol style="list-style-type: none"> 1. I know that the seven continents are called: Asia; Africa, North and South America, Antarctica, Europe and Australasia. I know that the five oceans are called: The Pacific Ocean; the Atlantic Ocean; the Arctic Ocean; the Indian Ocean and the Southern Ocean. 2. I know the equator is an invisible line around the world that divides the northern hemisphere and southern hemisphere. 3. I know that I can find out more about a continent using atlases, globes and the internet. 5. I know that Europe is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, and the Mediterranean, Black, and Caspian seas to the south. 6. I know some of the main European landmarks are: Eiffel Tower in Paris, France, Colosseum in Rome, Italy, the Alps, Switzerland. 		<ol style="list-style-type: none"> 1. I know that human features are things that are made and built by humans. I know that physical features are things that have been made naturally. 2. I know that Africa is a continent that spans the equator. I know that Uganda is a landlocked country in East Africa. 3. I know that Bombo is a town in Uganda. I know that Bombo is on the Kampala highway, surrounded by countryside. I know Bombo has shops, schools and houses. 4. I know that Bramhope is a village near the countryside. I know Bramhope is located north of Leeds. I know Bramhope has shops, churches and a school. 5. I know that Bombo and Bramhope have many physical and human differences and similarities e.g. landscape, vegetation, housing, schools, shops. 			<ol style="list-style-type: none"> 1. I know that weather is the current condition of the atmosphere. I know that climate is the average weather conditions over a long period of time. 2. I know that weather changes with the seasons. 3. I know that we can use different tools to forecast weather e.g. e.g rain gauge, windsock, weathervane. 4. I know that I can use a weather chart to record the weather. 5. I know that extreme weather can include: droughts, heatwaves, thunderstorms and flooding. 6. I know that weather is hotter at the equator and colder at the poles. 7. I know that extreme weather events are becoming more frequent due to climate change.
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Key Vocabulary (To share with children and add to working walls/knowledge mats)		Continent Ocean Globe Equator Names of continents and oceans Atlas Country Mountain range River Desert Weather Seasons Climate		Africa Continent Country Bombo Human features Physical features Atlas Lake Victoria Kampala Landscape Vegetation			Weather Climate Seasonal changes Weather forecast Record Extreme weather Drought Heatwave Thunderstorm Flooding Equator
What does this look like at Bramhope?	Enrichment Activities (trips, residentials, speakers, SMSC)			Speaker: A talk from Virginia about life in Bombo. Zoom call to Way of Salvation Primary school.			Trip to Nell Bank
	Physical Resources (artefacts)	Globe Map Atlases		Globe Maps/Atlases Digimaps			Globe Maps/Atlases Digimaps Recording equipment
	Cross Curricular learning (Include opportunities for writing and quality texts)						
	Local Learning including outdoor learning						

	Opportunities for cultural Diversity	Understanding different ways of living and culture around Europe.		Children begin to understand that they belong to part of the wider world. Creating relationships with pupils in another school.			
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