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ASHINGTON LEARNING PARTNERSHIP

Y2 Geography 2019-2020

1. Where do we find towers, tunnels and turrets and why are they located there?
2. Are there towers, tunnels and turrets everywhere in the world?

Aspect of Study

Place knowledge
Locational knowledge
Geographical skills and fieldwork
Human and physical geography

Transferable Knowledge:

Castles and castle life, significant individuals.
Knowledge of towers, tunnels and turrets to apply to design and models.
Use of materials in building for strength.

National Curriculum Overview of Programme of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

During this unit, students should be taught to:

- Identify seasonal weather patterns in the United Kingdom.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- 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.

Real World Links:

Career links
(Not set - to reflect world events)

Links with parents and wider community

Opportunity for Skills for Life

Influential Figures

William the Conqueror
Isambard Kingdom Brunel

OPAL links

Building towers/dens/fortresses and looking at structures.

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • use world maps, atlases and globes to identify the United Kingdom and its countries. • 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. • 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 - **focus on local area** • 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 • identify seasonal and daily weather patterns in the United Kingdom	• Identify daily weather patterns. • Begin to use maps. • 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. • 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. • Use simple compass directions. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • 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 key human features, including: - town, village, factory, farm, house, office, port, harbour and shop.	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **-Europe - Italy** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - **Italy Year 3** • physical geography, including: mountains, volcanoes and earthquakes, • human geography, including: types of settlement and land use. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Nouns	Verbs	Concept
Town Village City Coast River Castle Symbol Map Satellite image Key High/low lying land Tower Tunnel Burrow	Locate Draw Label Find	

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Sequence of Teaching and Learning
Launch: trip to a local castle.

	National Curriculum EQ	Lesson ideas/differentiation
1	**NC: To use basic geographical vocabulary to refer to key physical and human features.**	**What can you remember about your local area?** Recap lesson - establish what pupils have remembered about their local area (Ashington) from Year 1 units of work. This could be done as a spider diagram with specific headings to ensure pupils are guided to remember relevant knowledge. Pictures could be used as memory prompts after initial discussion/assessment.
2	**NC: To 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.** **NC: To use basic geographical vocabulary to refer to key physical and human features.**	**Where do you find castles in Northumberland?** Look at maps and aerial photographs of Northumberland Focus on cities/town/villages (opportunity to revise locational/compass directions and the difference between settlement size) Which of these places have castles? The children could mark the location of various castles on a map of Northumberland. HA children could use blank maps and use simple symbols for different features.

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3	**NC: To use basic geographical vocabulary to refer to key physical and human features.** **NC: To describe the location of features on a map.**	**Why do certain places in Northumberland have castles?** This will need to be answered after the relevant history objectives have been taught. Why were castles built? Where were castles built? Why do you think many castles were built near the coast or a river? Why were they built on high ground? How would this help? Children to use the knowledge and geography skills acquired so far to answer the enquiry question. This could be presented in different ways: ● An information leaflet (tourist information) ● A poster advertising castles ● A piece of extended writing.
4	**NC: To 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**.	**Where else in the world do we find towers?** Explicitly teach pupils how to use an atlas and world map **(see maps and atlases progression document)** Emphasise that different maps can tell you different things. Explain the concept of a continent and discuss where the continents are located in terms of directional language (North, South, East and West) ** Lesson

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	National Curriculum EQ	Lesson ideas/differentiation
5	**NC: To 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**	**Where else in the world do we find towers?** Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes. RE link: bell towers etc. **Note** Provide children with of images of world-famous towers and their location, and challenge them to locate the towers on their map or globe. Include examples such as the CN Tower, in Toronto (Canada); Big Ben and the Shard, in London (England); the Leaning Tower of Pisa, in Italy; the Eiffel Tower, in Paris (France); and the Tokyo Skytree, in Japan.
6	**NC: To 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**	**What are towers used for around the world?** In mixed ability groups, research one of the towers learnt about in previous lesson and present findings to the other groups. Do they all have the same purpose? ● Computing link - internet research.

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	National Curriculum EQ	Lesson ideas/differentiation
7	**NC: To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** Link to history: Some tunnels were used as escape route or for shelter during the war.	**Where do you find tunnels and what purpose do they serve?** Where might you find a tunnel? Have you ever been through a tunnel? Where was it? Where did it go? Look at and describe images of world-famous tunnels. Think about what the tunnels are made from and how they think they are used. Consider why tunnels are needed and suggest reasons why they might have been built. **Note** Images to use could include the Channel Tunnel, in Kent; the Thames Tunnel, in London; the Tunnel of Love, in Kleven (Ukraine); the Laerdal Tunnel, in Norway; the amazing tunnels of Virginia's Natural Tunnel State Park, in the USA; the Bund Sightseeing Tunnel, in Shanghai (China); the Cu Chi Tunnels, in Vietnam; and the Guoliang Tunnel Road, in China's Henang Province. In addition, the Large Hadron Collider lies in a 27 km long tunnel about 100 m underground near Geneva, Switzerland.
9	**NC: To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** Link to history: Isambard Kingdom Brunel Link to STEM: Designing bridges.	**Where do you find bridges and what purpose do they serve?** What if we need to cross an area such as a river but we can't go under it and we can't go through it? How else could we get from one side to another? Working in groups, ask the children to think about the bridges in the local area – perhaps canal bridges, motorway bridges or rope bridges. Look at local maps to identify the symbol used to show a bridge on a map, and spot a number of bridges in their area. What are the different bridges for? What are they made from and what shapes are they? **Note** Suggest to parents or carers that they take the children to explore their local area, finding and photographing bridges to report on in class.