

# Year 2 Medium Term Plan

## Key Learning in Geography

### Autumn: What are the seasons?

1. To be able to describe different types of weather, make observations and understand changes around them.
2. To be able to observe the weather and understand weather data from pictures, words and symbols.
3. To be able to understand why weather changes and know that there are different types of wind which bring about these changes.
4. To be able to understand that there are four seasons in the UK.
5. To know the parts of the UK and the capital cities and be able to talk about the weather there.
6. To be able to demonstrate understanding of the weather, seasons and different parts
7. of the UK.

### Cross curricular links:

**English:** learning poems about the weather and seasons (Lessons 2–3)  
**Maths:** collecting data and representing it in tallies or pictograms (Lessons 1–2); using words to arrange in a weather ‘Wordle’ online (Lesson 2)  
**Science:** learning about how the seasons have inspired scientists, writers and painters for millennia (Lessons 3–6); learning about night and day (Lessons 5–6); correcting basic misconceptions about the earth in space (Lesson 1)  
**Art:** learning about how artists use the seasons for contrasts in their pictures as well as to simulate a mood in a landscape (Lessons 5–6)  
**Music and drama:** listening to sound effects and weather sounds (Lessons 1, 3, 5, 6).

Geography skill

Potential education visits

## Key Learning in Geography

### Spring: Where does our food come from?

1. To identify the food shops on the local high street and understand that they are a source of many different foods.
2. To know that food comes from either plants or animals, and understand that some food we eat has been changed.
3. To understand what farming is, what a farmer does and where the plants we eat come from.
4. To understand that animals are reared in the UK and used for dairy and meat.
5. To understand that some traditional foods originate in the UK.
6. To understand the geography of the UK and the types of food produced here.

### Cross curricular links:

**English:** role-play through the children’s shop Big Finish (Lesson 6)  
**Maths:** reinforce learning about near and far, linking to the children’s understanding of scale and distance. What grows close to us/far away? (Lessons 1, 2, 5)  
**Science:** provides links to food growing, life cycles, ecosystems and edible and inedible things (Lessons 2–4)  
**Modern foreign languages:** extend learning b mentioning other languages of the British Isles such as Welsh, Gaelic, Irish, Cornish (Lessons 5–6)  
**Physical education:** national sports and teams, team games (Lessons 5–6).

Geography skill

Map work-recognising the UK and the individual countries.  
Using the key of a map that signals altitude to identify where most farms are.

Potential education visits

Tesco

<https://www.eathappyproject.com/trails/?page=4>

## Key Learning in Geography

### Summer: What are the seven wonders of the world?

1. To revise the human and physical geography of our local area and identify the UK’s ‘wonders’
2. To identify and describe the world’s highest mountain, giving reasons why It is a physical wonder.
3. To be able to identify the major rivers and desert areas in different continents of the world.
4. To identify ancient world wonders, and compare them with those built in the last hundred years.
5. To identify new world wonders in the UK and beyond
6. To explain and describe the world wonders that the children have learned about.

### Cross curricular links:

**English:** creating written work to express their opinions of local area ‘wonders’ (Lesson 1)  
**Science:** exploring materials in both natural and manmade environments (Lessons 1–4)  
**Art & design:** create their own paintings/drawings/photographs of their world as well as local ‘wonders’ to illustrate their own world wonders book (Lessons 1–6)  
**Computing:** carrying out internet research into (various lists of) the world’s wonders (Lessons 1–5)  
**Design & technology:** learning about the architecture/ engineering of buildings, bridges etc (Lessons 5, 6); learning about materials, aesthetics and the purpose of different structures – from the Egyptian Pyramids to modern architecture (Lessons 4, 5, 6)  
**History:** adding dates to build a time line for the local and global man-made ‘wonders’ (Lessons 1–6)  
**Music:** listening to and learning a song: What A Wonderful World by Louis Armstrong, and adding their own compositions of new verses (Lessons 1–6).

Geography skill

Identifying human and physical geography.

Use a range of maps, atlases, globes to identify climates.

Potential education visits

### Key vocabulary

**Clock:** an instrument for measuring and recording time

**Colour words:** red, brown, yellow, green etc

**Descriptive temperature words:** warm, cold, cool, dry, hot etc

**Seasons:** a time of year marked by certain conditions: spring, summer, autumn, winter

**Weather words:** sun, rain, clouds, rainbow etc.

### Key vocabulary

**Bakery:** a shop that sells bread, cakes, pastries, pies etc

**Butcher:** a shop that sells meat products

**Farm:** where animals and crops are raised and grown

**Fast food:** food that is prepared and served quickly

**High street:** an area of a town where many of the shops and businesses are found

**Newsagent:** a shop that sells papers, magazines, confectionery etc

**Plant:** a living organism that gets its food through photosynthesis

**Processed:** food that has been treated by chemicals or changed in some way

**Supermarket:** a shop that offers a wide variety of foods and products.

### Key vocabulary

**Ancient:** something that belongs to the past, and is often no longer in existence

**Compass points:** points on a magnetic compass marking the four main directions: North, South, East, West

**Continent:** land mass defined by physical, human, or cultural features: Europe, Africa, Antarctica, Asia, Oceania, North America or South America

**Country:** political area defined by physical, human, or cultural features

**Man-made:** something built by humans

**Modern:** something that belongs to the present

**Natural:** the opposite of man-made, something created naturally through a process of the earth, such as wind, water, volcanoes, earthquakes or plants growing.

## ASSESSMENT

### All children can:

Identify changes in the weather

Identify seasonal weather patterns in the UK

Assist in taking repeated observations and record these using symbols

Understand that the weather may vary in different parts of the UK

and e.g. it can be hot and cold areas of the UK on the same day.

### Most children can:

Name and describe changes in the weather

Name the seasons and describe the basic UK seasonal weather patterns

Assist in taking repeated observations and record these using symbols

Name some different parts of the UK and state that the weather may vary there.

### Some children can:

Name and describe changes in the weather confidently

Name the seasons and describe the basic UK seasonal weather patterns

Take repeated observations accurately and record these using symbols .

Understand and name the different parts of the UK and state that the weather may vary there due to the wind.

## ASSESSMENT

### All children can:

Identify foods that can be bought on the local high street

Understand what cereal crops are made into

Explain where everyday products (milk) come from

Explain that many different types of food come from the UK.

### Most children can:

Identify foods that can be bought on the local high street and can identify processed food

Understand what cereal crops become and where everyday products like milk come from

Explain that many different types of food come from the different UK regions.

### Some children can:

Identify types of food: fast, fresh, processed

Identify foods that can be bought on the local high street and can describe how food has been processed

Name and describe regional products from the UK

Explain why foods come from specific regions.

## ASSESSMENT

### All children can:

Identify and name continents

Identify and name some of the wonders

Use atlases, maps and globes to locate some of the wonders

Give an opinion about local and global wonders

Correctly use some of the key vocabulary.

### Most children can:

Identify and name the relevant countries and oceans

Communicate in detail something about these countries

Identify and name most of the wonders studied □ Use atlases, maps and globes to locate some of the wonders □ Give reasons for their choice of local wonders

Correctly use most of the key vocabulary.

### Some children can:

Give detailed geographical information about the countries where the wonders are located

Express opinions about world wonders

Begin to explain geographical processes that formed the natural wonders

Explain their choice of local wonders

Respond to some of the open questions (see Background Information)

Correctly use all of the key vocabulary.