

Where in the world are you?

KS1 – Year 2 Medium-Term Planning example

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February 2024
Final version

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Overview

This document contains...

A medium-term geography planning example for year 2 pupils.

Points to consider when using this resource

This document aims to support teachers with planning geography within their schools. It provides a suggested planning proforma and demonstrates how to construct medium-term planning for a specific year group and topic.

KSI – ‘Where in the world are you?’ Overview: Year 2

<p>Overview/intent</p> <p>Children to improve knowledge and understanding of their place within the world and what their personal geography looks like: where their house is, in a specific town/city, in a county, within the UK, in the world. They will understand that not everyone’s personal geography looks the same and will use the book <i>Where in the world are you?</i> by Marie G Rohde as a text driver to support understanding.</p>		
<p>Core geographical concepts</p> <p>Place – underpinning a sense of identity and home by exploring the context of pupils’ personal geography, looking at the character of the local landscape verses different places and locations globally.</p> <p>Space – looking for simple patterns on maps and considering how near/far pupils’ journeys to school are and various locations globally.</p> <p>Earth systems – N/A.</p> <p>Environment – exploring the human and physical geography of the pupils’ local area and associated global locations, including the UK.</p>	<p>Geographical skills covered</p> <ul style="list-style-type: none"> • Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. • Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 	
<p>Assessment and feedback</p> <p>Formative assessment for learning (AfL) opportunities throughout unit such as: verbally quizzing pupils about the human and physical features identified outside their windows, quizzing pupils on their route to school using compass directions and checking pupils’ route to school maps. Summative assessment opportunities include evaluating pupils’ completed nested hierarchies at the end of the unit to check for knowledge application.</p>		
<p>Prior learning</p> <ul style="list-style-type: none"> • Pupils should be able to name and locate the world’s seven continents and five oceans. • Pupils should be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>(Key Stage 1 National Curriculum : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)</p>	<p>Key Stage 1 National Curriculum links</p> <ul style="list-style-type: none"> • Pupils will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Pupils will 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. • Pupils will use simple fieldwork and observational skills to study the geography of their <i>homes</i> and the key human and physical features of its surrounding environment. <p>(Key Stage 1 National Curriculum: National Curriculum - Geography key stages 1 to 2 (publishing.service.gov.uk))</p>	<p>Next steps/unit</p> <ul style="list-style-type: none"> • Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, and North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.

Learning enquiry question	Key vocabulary	Suggested learning activities	Learning intentions – knowledge, understanding and	Resources
<p>L1</p> <p>What is the geography from my window?</p>	<p>personal geography, human and physical features, similarities, differences, urban, rural, places, view, local area</p>	<p>Teacher to read the book ‘Where in the world are you?’ Explain that we will be answering this question ourselves at the end of the unit. Discuss with the children how the story ‘zooms’ out from the black cat’s personal geography from within his home, to his local area and beyond.</p> <p>Children to work in small groups and discuss what their personal (home) geography looks like to them.</p> <p>KQs:</p> <ul style="list-style-type: none"> - What can you see from inside your bedroom window? - What can you see from your front door? (photo as reference) <p>What are the human and physical features present? (for example, trees, rivers, roads, houses etc which they can see from the window). Provide children with a pack of human and physical features for them to sort, (children selecting only the ones they can see outside their front door) recapping the definition of both.</p> <p>Together as class, create a table of some of the human and physical features seen from the children’s windows. (add photo for books)</p> <p>KQs:</p> <ul style="list-style-type: none"> - Are there any similarities/differences? (introduce terms such as ‘urban’ and ‘rural’ for discussion only). <p>Ask children the question: <i>Does everyone have the same view of the world from their window?</i></p> <p>As a class, explore the website https://www.window-swap.com/ and see the world from other people’s windows, discussing similarities and differences.</p>	<p>Children will consider what their personal geography looks like.</p> <p>Children will identify the human and physical features for when they look out their window.</p> <p>Children will begin to gain an understanding that not everyone’s personal geography looks the same.</p> <p>Children will have a better understanding of the terms ‘urban’ and ‘rural’ and will gain some knowledge about the difference between the two.</p>	<p>‘Where in the world are you?’ book by Marie G. Rohde</p> <p>Children to bring a photo of their front door/window or emailed to teacher.</p> <p>WindowSwap - Watch windows around the world</p>

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<p>L2</p> <p>What does my local geography look like on my journey to school?</p>	<p>house, street, park, town, city, journey, local area, map, symbols, school, compass, North, South, East, West, direction, residential, commercial, human and physical features</p>	<p>Teacher to recap ‘Where in the world are you?’ book – specifically the pages where the black cat leaves his house and you see the ‘cheerful street’ next to the ‘noisy park’. Ask children: ‘What do you see on your journey to school?’</p> <p>Provide children with maps of the local area (Google maps screenshot for example or digimaps print out, centralised around the school itself and surrounding area as to include all children’s homes – some research as to where children live in relation to the school may need to be done before lesson to ensure all children are included). The name of the town/city must be visible on the map.</p> <p>Model to children how they should use the maps to plot their route to school. They need to label the map with what they can see during this journey. Alternatively, children could draw their route to school and therefore create their own maps. This is up to teacher judgement depending on the abilities of the children in the current cohort.</p> <p>Introduce (or recap if previously introduced) the four cardinal points of a compass for children to then add and label on their maps. Can they verbalise their journeys using these? For example: <i>“When I leave my house, I walk south in the direction of my school.”</i> Or <i>“I step out my front door and walk east to the end of the road.”</i></p> <p>Discuss with the children how this is a good way to identify the land use in the area. Explain this is simply how the land is being used, eg for residential (houses) or commercial (businesses). KQs: What do you notice about your journey? Eg lots of houses, some shops, do not pass any fields, no parks on the journey etc. Does everyone’s journeys look the same?</p>	<p>Children can present their journeys to school on a map which includes labels of human and physical features.</p> <p>Children can draw their journeys to school in the form of a map using basic symbols.</p> <p>Children will begin to understand the four cardinal directions of a compass (N,S,E,W)</p> <p>Children will gain an understanding of land use in their local area.</p> <p>Children will understand that everyone’s journeys look different even if the destination is the same.</p>	<p>Google maps screenshot or digimaps print out of the local area.</p> <p>Share a compass and compass directions with the children.</p>

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<p>L3</p> <p>What does my personal geography look like beyond my local area?</p>	<p>town, city, local area, locate, United Kingdom, attraction, visit, county</p>	<p>Explain to children, that just like in the book from previous lessons, we need to ‘zoom out’ and look beyond their local area. Ask children if they know what town/city they live in? (Teacher to spend time discussing the difference between the two terms and the definitions for each).</p> <p>Share a UK map with towns/cities and see if they can locate/spot theirs. Ask children if they know of/have heard of any cities nearby (within the UK). Can they locate these also?</p> <p>Children to annotate any cities of relevance to them with explanations eg <i>“My uncle lives in Birmingham...I once visited London Zoo...”</i> Children may need support with this as they may be able to list locations/attractions they have visited but not know where it is in the UK, for example <i>“I have been to Alton Towers...I have heard of Cadbury World but don’t know where it is...”</i></p> <p>Teacher to annotate whole class map to show the coverage of children’s knowledge of the UK and cities within it.</p> <p>Ask children if they know what county they live in? Share a UK map which shows the different counties and ask children to locate theirs.</p> <p>Lastly, ask children if they can locate the UK on a map of the world using maps and globes. Which countries make up the UK? KQ:</p> <ul style="list-style-type: none"> - What do you notice/can tell me about the UK? (it’s an island, surrounded by sea, close to France, is small in comparison to some countries, etc). 	<p>Children will be able to identify if they live in a town or city and be able to locate this on a map of the UK, with an understanding of the difference between the two terms.</p> <p>Children will have gained knowledge of some of the cities within the UK.</p> <p>Children will have gained knowledge of which county they live in and be able to locate it on a map of the UK.</p> <p>Children will be able to locate the UK on a world map/globe and name the countries within it.</p>	<p>Map of the UK with cities labelled.</p> <p>Map of the UK with counties labelled.</p> <p>Map/globe of the world.</p>

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<p>L4</p> <p>What does my personal geography look like outside of the UK?</p>	<p>United Kingdom, globally, locate, visited, country, map, live, seas, oceans, neighbouring</p>	<p>Explain to children, that we need to continue to ‘zoom out’ and now focus on what their personal geography looks like outside of the UK (globally).</p> <p>Ask children if they know of/have heard of/have visited any countries which are outside of the UK?</p> <p>Provide children a black and white map of the world for them to locate and colour the countries of which they have visited. NB: If children have not left the country, they could colour countries of relevance, eg where they have friends or family living or simply countries they would like to visit.</p> <p>Model to children how to create a key for their maps to explain their colour coding.</p> <p>For example:</p> <p>Blue = countries I have visited Green = countries where my friends or family live Red = countries I would like to visit</p> <p>Support children with locating the countries and discuss what they notice.</p> <ul style="list-style-type: none"> - Is the country landlocked? (surrounded by other countries and not next to a sea or ocean) - What are the neighbouring countries? - Are there any seas/oceans next to the country? - Did they find the country to be hot or cold? 	<p>Children will be able to name and locate countries of relevance to them on a world map.</p> <p>Children will develop a better understanding of some countries in the world with some basic physical geographical knowledge, eg climate and weather conditions.</p>	<p>Black and white map of the world.</p>

Learning enquiry question	Key vocabulary	Suggested learning activities	Learning intentions – knowledge, understanding and skills	Resources
<p>L5</p> <p>How can I present my personal geography journey?</p>	<p>personal geography, nested hierarchy, home, town, city, county, United Kingdom, world, similar, different</p>	<p>Children to use the knowledge gained and presented in previous lessons to create a nested hierarchy for their personal geography.</p> <p>This should include:</p> <ul style="list-style-type: none"> - their homes - the town/city they live in - the county - the UK - the world <p>Within each section, children should include things of relevance to them. For example:</p> <p>Their homes = the things noted outside their windows such as trees, houses etc (human and physical features)</p> <p>The town/city they live in = the human and physical features identified on their journeys to school</p> <p>The county = the county in which they live</p> <p>The UK = cities visited/of relevance to them</p> <p>The world = countries visited/of relevance to them</p> <p>Children to share their nested hierarchies and discuss how they are similar/different to those of their peers.</p> <p>Teacher to pose the question: Is everyone’s personal geography the same? Encourage children to discuss and explain their arguments. These could be captured as a class discussion/debate as evidence for books.</p> <p>Teacher to conclude the lesson/unit by going back to the original enquiry question: <i>‘Where in the world are you?’</i> Where children should then be able to verbalise a response/conclusion, eg <i>‘I am in my house, which is in (town/city) which is in(county) which is in the UK, which is in the world.’</i> – nested hierarchies acting as evidence.</p>	<p>Children will have developed a better sense of self and place within the world.</p> <p>Children will be able to demonstrate an understanding that not everyone’s personal geography is the same.</p> <p>They will have gained an understanding of where their home is in relation to the city and county in which they live, the UK and the rest of the world.</p>	<p>Learning/written work from previous lessons.</p> <p>Discs for children to create their nested hierarchies.</p>

Geography

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