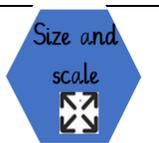




# St. Katharine's Primary School Geography Progression Pathway Year 2

Enquiry question/ Concept

Where in the world is home for the children at St. Mark's and how does it compare with where I live?  
(Non-European case study)



Geog Your Memory =

Earlier in Key Stage 1 pupils learned:

- The world's continents and oceans and the location of the North Pole and South Pole
- The distinction between physical and human features
- The main physical and human characteristics of their own locality
- The main elements of the weather
- The difference between weather and climate
- The distribution of polar, temperate and tropical regions
- How weather changes during the four seasons in the United Kingdom



## Curriculum Content

### Locational and place knowledge

- name and locate the world's seven continents and five oceans
- 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

### Human and physical geography

- Reinforce terms physical and human geography.
- use basic geographical vocabulary to refer to key physical and human features.

## Skills

### 1: How does the location of Uganda compare with where I live?

**Identify and describe** the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles

**Compare** their own location with the location of Uganda within Africa and also both locations in relation to the Equator and the north and south poles

Using maps at various scales and online websites, **identify** time differences and estimate distances between the UK, Uganda and other locations in the world

### 2. What are the main human and physical features of Uganda?

**Identify, describe and suggest reasons** for the physical and human features of Uganda. Discuss its diversity.

### 3. How does the natural environment around Kasese compare with the natural environment around where I live?

**Identify and describe** the location of Kasese using Google Earth, considering both human and physical features.

**Compare and contrast** with the children's local area. (Fieldwork opportunity).

**Identify and locate** the region in which they live in the United Kingdom and the location of their home settlement within that area

## Vocabulary

Similar  
Different  
Continent  
Beach,  
Coast,  
Forest,  
Mountain,  
Sea,  
River,  
Season  
Weather  
City,  
Town,  
Village,  
Farm,  
House





# St. Katharine's Primary School Geography Progression Pathway Year 2

<p><b>Fieldwork and map skills</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul>	<p>4. How does the weather at Kasese compare with the weather where I live?  <b>Identify and describe</b> the main characteristics of the tropical climate of Kasese.  <b>Compare and contrast</b> the climate of Kasese with the temperate climate of the United Kingdom and polar regions of the world  <b>Identify and locate</b> areas of the world with a tropical, temperate and polar climate</p> <p>5. How does going to school in Kasese compare with my school?  <b>Identify and describe</b> how school life in Kampong Ayer compares with their own</p> <p>6. Visitor – from An African Dream charity. How does life for Little Kev compare to my own?</p> <p><b>Fieldwork –</b>  <b>Identify and contrast</b> our local environment with Kasese.  <b>Challenge –</b> Describe and explain why Uganda is known as the Pearl of Africa.  Explain why some areas of Uganda are popular holiday destinations for tourists from the United Kingdom</p> <p><b>Home Learning opportunity –</b>  Investigate other countries that run along the Equator. Identify what type of climate these countries have.</p>	<p>Shop  Gorillas  Equator  Landlock  Urban  Rural  Lake</p>
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### Diversity



Celebrating similarities and differences between our school and a school in Kasese.





# St. Katharine's Primary School Geography Progression Pathway Year 2

Enquiry question/ Concept  
Why is London special?



Geog Your Memory =



Curriculum Content	Skills	Vocabulary
<p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography 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 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 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>1. <i>Where is London and why is it the capital city of England?</i> Learn that London is the capital city of UK, where British Parliament meets. Identify where Pudding Lane is in relation to the Great Fire Of London.</p> <p>2. <i>What are the major landmarks of London?</i> Identify famous buildings and landmarks in London using Digimaps. Observe where they are on a map.</p> <p>3. <i>How has the city changed and how do you think the city will change in the future?</i> Using Digimaps, compare and contrast a section of London from now and 50 years ago. Speculate why these changes have occurred.</p> <p>4. <i>Why do people from all over the world come to visit London?</i> Observe different types of transport used in London. Describe the appeal of London to people all over the world in terms of landmarks and culture.</p> <p>5. and 6. <i>What are the other nations that make up the UK and what are they like?</i> Identify Scotland, Wales and Northern Ireland and their capital cities. Observe the characteristics of each nation.</p> <p>Challenge— Investigate another capital city in Europe, such as Paris. How does it compare with London?</p>	

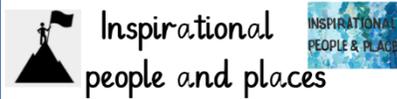




## St. Katharine's Primary School Geography Progression Pathway Year 2

Home Learning opportunity -

Have any families been to London? Bring in a photograph to discuss. Or go on a virtual trip of London using Google Earth.



Investigating the capital city of England, London.





Enquiry question/ Concept

## Why does it matter where my food comes from?



Geog Your Memory =

- The elements that make up the weather and observed and recorded how these changed locally over time
- About the different weather associated with the four seasons of the year
- The location of hot and cold places in the world

Curriculum Content

Skills

Vocabulary

**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

**1: Where do dairy products come from?**  
 Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced  
**Identify, describe and offer reasons** for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products

**2. Why are there so many dairy farms in Devon?**  
**Identify and describe** the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities  
 Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming  
 Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole

**3. How does Quicke's Dairy Farm in Devon make cheese?**  
 Describe how cheese is manufactured on one Devon farm and how it is exported

**4. How does our list of favourite fruit and vegetables compare with the favourites of other people?**  
**Identify** the top 10 most popular fruits in the United Kingdom and understand why half of these are imported  
**Identify and describe** the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom  
 Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom

**5. Why is it important to know all about sugar?**

Import  
 Export  
 Pasture  
 Farming  
 Urban  
 Rural  
 Tropical  
 Plantation  
 Temperate





## St. Katharine's Primary School Geography Progression Pathway Year 2

**Identify and describe** how sugar is refined from sugar beet on British farms  
Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle

### 6. Why does John have so many happy customers at his shop?

**Identify and categorise** fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported

**Describe and explain** some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers

#### Challenge –

- Identify and describe the features of the four main types of farm in the UK
- Locate the main farming regions on a map of the UK
- Explain why buying locally produced and 'free range' food can be beneficial

#### Home Learning opportunity –

Choose a meal cooked at home and **explain** whether the ingredients are home produced or imported



.Engaging pupils in a range of environmental issues.

