



# Curriculum Coherence – Year 2 Geography

Term 3

Sun, Sea and Sand

## Prior Learning/Starting Points:

Different types of maps and their uses.  
 Compass directions.  
 How to use an atlas.  
 The difference between oceans and seas.  
 What aerial photographs are.

### will be able to

Draw maps of their local environment.  
 Understand and use compass directions.  
 Find features in an atlas using the index and contents page.  
 Discuss the differences between oceans and seas.  
 Understand some map symbols and use these when creating their own maps.

### will understand

The use of maps, atlases and photographs in a geographical sense and in everyday life

## INTENT

### KNOWLEDGE/NCObjectives

Use basic geographical vocabulary, in the context of coastal/seaside locations and locations relevant to the children themselves.  
 Use key words to describe different places and environments.  
 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, in the context of coastal/seaside locations.  
 Use a map to find seaside locations.  
 Use basic geographical vocabulary to refer to human and physical features.  
 Use key words to describe seaside locations.  
 Use aerial photographs to recognise landmarks and human/physical features.  
 Name, locate and identify four countries and capital cities of the UK.  
 Locate seaside resorts in the UK  
 Compare past and present seaside resorts.  
 Interpret map symbols and use compass directions.  
 Use maps/atlases to identify the UK, British islands and hot/cold islands in the world.  
 Identify weather patterns in the UK.

## IMPLEMENTATION

### ACTIVITIES

Assessing prior knowledge.  
 Discussing seaside resorts visited nationally/internationally.  
 Google Maps – finding nearest seaside.  
 Research a seaside resort.  
 Using aerial photographs to identify human/physical features and key locations.  
 Seaside resorts in the four countries of the UK.  
 Specific area study – St Ives, Cornwall. Compare to other seaside locations looked at.  
 Using a map of St Ives, interpret map symbols, identify key locations and give directions using compass directions (pretending to be a tour guide).  
 What is an island? Identify features of an island. Use maps and atlases to identify islands.  
 Compare main British Islands.  
 Identify hot and cold islands around the world.

## IMPACT

### OUTCOMES

#### PUPILS will know

Key features of the seaside.  
 Which features are 'human' and which are 'physical'.  
 Know how seaside resorts have changed over time  
 Some of the features of seaside holidays in the past.  
 Hot and cold islands in the world.

#### will be able to

Use key words to describe different places.  
 Talk about the different types of environments that people can visit and describe what they are like (town, village, city, countryside, and seaside).  
 Use key words to describe what seaside locations are like.  
 Locate (find) our nearest seaside resort on a map.  
 Spot key features of seaside locations using aerial photographs.  
 Name some seaside resorts.  
 Compare features of the seaside in the past and today.  
 Group human and physical features of the seaside.  
 Name and locate some of the main British islands.  
 Use key words to describe the town of St Ives and some of the man-made and natural features that exist there.  
 Plan a route for a tour around St. Ives using a map and compass directions  
 Name some 'hot' islands of the world.  
 Name some 'cold' islands of the world

#### will understand

The terms 'human' and 'physical'.  
 The difference between aerial view and side view photographs  
 That seaside resorts can be found in different countries in the UK.  
 How an island is different from the mainland.  
 Why we have different climates

## VOCABULARY

Seaside, coast, coastline, beach, human, physical, aerial view, birds eye view, observe, sand, sea, promenade, cliffs, coast, pier, harbour, sand dunes, bay, lighthouse, past,

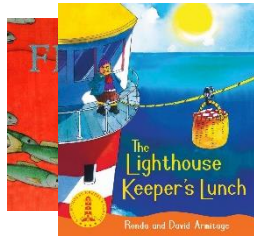
## READING OPPORTUNITIES

## NEXT STEPS IN LEARNING:

### Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to

present, holiday, town, country, capital city, UK, England, Scotland, Northern Ireland, Wales, compare, tourists, islands, mainland, hot, cold, equator, weather and climate.



human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Key Stage 2:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**SKILLS**

Use geographical vocabulary  
Use maps and atlases  
Locate seaside resorts  
Identify islands  
Understand map symbols  
Use compass directions  
Compare locations  
Identify human and physical features

**Key Questions:**

What geographical vocabulary do you know?  
Can you compare two locations?  
What is an island?  
Can you research a seaside resort?

**LINKS**

English – Flotsum, Grace Darling, Lighthouse Keepers Lunch,  
Maths – Directional language  
History – Grace Darling (lighthouse/seaside), how seashores have changed over time.  
Forest School – compass directions, human and physical features.  
PE - orienteering  
Science – Habitats