



**Geography Topic:** Maps

**Year:** 2 **Term:** Spring 1

## Key Knowledge/Content:

- **Map Skills-** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- **Place knowledge-** Begin to use compass direction, locational language and directional language.
- **Human and physical Geography-** Begin to use geographical vocabulary such as, town, village, city and town.

## Links to:

### Prior learning:

To build on knowledge of using maps to locate places and name features using keys and symbols.

### Future learning:

To begin to use fieldwork skills to monitor and explain patterns in human and physical features.

## Key vocabulary with definition:

### Prior vocabulary:

- Map- Our county.
- Aerial view- A map show from directly above a location, otherwise known as a Birdseye view.
- Physical features- Natural features such as green land, oceans, and mountains.
- Human features- Features that have been manmade and built such as building, roads and footpaths.

### New vocabulary:

- Compass points (4)- Four points of a compass- North, South, West and East.
- Continent- Any of the world's continuous expanses of land (Europe, Asia, Africa, North America, South America, Australia, and Antarctica).

## By the end of this unit

**All children can:** recognise the clear difference between using different maps.

**Most children can:** demonstrate using a key to identify key features on a map.

**Some children can:** demonstrate and explain how to locate key features on a map using a key and sketch a map independently, using a key.

## Background understanding for teachers and parents:

This unit will enhance previous learning about the world that we live in and extend children's knowledge about the world around them. This unit begins the process of embedding map skills so that children are confident in using maps as they build on this knowledge year upon year.

## Curriculum Driver:

Knowledge of the world.

### Evidence outcome:

Our Geography curriculum is limitless in where it can take our pupils.