Geography Long Term Plan Y2 2025-26

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	Autumn Term	Spring Term	Summer Term
Topic	Weather and Season What are the seasons? (linked to the local area)	Our Wonderful World What are the wonders of our world?	Journeys: Food Where does our food come from?
Sticky Knowledge	1. Talk about what the weather is and give examples 2. Name the four seasons 3. Name the four main compass directions 4. Explain why wind can be different 5. Know what a prediction is and be able to make predictions	1. Explain the difference between human and physical geography 2. Identify 'wonders' local to them e.g. York Minster 3. Name Mount Everest and describe 4. Know the difference between a river and a desert 5. Name rivers in different continents 6. Know the difference between ancient and modern	1.Know what is meant be a high street (local area with shops) 1. Name key shops- e.g. newsagent, post office, grocers 2. Food comes from plants and animals 3. Know what a farmer does 4. Cows are reared in the UK 5. Name traditional foods 6. Locate key regions of the UK
Vocabulary	Sun, cloud, weather symbol, satellite, sky, umbrella stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, change, compass, blown, shiver, shine, icy blast, blow, thaw, melt, cold blast, glow, bright, London, Edinburgh, Cardiff, Belfast, Atlantic Predict, weather, above, north, south, east, west, days of the week, change, compass freezing, cold, warm, winter, summer, observe, climate, region, continent	Wonder, wonderful, descriptive, high-flyer, roller coaster, mountain, hill, ridge, cliff, highland, moor, mound rivers, rocks, snow, ice, river, desert, Congo, Yatze, Amazon, Nile, Volga, Missippi human, physical, high, long, wide, deadly, freezing, wild, up and down, ancient, modern, capital cities, world heritage,	High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food, Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered, farmer, tractor, eggs, chicken, barley, cow, milk, wheat, oilseed rape, pig, pork pie, oats, oatcakes, traditional, picnic, landscape, landmarks, human, physical, pasture, grassland, UK, Scotland, Wales, Northern Ireland, flat, lowland, area, flat, hilly, mountainous, stream, river, coastal, field,
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Place Knowledge	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.	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.	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.

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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.		
Geography/Fieldwork skills	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key. 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.	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 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. 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.
Suggested Tasks	-Discuss with the children what is meant by weather. How might the clouds help us decide the weather? Organise a playground walk –can they spot any clues about the weather? -Record daily predictions for the weather using a tally chart -Match weather symbols to the correct symbols using rich vocabulary -Children record mini weather forecasts using their weather chart -Share a story to explain the importance of the wind -Create art work linked to the different winds and where they come from in the world -Talk about and order the different seasons -Revisit compass directions and what they mean -Recap and discuss using direction the capital cities of the United Kingdom -Interview someone living in a different area –what is the weather like? -Create a weather forecast with contrasting parts of the UK -Create an event where children can share what they have learnt!	- Create a log of local wonders and explain why they might be considered a wonder -Research Mount Everest and share knowledge -Research rivers and identify them on a map -Match images into different groups of ancient and modern -Working in groups create ‘wonder cities’	-Revisit and recap on what the children know about their local area -Take the children on a field trip to ‘Badger Hill Shops’- what are the different shops and which sell food. -Take a tour of the school kitchen and share school menus-where does our food come from? -Invite a local farmer into school -what is their job? Are there different types of farmers? - Hold a tasting session of traditional foods -incorporate those from around the world (invite parents in) -Revisit map skills and identify different regions and match up with local foods +

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Assessment opportunities	Ask the children to draw a labelled picture of two contrasting seasons: spring and autumn or summer and winter. These should show how different they are. If the children are not able to write the words on their drawing, give them a selection of words they can allocate (and justify to an adult help) which season/picture they should go with e.g. *shiver*, **shine**, *icy blast*, **spring,** *freezing, cold*, **warm**, *blow*, **thaw, melt**, *cold blast*, **glow**, *winter*, **summer**, **bright**. (**Bold** refers to summer or spring, italic to autumn or winter.) Use the unit quiz to support assessment and link back to the sticky knowledge.	Children to choose a wonder to present. They will use their knowledge and research to share their work to others. Assessment of their knowledge can take place during this session. Class to vote on their favourite wonder A good opportunity to invite parents into school Use the unit quiz to support assessment and link back to the sticky knowledge.	Children to create a Great British Picnic. Assign different regions to groups within the class. Can they identify location on a map, describe the geography of the chosen area and create some decorations. Use the unit quiz to support assessment and link back to the sticky knowledge.
Previous and past Learning	**Prior Learning:** **Animals and their Habitats Y1** **Next Steps Learning:** **Climate Y4**	**Prior Learning:** **People and their Communities Y1** **Next Steps Learning:** **Our World Y3**	**Prior Learning:** **People and their Communities Y1** **Next Steps Learning:** **Journeys: Clothes Y6**