

Year 2 - Geography – Oldham – Whitegate End
<p>In year 2, our Geography work will focus on comparing rural and urban areas of Oldham, our nearest town. We will compare the human and physical features of Oldham Town Centre and Castleshaw/Diggle and identify similarities and differences. We will learn how to read maps in further detail, using directional language and building on our understanding of simple compass points.</p> <p>We use our knowledge of directions to plan or own journey. We will learn how to use maps, atlases and globes to identify and locate the world's seven continents and oceans. Some of this learning will take place in 'stand-alone' lessons, in order to meet the needs of the National Curriculum.</p>

Key Vocabulary
<p>Continent, country, ocean, Human / Physical, soil, city, town, factory, farm, house, office, aerial, landmarks,, environment</p>

Pedagogy
<p>Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.</p> <p>Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.</p> <p>Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions.</p>

High Quality Texts
<p>Martha maps it out The spectacular city The bear and the Piano Let's go for a walk – observational</p>

National Curriculum Expectations	Substantive Knowledge (What)	Disciplinary Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture/Similarities and differences	Life Skills	Outdoor Learning/Fieldwork	Cross Curricular Links
<p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>4 countries and the cities</p> <p>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</p>	<p>Name the world's seven continents and five oceans</p> <p>Human geography is man-made eg, buildings, gardens</p> <p>Physical geography is natural eg, rivers, cliffs</p> <p>Where Oldham is on a map</p> <p>To know the difference between a map, atlas and globe</p> <p>To use and understand directional language – 4 points of a compass</p> <p>To look, identify key features of HG and</p>	<p>Locate the world's seven continents and five oceans on a map/globe and atlas</p> <p>To understand how maps and atlases are set out, ie. Identifying Oldham and then Chadderton</p> <p>Use of vocabulary linked to human and physical geography showing definition and understanding</p> <p>Exploring human and [physical features of the surrounding environment during fieldwork</p>	<p>Castleshaw visit for Orienteering</p> <p>Oldham town centre visit – Heritage Walk</p> <p>Gallery Oldham – looking at the history of Oldham and development from the Cotton era</p>	<p>Class debate Which is a better place to live, rural or urban? Discuss pros and cons of both.</p> <p>Present their own page of the class book (similar to whale book) their 'adventure day'.</p>	<p>Use a range of materials to construct a landmark with human or physical features.</p> <p>Use clay to create their own globe</p> <p>Small world tray with rural and urban</p>	<p>Comparing two contrasting parts of Oldham – one rural and one urban</p> <p>Village vs town</p> <p>Link to RE with faiths Christianity and Muslim</p>	<p>To know the uses/purposes of physical and human geography.</p> <p>To be able to read, understand and follow a simple map</p> <p>To know left from right</p> <p>To know near from far</p> <p>To listen, follow and give simple instruction using directional language</p>	<p>Castleshaw visit</p> <p>Oldham town centre visit</p> <p>Forest school</p>	<p>STAND ALONE TEACHING: 7 continents and 5 oceans</p> <p><u>Writing:</u> Character description – Bear and the Piano -Retell their own version of The Bear and The Piano Recount of Castleshaw</p> <p><u>Science</u> Plants</p>

Use simple fieldwork and observational skills to study the key human and physical features of school's surrounding environment.	PG of Oldham (Heritage Walk)								
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Key Vocabulary
<p>forest, hill mountain, river, valley, vegetation, village,</p> <p>North, east, south, west, near, far, left, right.</p> <p>fieldwork, maps, key, symbols</p> <p>Location, features, route, map, landmarks, symbols, key,</p>

Pedagogy
<p>Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.</p> <p>Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.</p> <p>Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions.</p>

High Quality Texts
<p>Minecraft maps</p> <p>The 13 storey treehouse Explorers – link to continents</p>

National Curriculum Expectations	Substantive Knowledge (What)	Procedural Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture	Life Skills	Outdoor Learning	Cross Curricular Links
<p>Name and locate the world's seven continents and five oceans</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of school's surrounding environment.</p> <p>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>use aerial photographs and</p>	<p>Name the world's seven continents and five oceans</p> <p>To know the compass directions and follow them</p> <p>Directional language (see vocab box)</p> <p>To know and understand why keys and symbols are on a map</p> <p>To be able to follow a map and use a simple key</p>	<p>Locate the world's seven continents and five oceans on a map/atlas/globe</p> <p>Use a compass for a particular purpose</p> <p>To describe whether an object is near or far in relation to them</p> <p>Use oracy skills to direct a classmate.</p> <p>Draw a map of Oldham with symbols and a key</p> <p>Use a map to go on a journey around Dovestones</p> <p>Plan a journey for the beebots</p>	<p>Plan a journey around school first</p> <p>Follow a journey around Dovestones</p>	<p>Direct a friend to a point within the school grounds.</p> <p>Recall a familiar route.</p> <p>Create and input directions to beebots and explain the journey</p>	<p>Take part in a treasure hunt</p> <p>Minecraft?</p> <p>Create a treasure map game for classmates</p>	<p>Compare new maps such as google maps on tablets with old paper maps such as the A to Z. Include tram map too.</p> <p>What's the same what's different?</p>	<p>Map reading</p> <p>Giving and following directions</p>	<p>Go on planned journey/ treasure hunt/ route.</p> <p>Trip to Dovestones</p>	<p>STAND ALONE TEACHING: 7 continents and 5 oceans</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> - Instructions following a Treasure Map - Setting description of Dovestones

plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key								
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