



Year group: Year 2

Area/topic: UK (Autumn 1)

*(Objectives from NC/ELG/Development matters)*

**Key Stage One National Curriculum Objectives:**

**Locational Knowledge**

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

**Enquiry and Geographical Skills**

- use world maps, atlases and globes to identify the United Kingdom and its countries
- 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.

**Human and Physical**

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, valley
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Identify and describe seasonal and daily weather patterns in the UK with confidence.

**Place knowledge**

- Know the geographical location of the school.

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Children used a map, atlas and globe to name and locate the 4 countries and surrounding seas of the UK.</li> <li>• Children will have used the terms beach, forest, river, season and weather.</li> <li>• Children will have used the terms city, town, house, farm, shop.</li> <li>• Used directional language (near, far, left, right) to describe location features on a map.</li> <li>• Children will have identified seasonal and daily weather patterns in the UK.</li> </ul>	<p>Key Stage Two National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>• Children will be able to name the 4 countries, capital cities and seas of the UK.</li> <li>• Children will be able to locate and identify the 4 countries of the UK and surrounding seas on a map, atlas and a globe.</li> <li>• Children will be able to use compass directions (North, East, South, West) and locational and directional language [near and far, left and right] to describe the location of the 4 countries of the UK, capital cities and their surrounding seas.</li> <li>• Children will be able to describe the characteristics of the 4 countries, cities and seas of UK using key vocabulary taught.</li> <li>• Children will be able to locate Dereham on a map, and describe its location in relation to London, e.g. 'Dereham is East of London', or 'Dereham is in the East of England'.</li> </ul>	<ul style="list-style-type: none"> <li>• Label a printed map of UK, showing countries, cities and seas. Point to and describe location of countries, capital cities and seas- photo and verbal evidence. Use compass directions to describe location of cities and countries.</li> <li>• Children could conduct class presentation, describing and</li> </ul>

## Key vocabulary

- Beach
- Cliff
- Coast
- Forest
- Hill
- Mountain
- Sea
- River
- Valley
- City
- Town
- Village
- Factory
- Farm
- House
- Office
- Port
- Harbour
- Shop

explaining the 4 countries of UK, its capital cities and surrounding seas. The presentation could be for persuasive purpose, encouraging tourists to visit that particular country or city.

- Complete fieldwork study of local area to identify physical and human features.

## Common misconceptions

- Children may not understand that England is just one country of the UK.
- Children may think the UK is a country.
- Children may not understand the difference between cities and countries.
- Children may find it hard to distinguish between village, town, city and country- e.g. they may struggle to understand how Dereham is different to London.

## Books linking to this area

- The Big Book of the UK.
- No such thing as Nessie.
- Katie in London
- Katie in Scotland
- Wales- Anita Ganeri
- Info Buzz- The United Kingdom.

## Memorable first hand experiences

- Food tasting around the UK.

## Opportunities for communication

- Holiday news - related to the UK. Children share experiences of visiting capital cities or countries in UK.

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Visitors from 4 countries of the UK - parents/staff other visitors from other countries in UK can share first-hand experience of what life is like there.</li><li>• Group work - present a country/city or both to visit. Children work in groups to research features of each country and explain what they can do in each country of UK.</li></ul> |
|--|--|

# Dereham Church of England Infant and Nursery Academy

## Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none"><li>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Children could be given pictures/symbols for directions, to support giving and following directions.</li><li>• Picture exchange system could be used to help give directions/instructions.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.</li><li>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Simplified maps of the key points/features could be used.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.</li><li>• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.</li><li>• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.</li><li>• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.</li></ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.</li><li>• Enlarge maps to ensure they are easier to read/look at.</li><li>• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.</li></ul>