

Geography and History Knowledge, Skills and Understanding Year 2

Autumn	Spring	Summer
<p>Pocahontas ‘Troubles in the Tribe’</p> <p>History: Native American tribes; roles of men and women in history; Captain John Smith; life in 16th Century</p>	<p>Samuel Pepys ‘London’s Burning’</p> <p>History: The plague; Great Fire of London & Newcastle and Gateshead; History of the Fire service; Tudor Houses in our locality; Life of Samuel Pepys</p>	<p>The Queen ‘The Longest Reign’</p> <p>History: Role of the Queen; family trees; Commonwealth; Historical landmarks; Royal weddings and coronations</p>
<p>Chronological understanding Sequence events on a simple timeline Sequence photographs Use phrases – past, present, before, after, now, then, future, modern, earliest, latest, before I was born, when I was younger</p> <p><i>Sequence objects/events on a timeline and give reasons for their order</i> <i>Sequence the events of the life of a significant figure</i></p> <p>Historical knowledge and interpretation: Identify similarities and differences between daily lives in different periods Recount the life of a significant figure Explain how modes of transport have changed over time Use stories and accounts to recognise the difference between fact and fiction Recognise that different types of evidence can be used to interpret the past</p> <p><i>Understand that there are reasons why people behaved in the past as they did</i> <i>Explain how and why the roles of women have changed over time</i> <i>Discuss the reliability of different sources</i></p> <p>Historical enquiry: Observe evidence to ask questions about the past Use evidence from more than one source to answer questions about the past</p> <p><i>Choose and select evidence to answer questions about the past</i></p>	<p>Chronological understanding: Sequence events on a simple timeline Sequence photographs Use phrases – past, present, before, after, now, then, future, modern, earliest, latest, before I was born, when I was younger Describe significant people from the past</p> <p><i>Sequence objects/events on a timeline and give reasons for their order</i> <i>Sequence the events of the life of a significant figure</i></p> <p>Historical knowledge and interpretation: Identify similarities and differences between daily lives in different periods Observe and use pictures, photographs and artefacts to find out about the past Explain how their local area was different in the past Recount significant events from the past Recount the life of a significant figure Use stories and accounts to recognise the difference between fact and fiction Recognise that different types of evidence can be used to interpret the past</p> <p><i>Discuss the reliability of different sources</i> <i>Compare two different versions of the past</i></p> <p>Historical enquiry: Observe evidence to ask questions about the past Use evidence from more than one source to answer questions about the past</p> <p><i>Choose and select evidence to answer questions about the past</i></p>	<p>Chronological understanding: Sequence events on a simple timeline Sequence photographs Use phrases – past, present, before, after, now, then, future, modern, earliest, latest, before I was born, when I was younger Describe significant people from the past</p> <p><i>Sequence objects/events on a timeline and give reasons for their order</i> <i>Sequence the events of the life of a significant figure</i></p> <p>Historical knowledge and interpretation: Identify similarities and differences between daily lives in different periods Observe and use pictures, photographs and artefacts to find out about the past Explain how their local area was different in the past Give examples of things that are different in their lives from when their grandparents were young Recount significant events from the past Recount the life of a significant figure Recognise that different types of evidence can be used to interpret the past</p> <p><i>Discuss the reliability of different sources</i></p> <p>Historical enquiry: Observe evidence to ask questions about the past Use evidence from more than one source to answer questions about the past Research famous events in Britain that have been celebrated for a long time and understand why they are still celebrated <i>Choose and select evidence to answer questions about the past</i> <i>Understand what eye-witness reports are and why they are important</i></p>

Pocahontas 'Troubles in the Tribe'

Geography: Routes from UK to US; Oceans; droughts; jobs

Locational Knowledge

Name and locate the capital city of England and some of the seas surrounding the UK
Understand the distance between the UK and America, plotting out the continents and oceans between.
To find where they live and London on a map of the UK

Name any other capital cities in Europe

Name countries within continents

Find oceans and seas in other parts of the world

Find and locate where other family members live on a map of the UK

Place Knowledge

Compare contrasting areas of the UK with America (National Parks)

Human Geography:

Explain how an area has been spoilt in their locality
Understand what ocean/sea linked jobs there and how they differ from their locality to other places in the world
Explore the impact of arable farming on the environment

Make suggestions on how to improve a spoilt environment

Physical Geography:

Understand how droughts affect the land
Name the key features of a coastal plain, mountain range and valley
Explain what makes their locality special

Geographical Enquiry

To say what they think would attract people to their locality
Sort things they like and don't like about their locality
Label a diagram with geographical words
Find out about contrasting localities using different sources of evidence
Find out about places by asking relevant questions

Samuel Pepys 'London's Burning'

Geography: Exploring London, Durham, Newcastle and capital cities in the UK; River Tyne, Wear & Thames

Locational Knowledge

Name and locate some towns and cities in the North East of England
Name and locate the River Thames and the major rivers in the North East of England.

Name some towns and cities in the South of England

Name and locate other major rivers in the world

Point out NSEW associated with maps

Place Knowledge

To compare the River Wear with the River Amazon/Nile

Human Geography

Understand the importance of bridges.
Compare bridges in their locality to bridges in London
Explore how rivers can be spoilt/improved
Explain what facilities a town/village might need

Explain how bridges benefit people

Make suggestions on how to improve a spoilt environment

Physical Geography:

Describe some of the key features of a river
Understand why rivers are important

Geographical Enquiry

To say what they think would attract people to their locality
Sort things they like and don't like about their locality
Label a diagram with geographical words
Find out about localities using different sources of evidence
Find out about places by asking relevant questions

The Queen 'The Longest Reign'

Geography: United Kingdom and cities; Comparing Commonwealth countries (E.g. Australia) including jobs, weather patterns and homes

Locational Knowledge

Name and locate the four countries of the UK and their capital cities.
Name and locate commonwealth countries in different continents
Locating where we live in relation to London

Name and locate other capital cities in the Commonwealth

Point out NSEW associated with maps

Place Knowledge

Compare the UK with a contrasting Commonwealth country.
Learn about landmarks in London and landmarks in our locality

Human Geography

Explain how jobs people do might be different in different parts of the world, including their own locality
Explain how homes might be different in different parts of the world

Explain how weather affects different people

Use photographs to describe how homes are different

Physical Geography

Name some of the key features of a rainforest, desert and coral reef
Identify weather patterns in the UK

Use weather forecasts to make predictions

Compare similar environments from their locality to rainforests and coral reefs

Geographical Enquiry

Label a diagram with geographical words
Find out about contrasting localities using different sources of evidence
Find out about places by asking relevant questions