

Brough Primary School – Curriculum Intention

Plan 2024 - 2025



Subject: Geography Year Group: 2		Area of learning: Mapping skills- in school and around Brough. Project on improving our school environment.
Links to previous work/Remember when	From EYFS Focus on seasons Focus- life here and in a cold country Focus- life here and in a hot country Focus- life here and in another country Y1 Brough and Brantingham comparison. UK countries the UK, the 4 countries and their capitals -Look at the physical features found in each country- compare and contrast -Maps and aerial photos of physical features Y2 Autumn term study of UK weather- and forecasting Spring Term - focus on places that are hot and cold	
Term	Key Skills to be taught	
Summer 2025 What the children should know at the end of this series of lessons	Locational knowledge- National Curriculum <ul style="list-style-type: none"> 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 Human and physical geography <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none"> 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 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. <p>Difference between physical and human geography- see resources in this folder see https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb For other ideas see https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/</p>	

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Vocabulary

Physical geography- river, estuary, valley/dale, The Wolds, riverbank, field, coast and sea.
key human features, including: city, town, village, factory, farm, house, office, port, harbour, services and shops
key features on a local map- school, roads, railway, houses, scale, key,
Environment, renew, recycle, reuse, improve.

Regular locational knowledge sessions- using maps and ipads

Focus on countries, capitals, major cities, rivers, main islands and seas of the UK

Sequenc e of learning	Learning Objectives/Outcomes	suggested Lesson Outline
	Pre-assessment	What do we already know about Brough? Is it a village, town or city? What county is Brough in? What are the services found in Brough? What do we want to find out about Brough?
1	<p>Learning Objective: To recap on where they live is in the country of England and that Brough is in East Yorkshire. To label the key physical features of the Brough area.</p> <p>Key Knowledge: That UK is made up of 4 countries. East Yorkshire is a county in the UK. Brough is a town in East Yorkshire. The Humber Estuary is to the south of Brough. The Yorkshire Wolds is to the north of Brough. The Wolds are the hills and valleys and start just north of Brough.</p> <p>Enquiry Type: 3D map and 2D mapping.</p>	<p>Recap – see pre-assessment</p> <p>What does Brough look like on a map? (Physical features focus) Recap of Where is the UK on a world map? Where is The UK on map of Europe? Where is Brough on a map of the UK? Use the KS1 geography area to look at the East Riding area- and recap of UK.</p> <p>Look at a physical map of Brough and and aerial photograph- bird's eye view. see Digimap in folder or access Digimaps Digimaps login Username: HU151AE Password: fraffs1475 - What features can we see? How would they describe the physical landscape of Brough and the area around it? Use computers to access and explore in pairs.</p> <p><i>Children record -</i> - A map of UK with Brough marked on - label the seas around UK, 4 countries, 4 capitals and Hull (or colour code these.)</p> <p>A map of East Yorkshire - label Brough and Hull as well as North Sea and Humber Estuary.</p> <p>As a class, create a 3D map of Brough and the area around it using a white sheet, coloured fabric for the estuary, fields, Brough itself and wadding to create the wolds- (add photo to their book)- did this</p>

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		<p>in Y1 but be more specific to creating Brough area- maybe add some human features such as A63, quarry areas seen on the map and add Elloughton and Brantingham labels too.</p> <p>Ask questions such as Where is the Humber Estuary compared to Brough? Use compass points when discussing location. Add a few of these observations to their book.</p>
2	<p>Learning Objective: To understand that maps can show physical and human features. That a town needs shops and services for the people who live there. That roads link areas.</p> <p>Key Knowledge: That the human features around us are made by man like roads, buildings and structures. That Brough is a town with many shops and lots of services- e.g.fire station, police station, train station, library and doctors surgery. These services are important for the local community as they provide vital care close by. A63 runs just north of Brough and links us to Hull and across to the M62.</p> <p>Enquiry Type: mapping skills</p>	<p>Recap – What county and country do we live in? What were some of the physical features we labelled on our 3D map? What services and shops does the town of Brough provide? (Human geography of Brough)</p> <p>Look at an OS map of Brough- compare to the last lesson's physical map. What does it show? Recap on the difference between physical and human geography. Could use Google maps to 'travel' down the main roads to look at service or go on a Brough walk. Make a class list of shops/services- then sort them into shops or services. Discuss why Brough needs these services. See digimap image in the folder or log onto Digimaps Digimaps login Username: HU151AE Password: fraffs1475 <i>Children record -</i> Record the differences between what they see on a physical and Ordnance Survey map.</p> <p>Using an A3 map of Brough add coloured dots to represent the shops or services and key to explain this- could do this in small groups then photocopy to A4 size for books. Or if going on a walk, take photos along the way and add them to a group/class map later on. Make a simple list of some of the shops and the key services.</p>
3	<p>Learning Objective: To understand that a map uses a key to show features. To use simple directional and compass point language to describe</p>	<p>Recap – What services in Brough did we see on the maps we used in the last lesson? Why are these services needed in Brough?</p> <p>How could we map our school? Look at a map with a key- what is a key for? Look at a map of the school - see RH. Can they locate where their classroom is?</p>

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	<p>where one place is compared to another.</p> <p>Key Knowledge: That maps can be of small areas, such as their school, and still have a key. Symbols to make it easy for a person to understand what is there- rather than a drawing.</p> <p>Enquiry Type: mapping and drawing to scale skills.</p>	<p>Can they locate the KS1 playground? Walk around the school and locate areas they come across on their map. Discuss using simple directional language and compass points where one place is compared to another- e.g. the yurt is east of the hall.</p> <p><i>Children record</i> Add a simple key to a map of the school- e.g. colour for the playground, coloured dots for the hall, their classroom, fields, playgrounds, buildings, garden, MUGA and yurt etc. (could do this as they walk around in small groups).</p> <p>Add sentences that use compass points and other directional language to show where one place/feature is compared to another.</p>
4	<p>Learning Objective: To use the features seen in other maps to create simple maps of their own. To add their own keys to their maps.</p> <p>Key Knowledge: That their play area has many features that can be represented by symbols. The symbols of the map need to be spaced out in relation to each other.</p> <p>Enquiry Type: mapping skills</p>	<p>Recap – Why do we use symbols instead of drawings on a map? What words can we use to explain where a feature or place is?</p> <p>How could we map our school play area? Look at a map of the school again and focus on their play area. Walk around and discuss, then list, what features are in our play area that we will need to add to our map.</p> <p><i>Children record</i> As a group/pair- draw their bird's eye view of their play area/playground- add simple symbols for the main features and a simple key for things like the mushroom stools or the tree etc. Encourage them to think about where the features are compared to each other (may consider them adding symbols using Blu-tack so they can then go back outside and move them around if they need to).</p> <p>Add sentences that use compass points and other directional language to show where one place/feature is compared to another.</p>
5	<p>Learning Objective: To know that birds, minibeasts and mammals need feeders and homes. Research homes or feeders for garden wildlife.</p>	<p>Recap – What is a bird's eye view?</p> <p>How can we improve our play area for the wildlife around us? What wildlife might we be able to create a safe habitat for? What would improve our play area for wildlife?</p>

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	<p>To draw together their mapping skills to make a map of a new design. Work as a team to create their map.</p> <p>Key Knowledge: Birds, minibeasts and mammals, such as hedgehogs are around us- focus on bird and minibeast homes/feeders. Plants are good for us and other animals too- look great and are a food source for insects. We can recycle items such as old cups for bird feeders, wooden pallets, old pots, tiles for a minibeast hotel.</p> <p>Enquiry Type: mapping, research discussion and designing</p>	<p>What plants would be good for us to look at, smell or eat and good for insects? Where would we locate these additions?</p> <p><i>Children record</i> Divide research into 4 groups how to create minibeast homes, how to create minibeast feeders, how to create bird homes how to create bird feeders. Using computers, research these areas to give feedback to the rest of the class. Record what they found out using drawings and simple statements. E.g bird homes can be created using...</p> <p>In a group or as a pair, create a class design based on discussions in their group. This should be done as a map with symbols for their added features.</p> <p>Share ideas/maps with other groups to determine the overall final idea and how to fund it and how it will use recycled elements such as old cups for feeders, an old pallet (cut up) for the basis of a minibeast hotel.</p>
6	<p>Learning Objective: To complete maps of a new area. To share designs with others for the basis of a class group discussion. Work as a class to agree on a final design.</p>	<p>ASSESSMENT LESSON see lesson 5</p> <p>Could link to the Y5/6 DT project of bird boxes.</p>

Learning Outcome/product

Create a group map for their outdoor area- must include an element of recycling. Present to the other classmates and vote on what they want as a year group to do- could be a mix of ideas. Consider the funding of their design for any non-recycled elements such as compost, bird food.

Assessment records	List only those children who have not achieved the expected outcomes.