

# ACET Junior Academies'

## Scheme of Work for Year Two Geography

### Unit 1: How Can I Explore My World? A local study



#### About this unit:

This scheme of work draws a comparison to the work children have already completed in Y1 Where am I? Part 1. It takes the understanding they have of their immediate locality around home and school further and looks at wider elements of where they live. It follows from the observation based 'What's in my locality?' approach to consider how people interact with their locality, how it works, and what/who it serves. The unit then moves from the immediate locality to a neighbouring conurbation to compare and contrast the interaction and service provided, and considers the linkage and infrastructure between both.

#### Unit structure

This unit is structured around six sequential history enquiries:

1. What's in my local area?
2. What's on offer in my local area?
3. What are the roads and infrastructure like in my local area?
4. Where is my neighbour and how are we connected?
5. What does my neighbour look like?
6. How does my neighbour compare with me?

#### National Curriculum unit:

##### Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

##### Human and physical geography

use basic geographical vocabulary to refer to key physical features and key human features

##### Geographical skills and fieldwork

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.

#### Links to previous and future National Curriculum units

Link to Y1 SoW Where Am I? and Y2 SoW Where Do We Go On Holiday?

Enquiry 1. What's in my local area?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have studied the basic features of the immediate locality including position of the academy to home, comparing man-made with natural features and have given some thought to their purpose.	<b>Substantive knowledge:</b> <i>(What the children should know.)</i>  What does the local area provide for local people? How to conduct a simple traffic survey. How to conduct a simple survey with shoppers and members of the community.  <b>Second order concepts:</b> <i>(What students should understand)</i> How to conduct simple fieldwork enquiry in preparation for later class based learning.	Use observational skills and map work skills to investigate their local area and describe features noted.	<b>Can your pupils:</b>  Conduct simple surveys  Conduct simple interviews  Find answers to questions  Collect and organise information from their fieldwork for later use	<b>Horizontal:</b>  <b>Vertical:</b>
		<b>Locational Knowledge:</b>		
		Describe and understand key aspects of their immediate local area.		
		<b>Place Knowledge:</b>		
		How people interact with the place they live		
<b>Suggested activities:</b>  Pupils to undertake a field study of local area visiting specific features to collect information for further analysis back in class. Recap on understanding of local site from Y1, but study in more detail the range of buildings and structures in the area – what are they used for, how do they serve the community. Pupils to make notes and take photographs of the range of amenities available. Record what they are used for.  Pupils to work in small groups to undertake a range of data collection – traffic surveys of selected roads, how many people accessing selected amenities in a given time, simple questionnaires to explore reasons for being in the area (are they local/from out of town/do they live here/work here/visiting relatives)? Do they find the amenities useful? Where else do they do business/go shopping? Interview both general members of the public and people working (eg: librarian, shop assistants). Record information to be considered back in class.		<b>Resources:</b>  Fieldwork packs including: <ul style="list-style-type: none"><li>● Clipboards</li><li>● Sketching paper</li><li>● Camera</li><li>● Interview/survey questions</li><li>● Survey record sheets</li><li>● General stationery</li></ul>	<b>Useful links:</b>  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a>  <a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a>  <a href="https://historicengland.org.uk/images-books/publications/dlsg-street-furniture/heag118-street-furniture-lsg/">https://historicengland.org.uk/images-books/publications/dlsg-street-furniture/heag118-street-furniture-lsg/</a> - a guide to street furniture	
		<b>Vocabulary:</b>		
		Location	Locality	
		Feature	Natural	
		Man-made	Purpose	
		Survey	Amenity	
		Serve	Service	
		Economy	Land use	

## Enquiry 2: What's On Offer In My Local Area?

Enquiry 2: What's On Offer In My Local Area?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have collected a range of data and information from their local area	<b>Substantive knowledge:</b> <i>(What the pupils should know.)</i>  That different places in the area provide different things and support different kinds of work.  <b>Second order concepts:</b> <i>(What students should understand)</i>  That conclusions and generalisations can be made, and questions answered from interpreting data and information collected by ourselves. Asking the right questions can lead to informative answers.	Interpretation of field work data and notes.	<b>Can your pupils:</b>  Make sense of the information they collected on the field visit.  Draw conclusions from their findings.  Present it in a variety of interesting and informative formats.	<b>Horizontal:</b>  <b>Vertical:</b>
		<b>Locational Knowledge</b>		
		Where different places / features exist in the local area and how they are connected.		
		<b>Place Knowledge:</b>		
		To know what is in the local area, why it's there and how it serves the locality		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
Display photographs of locations and amenities visited in field study on a local map.  Distribute and discuss the findings from the range of surveys. How many people spoken to live in the area, how many from out of area? Who was there for work, pleasure, shopping? How many people visited chosen amenities within a given timespan? How busy were certain roads? How do we know?  Pupils to discuss reasons for data found and suggest why some roads/shops/amenities are used / more used than others.  Information from tally charts and surveys can be graphed and commented upon, and displayed on the map alongside the photographs.  Present information in picture form, create a land use map with symbols and information from field notes – see rgs link opposite		Tally charts, surveys and range of data collected from fieldwork.  Photos from the local area.  Local area maps  Teacher notes document	<a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a>  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a>	
			<b>Vocabulary:</b>	
			As for Enquiry 1, above, plus:  Interpret Consider Conclude / conclusion Tally (chart) Represent Graph	

Consider the wider point – <b>How do we know</b> what does our local area provides for us, why it's there, and who uses it? <b>Because we conducted research through field work and thought about the information we gathered.</b>		
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### Enquiry 3: 3. What are the roads and infrastructure like in my local area?

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:				
Pupils have conducted traffic surveys around the local area.	<b>Substantive knowledge:</b> <i>(What the pupils should know.)</i> The range of streets, roads and pedestrian areas in their locality, and start to understand how they are and how they are linked.  <b>Second order concepts:</b> <i>(What students should understand)</i> Different roads have different features and different conditions for different reasons, and all should be treated with extreme caution.	Interpretation of filed work data and notes.	<b>Can your pupils:</b>  Comment on the range of streets, roads and pedestrian areas in their locality  Comment on their different features and say why they may be different.	<b>Horizontal:</b> Y1 Where Am I? Autumn1 Geography Unit <b>Vertical:</b> Numeracy – data handling PSHCE – Keeping Safe / Road Safety				
		<b>Locational Knowledge</b>						
		Where different places / features exist in the local area and how they are connected.						
		<b>Place Knowledge:</b>						
		To know what is in the local area, why it’s there and how it serves the locality						
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>					
Consider findings from the fieldwork and discuss the road survey tally charts. What did each road studied show in terms of traffic flow. Can they find and mark those roads on the local map? Can they identify, comment and record on similarities / differences? Single/dual carriageway? Lanes? Residential? Types of street furniture? – traffic lights, crossings, lamp-posts, road signs, speed limit signs? Why has one road got lots of road signs? Other not so many? Are there different areas with different speed limits? Can they mark them on a map and comment on why there may be a disparity between locations in the same area? Are there designated safe places to cross? How busy is their route to school (Y1 link)? Do they walk or come by car? Why? Pupils to record on map and present their answers to given questions; table, pictorial, written, information guide. Link to PSHCSE Green Cross Code/Road Safety learning.		Tally charts, surveys and range of data collected from fieldwork.	<a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a>					
		Photos from the local area.	<a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a>					
		Local area maps	<a href="https://historicengland.org.uk/images-books/publications/dlsg-street-furniture/heag118-street-furniture-lsg/">https://historicengland.org.uk/images-books/publications/dlsg-street-furniture/heag118-street-furniture-lsg/</a> - a guide to street furniture					
			<b>Vocabulary:</b>  As for Enquiry 2 but also:  <table><tr><td>Lane</td><td>street furniture</td></tr><tr><td>Street</td><td>lamp-posts</td></tr><tr><td>cul-de-sac</td><td>kerb edge</td></tr></table>		Lane	street furniture	Street	lamp-posts
Lane	street furniture							
Street	lamp-posts							
cul-de-sac	kerb edge							

		road single/dual carriageway traffic lights	pavement road signs pedestrian crossings
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Enquiry 4: Where is my neighbour and how are we connected?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have learned about their immediate local area and have awareness of the roads around the school and their homes.	<b>Substantive knowledge:</b> <i>(What the pupils should know.)</i> Their local area is linked to a wider area through a system of connected roads and other possible transport links. Those connections can be traced on a map.  <b>Second order concepts:</b> <i>(What students should understand)</i> That human settlements are connected and can be mapped and followed.	Map reading skills	<b>Can your pupils:</b>  <b>Find their locality on a map?</b>  <b>Find the nearest 'neighbours' on a map, including nearest town/city?</b>  <b>Find and explain a route from their locality to their neighbour?</b>	<b>Horizontal:</b>    <b>Vertical:</b>
		<b>Locational Knowledge</b>		
		Where different areas and features are located and linked to each other		
		<b>Place Knowledge</b>		
		How different areas and locations are linked to each other.		
Suggested activities:		Resources:	Useful links:	
Give the pupils a smaller scale map of their local area in the context of neighbouring areas. Discuss the features on the map in detail. Can they find their local area? (Compare with the larger scale maps used previously to show the mapping is still the same although in less 'close-up' detail). Can they see any place names/road names they might be familiar with (eg: Rotherham, Sheffield, Herringthorpe, Aston, Mexborough, Chesterfield, M18, M1, etc – depending on the academy). Where are they in relation to their academy – N, S, E, W (link to Y1 learning)? Recap and reinforce some of the major symbols and relate them to the physical features they know. Can they see any new symbols they might not be familiar with? What might they be in 'real life'?		Large and small scale maps of the local area  Tracing paper	<a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a>  <a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a>  Google Earth  <a href="https://digimap.edina.ac.uk/">https://digimap.edina.ac.uk/</a>	
			<b>Vocabulary:</b>	

<p>Focus on the roads feeding out of their local area – how does this link with what they learned in Enquiry 3? Are some roads more prominent on the map than others - which? What does that tell us about their size and ‘status’ in reality? Can they see where those roads go? How do they link with even bigger roads (M1, M18, etc)?</p> <p>If using maps in colour, what do pupils notice about the colour of different roads? What might that signify? Compare with any waterways or railway symbols on the map? Are these roads?</p> <p>Draw pupils’ attention to the locality to be visited in Enquiry 5. How are we going to get there? Pupils to devise and describe a route to get from A to B.</p> <p><b>Extension:</b> They could consider different modes of transport – are some more possible than others/why (not)? How far is it – simple introduction of scale (as the crow flies)?</p>		<p>Map</p> <p>Location</p> <p>Key/Legend</p> <p>Symbol</p> <p>Cardinal points - N, S, E, W</p>	<p>Route</p> <p>Direction</p> <p>Small-scale</p> <p>Large-scale</p>
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Enquiry 5: What Does My Neighbour Look Like?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have studied the features/services of their immediate locality including the range of jobs, shops, businesses and amenities. They will have examined how roads and transport link them to their neighbour.	<b>Substantive knowledge:</b> <i>(What the children should know.)</i>  What does the neighbour provide for people compared to their locality? How to conduct a simple traffic survey and compare with previous surveys. How to conduct a simple survey with shoppers and members of the community and compare with previous surveys.  <b>Second order concepts:</b> <i>(What students should understand)</i> That different localities can produce different outcomes in evidence and data collected.	Use observational skills and map work skills to investigate their local area and describe features noted.	<b>Can your pupils:</b>  Conduct simple surveys  Conduct simple interviews  Find answers to questions  Collect and organise information from their fieldwork for later use	<b>Horizontal:</b>  <b>Vertical:</b>
		<b>Locational Knowledge:</b>		
		Describe and understand key aspects of their wider local area.		
		<b>Place Knowledge:</b>		
		How people interact with the place they live		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	

<p>Pupils to undertake a field study of a wider element of the local area visiting specific features to collect information for further analysis and comparison back in class. Study in detail the range of buildings and structures in the chosen area – what are they used for, how do they serve the community. Pupils to make notes and take photographs of the range of amenities available. Record what they are used for.</p> <p>Pupils to work in small groups to undertake a range of data collection – traffic surveys of selected roads, how many people accessing selected amenities in a given time, simple questionnaires to explore reasons for being in the area (are they local/from out of town/do they live here/work here/visiting relatives)? Do they find the amenities useful? Where else do they do business/go shopping? Interview both general members of the public and people working (eg: librarian, shop assistants). Record information to be considered back in class, and compared with data collected and interpreted in the first half of the unit.</p>	<p>Fieldwork packs including:</p> <ul style="list-style-type: none"><li>● Clipboards</li><li>● Sketching paper</li><li>● Camera</li><li>● Interview/survey questions</li><li>● Survey record sheets</li><li>● General stationery</li></ul>	<p><a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a></p> <table><tr><th colspan="2">Vocabulary:</th></tr><tr><td>Location</td><td>Locality</td></tr><tr><td>Feature</td><td>Natural</td></tr><tr><td>Man-made</td><td>Purpose</td></tr><tr><td>Survey</td><td>Amenity</td></tr><tr><td>Serve</td><td>Service</td></tr><tr><td>Economy</td><td>Land use</td></tr><tr><td>Town</td><td></td></tr></table>	Vocabulary:		Location	Locality	Feature	Natural	Man-made	Purpose	Survey	Amenity	Serve	Service	Economy	Land use	Town	
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Enquiry 6: How does my neighbour compare with me?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have collected a range of data and information from their local area	<b>Substantive knowledge:</b> <i>(What the pupils should know.)</i> That different places in the wider area provide different things and support different kinds of work.  <b>Second order concepts:</b> <i>(What students should understand)</i> That conclusions and generalisations can be made, and questions answered from interpreting data and information collected by ourselves. Asking the right questions can lead to informative answers.	Interpretation of field work data and notes.	<b>Can your pupils:</b> Make sense of the information they collected on the field visit.	<b>Horizontal:</b>  <b>Vertical:</b>
		<b>Locational Knowledge</b>		
		Where different places / features exist in the local area and how they are connected.	Draw conclusions from their findings.	
		<b>Place Knowledge:</b>		
		To know what is in the wider local area, why it’s there and how it fits with their immediate locality	Present it in a variety of interesting and informative formats.	
Suggested activities:		Resources:	Useful links:	

<p>Display photographs of locations and amenities visited in field study on a local town.</p> <p>Distribute and discuss the findings from the range of surveys. How many people spoken to live in the area, how many from out of area? Who was there for work, pleasure, shopping? How many people visited chosen amenities within a given timespan? How busy were certain roads? How do we know? <b>How was this the same/different to their immediate locality?</b></p> <p>Pupils to discuss reasons for <b>similarities/differences</b>.</p> <p>Information from tally charts and surveys can be graphed and commented upon, and displayed on a smaller scale map alongside the immediate locality information.</p> <p>Present information in picture form, create a land use map with symbols and information from field notes – see rgs link opposite, or compare-contrast pictorial reports.</p> <p>Consider the wider point – <b>How do we know</b> the wider area provides a wider range of amenities for us, why it's there, and who uses it? <b>Because we conducted research through field work and thought about the information we gathered.</b></p>	<p>Tally charts, surveys and range of data collected from fieldwork.</p> <p>Photos from the wider local area.</p> <p>Local area maps, including smaller scale maps to show wider geographical area</p>	<p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area</a></p> <p><a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></p> <p><b>Vocabulary:</b></p> <p>As for Enquiry 5, above, plus:</p> <p>Interpret Consider Conclude / conclusion Tally (chart) Represent Graph</p>
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