

Year 2 – Geography - Islands

National Curriculum:

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, home, office, port, harbour and shop.

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

Vocabulary:

city, town, village, factory, farm, home, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, islands, maps, atlases, aerial photographs, globes, countries, continents, oceans, compass, North, South, East, West, routes, photos, landmarks, human, physical, features, locational, directional, basic, UK, non-European, similarities, differences, symbols, key, suitability, suitable.

Snapshot overview

Map work including aerial photographs. Start with the world, zoom in to islands.



What do they already know about islands? What do they want to know? Zoom in to specific islands – compare sizes and features e.g. Australia and Hawaii. In pairs have atlas and see what islands they can find.



Introduction to Orkney Islands.



DT project – make own islands.

Year 2 – Geography - Islands

Geography Medium Term Planning

Year Group: Year 2 Term: Spring 1

Topic: Islands

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can identify different islands on a map.	Using Google Earth, teacher to show children the world. Discuss the size and what is in the world, continents, countries, bodies of water. Give children atlases and places to find (without telling them they are islands). What do they notice about all of these places (they are surrounded by water so they are islands). Back to Google Earth - Start with the world, zoom in to islands. Discuss size, physical and human features. Do we live on an island? Look at Google Expeditions.

Year 2 – Geography - Islands

Session 2	I can identify the Orkney islands on a map.	<p>Recap prior learning about islands and physical and human features. Introduce the Orkney islands on a map and discuss their location.</p> <p>Find Papa Westray on the map and explain that Barnaby Bear has visited there. Watch the DVD of Barnaby Bear. https://www.bbc.com/bitesize/clips/zxfr87h</p> <p>Children to pick out human and physical features from the video. Discuss and sort into columns on the whiteboard.</p> <p>In small groups have some photos of human and physical features of the island and ask the children to sort and discuss.</p>
-----------	---	---

Year 2 – Geography - Islands

Session 3	I can discuss the suitability of human and physical features.	<p>In pairs children to be given Atlas' and see which islands around the world they can find. Make a list on whiteboards of all the islands they can find – which is the largest? Which is the smallest? Are there any islands near to...</p> <p>Show children some islands that have labelled features on. (Some with features in sensible places and some are not-swimming pool on the edge of a cliff). Ask the children to discuss the features, their locality on the plan and how suitable they are. Which features can you see? Do you think they have been placed in a suitable location on the island? Why/Why not?</p> <p>Children work in small groups to choose 3 human and 3 physical to place on a pre-drawn island shape. Discussing their location and suitability. Photocopy plans for each child's book. Children to record in books why something was suitable or not and if they changed their mind on where a feature should be placed.</p>
-----------	---	--

Year 2 – Geography - Islands

Session 4	I can design my own island.	<p>Recap looking at islands in atlases. Children work in pairs to find islands in their atlases to share with the group. Focus on shape of islands and their size.</p> <p>Recap human and physical features to write a list for the whiteboard for children to use during the lesson.</p> <p>Model how to design own island with human and physical features thinking about shape, size and suitability.</p> <p>Children work in groups of 3 to draw their own island design their own shape. Children then choose 3 human and 3 physical features to include on their island by drawing and labelling. Each child to choose one human and one physical feature for the plan.</p>
-----------	-----------------------------	---

Year 2 – Geography - Islands

Session 5 and 6

I can make an island including human and physical features.

Children to work in their groups to design the island shape from papier mache, sharing out the jobs (drawing shape, scrunching newspaper and papier mache). When the children are not working on their island shape they are making the features from their plans.

When the island are dry they need to be painted.



Challenge- look at a friend island what 3 human and what 3 physical features you can see?

Year 2 – Geography - Islands

	Impact:	<p>By the end of the topic all children should know: - To be able to locate different islands in an atlas. Define what an island is. The difference between human and physical features. -To identify at least 3 human and 3 physical features.</p> <p>By the end of the topic some children should: -Be able to discuss the suitability of features and their location. -To be able to use basic symbols in a key.</p>
--	---------	---