



Subject- Geography



Threshold Concepts and Milestones

Threshold Concept	Year 2	Content
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>What is this place like - Can Year 2 use sources to explain what a place is like and why?</p> <p>Key features of an area - Use geographical language to explain key landmarks in an area - house, shop, park, city, village.</p> <p>What makes a place a place? Features of coastal, rural areas.</p>	<p>Use a range of resources, such as atlases, maps, google maps, apps, globes, photographs, pictures, descriptions and personal experience to describe what a place is like.</p> <p>Explore areas of the UK and a contrasting location (Australia) to find out what makes a place a place. Look at contrasting places, such as cities, seaside, coastal, rural areas. Investigate what makes that area a place and how it is affected by a range of factors, including transport links, population and physical features. Begin by looking at localities in the UK and then look at similar locations in Australia and compare and contrast them.</p> <p>Use an atlas, globe, google maps, to find and describe where major cities are in the UK and Australia. Describe using positional language where the UK and Australia are.</p>

	<p>Use an atlas to find where a country is and describe where it is in relation to other parts of the world.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Recognise simple landmarks in aerial photographs. Continue to use planned perspectives of well known areas.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> • Name and locate the world's continents and oceans. 	<p>Investigate the school locality and find out about the key human and physical features of the area. Expand this to our city of Nottingham and compare and contrast this with other areas of the UK.</p> <p>Recognise major landmarks from various cities of the UK from photographs. Expand this to major landmarks in Australia, such as the Sydney Opera House, Uluru and the Great Barrier Reef. Why are these landmarks important?</p> <p>Investigate the four countries and capital cities of the UK. Understand the physical features of the four countries and why the major cities are positioned where they are. What attracts visitors to the country and then the major cities? What differentiates England, Scotland, Wales and Northern Ireland? What links them together?</p> <p>Use maps and atlases to locate the world's continents and oceans. Can the children identify places that are important to them?</p>
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<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<p>Use more geographical language to explain the similarities and differences between two locations.</p> <p>Identify the weather patterns in certain areas of the world in relation to the North, South Poles and the Equator.</p> <p>Identify land use around the school.</p>	<p>Use the Key Vocab below to explain the key similarities and differences between the United Kingdom and Australia.</p> <p>Key Vocab: Country Specific: United, Kingdom, Democratic, Monarchy, Commonwealth, Emblem, Legend, Gaelic, Celtic.</p> <p>Human Geography: Business, Population, Industry, Regeneration, Government, Capital, Tourism, Conflict, Harbour.</p> <p>Physical Geography: Causeway, Peak, Rural, Urban, Archipelago, Inland, Remote, Plumage, Reef, Barrier, Species, Vibrant, Plateau, Temperate, Region, Geology, Rainforest, Endangered, Rare, Region.</p> <p>People: Indigenous, Descendants, Ancestors, Inhabitants, Refugees, Migration, Colonists, Ethnicity, Convicts.</p> <p>Identify the weather in both the United Kingdom and Australia. How does the weather differ in the UK, why is it colder as you go north? Why are there more coastal areas towards the South? How is the weather different in Australia? How has the weather impacted where people live in Australia? How do the seasons differ in the Northern and Southern Hemisphere and why? How does the weather affect the wildlife in that locality?</p> <p>Continue to look at the geography of the school and how it compares and contrasts with different locations.</p>
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<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Draw out the key physical features of the UK and Australia. Where would you find key physical features? Can you describe them using geographical language?</p> <p>Investigate the Daintree Rainforest. Compare and contrast it with forests in the UK and local forests such as Sherwood Forest.</p> <p>Understand the importance of physical features in a locality. Why is Uluru significant? Why is the River Trent Significant?</p> <p>Understand the importance of human features in a locality. What significant landmarks are there in Nottingham, how do these compare to other UK cities, and to Australia's landmarks?</p> <p>Presentation- Create simple maps of the school and the locality. Annotate these with information they have learnt over the unit. Create and use basic symbols in a key. Apply this to areas around the world and use simple grid references to explain where significant places are?</p>
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