



Geography Whole School Curriculum Overview



The Big Picture

Since people began trading, there have been pirates across the oceans of the world. From the Vikings of Scandinavia to the Barbarossa pirates of North Africa, right across the globe to the South China Sea and to the notorious Buccaneers of the Caribbean, people have taken to the seas in search of fortune.

Pirates explored much of the world, traveling to many different countries. With their knowledge of navigation, they used maps, compasses and other equipment to explore unknown areas, making use of the environment in order to ambush and attack other ships.

In this unit, children will learn about how pirates travelled across the seas and oceans to explore the world. They will look at where pirates travelled and to and from and how the climate in these places would have been different depending on where they were in the world. Children will look at how pirates used maps and devise their own along with features that show landmarks.

What do we already know?

Knowledge Retrieval:

Children will recap their understanding of the five oceans and seven continents.

The Equator and its effect on the climate and weather within different continents.

Children will have an understanding of India and its climate and how that compares to that of their own country.

Year 2 Geography –
Why did Pirates explore?

NC objectives – Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

- 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.

Key unit objectives

To know about the main physical and human features of particular localities

To know about similarities and differences between different localities

To know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.

To know that the world extends beyond their own locality and that the places they study exist within a broader geographical context.

To be able to use geographical terms

To be able to follow directions such as North, South, East and West.

To be able to describe the geographical features of the school site and other familiar places.

To be able to make maps and plans of real and imaginary places, using pictures and symbols.

To be able to use maps at a variety of scales to locate the position and simple geographical features of the UK.

To be able to use secondary sources to obtain simple geographical information.

To be able to communicate their geographical knowledge and understanding in a variety of ways.

Key vocabulary and understanding for concept connectors

Harbour, port, beach, coast, forest, sea, town, village, shop, river, north pole, south pole, equator, weather, climate, seasons, compass, north, south, east, west

Key Texts

Jolley Rodgers – Jonny Duddle

The Shnurg and the sailor – William Buckingham

My maps – Sara Finelli