

# Year 2 - Summer

# Geography Knowledge Organiser

Unit of work:

Field work- our school grounds

Links to other year groups: Building on our knowledge of compass points and symbol keys from Spring Term.

### Key Vocabulary:

#### Local area

Our village, town or the part of a city where you live.

#### School grounds

The immediate area surrounding the school.

#### Compass points

A dial used to show direction. These are the main four points of the compass: **North, East, South and West**.

#### Position

A place where someone or something is located or has been put.

#### Map

A diagrammatic representation of an area of land or sea showing physical/human features, cities and roads etc.

#### Locate

Place/find something in a particular place.

#### Symbol

A thing that represents or stands for something else.

#### Key

Symbols and colours that represent different features on a map.

### Human Geographical Features:



### Physical Geographical Features:



### Map / Key Places:



### Key facts/statistics:

- BHSA was founded in 1901
- There are 1,168 pupils in the entire school and 421 pupils in Junior school.
- Birkenhead Park was designed by **Joseph Paxton** and opened on 5 April 1847.
- The park influenced the design of **Central Park** in New York and **Sefton Park** in Liverpool.
- There is a visitor centre with cafe, a children's play area, landscaped gardens, two cricket clubs, a rugby club, rockery, tennis courts, bowling greens, football pitches, two large fishing lakes, a fitness trail and woodland walks.

Sequence of Lessons	
	Brief summary of lesson content
Lesson 1 To use the points on a compass and discuss the local area.	Recap compass points from Spring Term. Locate different areas of the school e.g. hall, playground using the compass points. Talk about what our local area is called, what the children know about it and what they like/dislike.
Lesson 2 To recognise human & physical features in and around school grounds.	What are human/physical features? Go on a walk around the school grounds, the children will have to locate the different human and physical features from close up/different angled photographs. Children take their own photographs of the human and physical features when they spot them.
Lesson 3 To use simple fieldwork & observational skills to study the surrounding environment of our school.	Children will walk around the school using a map of the grounds, they will locate and note down/draw pictures of the different human and physical features they spot e.g. trees, play equipment, buildings, bridge etc.
Lesson 4 To use a key to map human and physical features around our school grounds.	Introduce mapping symbols and make connections with human and physical features of school grounds (equipment, sheds, trees, buildings, bridge etc). Give children an array of mapping symbols from human and physical features around the school grounds. They have to search for them and then write what they represent on the sheet. The children will mark the different features on a map using mapping symbols and a key.
Lesson 5 To compare human and physical features of school grounds with Birkenhead park.	Field Trip to Birkenhead Park: Use mapping symbols to mark physical/human features on a map of Birkenhead Park. Back in school, compare with map of school grounds talk about similarities and differences.
Lesson 6 To discuss likes/dislikes and understand how we can protect and enhance the environment.	Children discuss what they liked/disliked about Birkenhead Park. Discuss ways we can protect and enhance the environment even further e.g wildlife, vegetation, plastic pollution etc. Design a park and create a set of rules for keeping it green.