

Thematic Planning for the Spring Term

Exploring the United Kingdom – ‘Exploring the United Kingdom’

Year 2

Additional Requirements Prior to the Unit:

- Week 2– Experience Day/s – Exploring each country of the UK (food tasting, storytelling, artefacts etc)
- Plan for Fieldwork – Week 11 – Visit village
- This Unit will look at weather patterns of the UK – for the Spring term please conduct a whole class weather chart record

Week 1

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Ask and answer geographical questions • Use World maps, atlases and globes to name, locate and identify the United Kingdom, its countries, capital cities and surrounding seas.
Knowledge:	<ul style="list-style-type: none"> • Know the UK is an island. • Know the countries that make the UK. • Name the 3 seas (North, Celtic and Irish) and the English Channel surrounding the UK.
Sticky Knowledge:	What do they already know about the UK? What would they like to find out?
Vocabulary:	Country, Capital City, United Kingdom, Sea, Ocean, North, South, East, West

Teacher guidance

Session outcome: Jigsaw map labelled with: Countries of the UK, the 3 seas, Capital Cities. Image of map in books.

Lesson exploration	<ul style="list-style-type: none"> • Display Nasa / space satellite image of UK. Talking partners and class discussion. Generate questions about the image. Geographical vocabulary and question opener prompts on the board to support. Children write geographical questions they would like to know about the image in books. • Introduce new topic – Exploring the United Kingdom. Did anyone recognize the United Kingdom from the satellite image? Vocab clarification activity: Country, Capital City, United Kingdom, Sea, Ocean, NSEW.... • Explore atlases, contents page, map symbols etc. children to familiarise themselves with use. Look at the United Kingdom in further detail. Recap NSEW. • Jigsaw activity – Children work in small groups. Pre prepare poster size United Kingdom jigsaw map. Children use their atlases to piece together to jigsaw and stick on large poster paper. Success criteria given: label the countries, capital cities, surrounding seas. • Sticky Knowledge: Children to locate location of Coventry on the map (Year 1) • Plenary – return to carpet and image of UK. Have you answered any of your questions from the beginning of the lesson? Are there any we can answer together now?
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Week 2, 3

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Identify key human and physical features using aerial photographs of the four countries and famous landmarks
Knowledge:	<ul style="list-style-type: none"> Know the countries that make the UK. Know the capital cities of each country in the UK. Know the main physical features of each country. Know the main human features of each country. Name at least 2 famous landmarks from each UK country.

Teacher guidance	
Session outcome: *Topic Day / afternoon per country* – learning about England, Ireland, Scotland, Wales.* - children record facts they have learned about each country in a small booklet. Booklet could include question prompts which the children have to investigate and answer throughout the day. Children round up learning by completing quiz about each country,	
Lesson exploration	<ul style="list-style-type: none"> Carousel activity day? Set up four areas in the classroom with props for the four countries in the UK e.g. food, irish dancing shoes, flag, books, images of famous landmarks, human and physical features, mountains etc. Plan an activity day where children gather facts on the four countries and their capital cities and human and physical features. Children could research on I pads, include map work, taste foods from each country. If any children in school attend Irish dancing, they could perform. Enjoy stories set in each country etc. At the end of day, children to complete a quiz to test their knowledge on landmarks, human and physical features, capital cities of each country. <p>Big Question: What can we discover about the United Kingdom?</p>

Week 4

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Identify key human and physical features using aerial photographs of the four countries. Identify famous landmarks
Knowledge:	<ul style="list-style-type: none"> Name at least 2 famous landmarks from each UK country.

Sticky Knowledge:	Recap on landmarks and knowledge from their topic day with a quick quiz.
Vocabulary:	

Teacher guidance	
Session outcome: LANDMARKS Children will sort the landmarks of the United Kingdom. Children will plot the landmarks on a grid reference map of the UK.	
Lesson exploration	<ul style="list-style-type: none"> Recap on landmarks and knowledge from their topic day with a quick quiz. Are there any landmarks you have visited? https://twitter.com/CMoiraM/status/1202620126551511041?s=20 Give children images of famous landmarks from the United Kingdom and information about them. Children match the landmark to the information. Children then work in pairs to use the information to sort the monuments and information into a table with 4 headings – one for each country. Introduce Grid references – use of grid references. Practice identifying and using grid references.



	<p>Give children a blank map of the United Kingdom and instructions for which grid reference each of the landmarks they sorted can be found in. Children work together to create symbols and a key and plot the landmarks in the correct place on the map.</p> <ul style="list-style-type: none"> Plenary quiz – identify the landmark, quick fire facts, which country is it from etc.? <p>Big Question Lesson: Which human and physical features are unique to England, Scotland, Wales, Northern Ireland?</p>
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Week 5

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Identify seasonal weather patterns in the United Kingdom
Knowledge:	<ul style="list-style-type: none"> Explore weather patterns in the UK according to the season

Sticky Knowledge:	Capital Cities of Countries in UK
Vocabulary:	season, Autumn, Spring, Summer, Winter, climate, temperature, rainfall.

Teacher guidance	
Session outcome: Weather patterns – children investigate the question – Which country in the United Kingdom recorded the hottest temperature last year? Which recorded the coldest?	
Lesson exploration	<ul style="list-style-type: none"> Allow children time on the iPads using a weather app to investigate the weather in different locations on that day – London, Edinburgh, Cardiff, Belfast. Discuss and compare the weather in each capital city. Give children simple information about average temperature at different times of year – Spring, Summer, Autumn, Winter. Children answer questions about the data. Discuss and explore patterns found. (all countries colder in Winter, warmer in Summer). <p>Big Question: How is England similar and different to Scotland, Wales and Northern Ireland?</p>

Week 6, 7, 8, – Art unit – please see art planning in TEAMS

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> Describe the work of a notable artist Collect visual information e.g. collages. Respond ideas and starting points. Create artwork inspired by ideas from studied artists. Use clay to roll, cut, mould and carve to create a sculpture. Show pattern and texture using dots, lines and different thicknesses, Colour within the lines and in one direction.



Knowledge:	<ul style="list-style-type: none"> • Know some of the symbols attributed to countries of the UK
Teacher guidance	
Session outcome: Sculpt Welsh Dragon (Lesson 4 in Art Sequence)	
Lesson exploration	<ul style="list-style-type: none"> • See Lesley Whelan Art Resources

Week 9

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Identify and describe the key features of cities, towns and villages. • Identify the similarities and differences between urban and rural areas.
Knowledge:	<ul style="list-style-type: none"> • Know the difference between a city, town and village. • Know the difference and similarities between rural and urban.

Sticky Knowledge:	Match cities with countries
Vocabulary:	urban, rural. Village, town, city, human, physical, building, flats, cottage, retail park...

Teacher guidance	
Session outcome: Children will articulate the definition of urban, rural, village, town city. *Writing opportunity: A Letter to a school pen pal living in a village. *	
Lesson exploration	<ul style="list-style-type: none"> • Explore the make up of countries in the UK and how each of these countries then has cities, villages etc • Give children aerial photographs of cities, towns and villages from across the UK. How could we you sort them? In which ways could you sort them? What questions do you have about them? • Which do you think depicts a city? A town? A Village? Why? • Give children short extracts describing cities, towns and villages. Children work in pairs at their tables to sort the extracts and the images into a table under the headings town, city, village. • Delve into a village in more detail – explore using google earth a village in the locality. What do you think it would be like to live in a village? How could we find out? • Children write a letter to pen pal who attends a school in a village? • Possible villages to link with: Bidford on Avon, Claverdon, Stoneleigh, Henley in Arden, Meriden. Paragraph 1 – children explain and describe the locality of where they live (sticky knowledge from local area study in Y1). Paragraph 2 – children ask questions about living in a village. Provide children with word banks with geographical vocabulary to include.



Week 10 Trip to a Village

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Asking and answering geographical questions. Identify and describe the key features of cities, towns and villages. Identify the similarities and differences between urban and rural areas.
Knowledge:	<ul style="list-style-type: none"> Know the difference between a city, town and village. Know the difference and similarities between rural and urban.

Sticky Knowledge:	True/False – what will they expect to see in a village?
Vocabulary:	

Teacher guidance	
Session outcome: Children will use fieldwork to explore a village: navigate using maps, identify human and physical features, begin to make comparisons with locality of their school / Coventry	
Lesson exploration	<ul style="list-style-type: none"> Prior to trip, explore maps of the village and locate it in relation to Coventry and School Remind children of their letters to pen pals – what do they want to find out? Children predict what the village will be like During the trip children navigate through the village and locate human and physical features using their maps. Children discuss and compare with Coventry / their locality / shops / traffic/ nature etc. Ideally, children could link with pen pal school and have lunch there / meet their pen pal.

Week 10 Village follow up – map drawing

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W) Use simple grid references.
Knowledge:	<ul style="list-style-type: none"> Know the difference between a city, town and village.

Sticky Knowledge:	North, South, East, West directional game
Vocabulary:	North, South, East, West & any vocab associated with village

Teacher guidance	
Session outcome: Children to devise a map of the village they visited including 4 figure grid references and	
Lesson exploration	<ul style="list-style-type: none"> Recap NSEW, Grid references Create work in groups to devise large maps of the village they visited which include grid references and the four compass points Children create symbols and a key Eg. Create a symbol for Church and place in in (D, 4).. Challenge – children add additional human and physical features they explored.



Week 11 – could use time during English lesson

Focus Subject(s):	Geography	English
Skills	<ul style="list-style-type: none"> • Ask and answering geographical questions. • Identify and describe the key features of cities, towns and villages. • Identify the similarities and differences between urban and rural areas. 	
Knowledge:	<ul style="list-style-type: none"> • Know the difference between a city, town and village. • Know the difference and similarities between rural and urban. 	
Sticky Knowledge:	Village, City or Both Game	
Vocabulary:	urban, rural, city, village, topic specific vocab from trip...	

Teacher guidance	
Session outcome: Information text about village they visited	
Lesson exploration	<ul style="list-style-type: none"> • View images of trip a recap day. • Explain that year 1 / Reception have never been to a Village and would like to know what one is like. Let's write them some information to help them learn and we will go and read it to them. • Children to read an information text about the Village they visited. Draw upon learning in English eg 'Have you ever visited Meriden Village? It is a tranquil, beautiful place near Coventry. Read on to find out more...' • Children could write about the human and physical features, ensuring they refer to word bank of geographical vocabulary.

Week 12

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Identify and describe the key features of cities, towns and villages. • Identify the similarities and differences between urban and rural areas.
Knowledge:	<ul style="list-style-type: none"> • Know the difference between a city, town and village. • Know the difference and similarities between rural and urban.
Sticky Knowledge:	Termly Knowledge Quiz
Vocabulary:	Village/city specific vocab

Teacher guidance	
Session outcome: Comparison text about village and city.	
Lesson exploration	<ul style="list-style-type: none"> • Sort images of school's locality / Coventry and images from the village. What is the same? What is different? (venn diagram?) • Teach and model vocab both, but, however... and topic specific vocabulary. • Model writing sentences to compare – provide scaffold with images / heading to compare eg shops, traffic, school, churches, roads, park / nature. • Children write sentences next to each comparing the village to their locality in Coventry.

