














Geography Year 2 Minibeasts

<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use simple compass directions and locational and directional language 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. 	<p>Prior Objectives:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.
--	---

 Lesson 1 Skill -	 Lesson 2 Skill - Explore	 Lesson 3 Skill - Explain	 Lesson 4 Skill - Create	 Lesson 5 Skill - Explain	 Lesson 6 Skill -
<p> Knowledge - Compass directions</p>	<p> Knowledge - Create a sketch map</p>	<p> Knowledge - Creating a key.</p>	<p> Knowledge - Small area</p>	<p> Knowledge - Locational Language.</p>	<p> Knowledge -</p>
<p><u>WALT: Understand the four main compass directions.</u></p> <p>WILF: Use a compass. Label the four main points. Use directional language.</p> <p>Lesson: Start by giving the children a compass. See what they can discover. Explain to the children that on a map North always points up. You can demonstrate this with a map of the world. Where is the UK in relation to your class country? If you can go outside or to the hall label the walls N,E,S,W. Alternatively, move the tables in the classroom get the children to run to the direction you shout out. This can be extended by using directional language</p>	<p><u>WALT: Create a sketch map of the school grounds</u></p> <p>WILF: Create an aerial map of the school. Show the indoor and outdoor areas.</p> <p>Lesson: You will need to create an aerial sketch map of the school this can be done on paper (HAP) or practically using lego/sticks ect (LAPS) To differentiate some children a pre-drawn outline of the school building. Start by showing children aerial photos of different places. Talk about the places a bird would see flying over our school. Get children to outline the school grounds.</p>	<p><u>WALT: Create a key for the map.</u></p> <p>WILF: Identify key areas in the school. Show them on the map. Create a key for those things.</p> <p>Lesson: Using the aerial map that was created children need to add extra detail. Compass directions and key areas (trees, playground, grass ect) These need to be shown on the map and key needs to be created.</p> <p>Recording: Add the key to the map.</p>	<p><u>WALT: Create a map of a small habitat.</u></p> <p>WILF: Sketch an aerial map of an area. Explore the area. Mark off the minibeasts</p> <p>Lesson: Get the children outside with clipboards and paper. Go to the outdoor area used by reception. Children need to start by finding North and drawing their map. Once this is done they will be exploring the area and marking off what minibeasts they find in the area. They can create a key to show what they have found.</p> <p>Recording: Drawing a map Creating a key</p>	<p><u>WALT: Use locational language to explain what is on their map.</u></p> <p>WILF: Use their map. Explain where things are. Direct people to different minibeasts.</p> <p>Lesson: Using the map the children have created start by talking through what they have found. Use the compass directions to help the discussions. "North of the gate I found..." "South of the trees I found..." This can then be extended so the children start at the gate. How do I get the Ladybird? I want to see Bees and Worms can you direct me.</p>	<p><u>WALT:</u></p> <p>WILF:</p> <p>Lesson:</p> <p>Recording:</p>

<p>(Maths) Half turn, quarter turn ect.</p> <p>.</p> <p>Recording: Pictures Videos of activities.</p>	<p>Recording: Paper Pictures</p>  <p>The image shows a hand-drawn map of a school layout. A legend in the top left corner identifies symbols: a green area for 'area / field', a red line for 'road', a building icon for 'classroom', a square with a grid for 'playground', a bus icon for 'bus stop', and a car icon for 'cars'. The map depicts a school building with several classrooms, a central playground, and a road with a bus stop and cars.</p>			<p>Recording: QR codes. In books. Practical</p>	
--	---	--	--	--	--

Assessment:
Key Vocabulary: North, south, east, west, near, far, left, right, route, map, physical feature, hill, field, soil, vegetation, human feature, house, shop, school, key, symbol, map

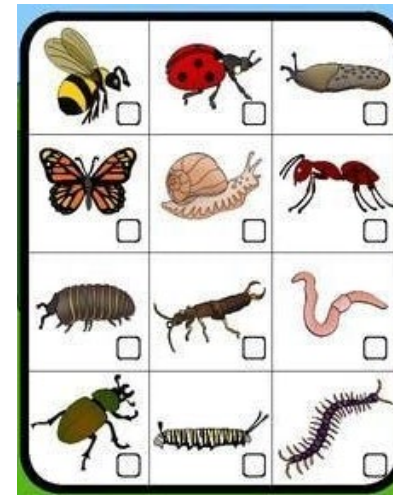
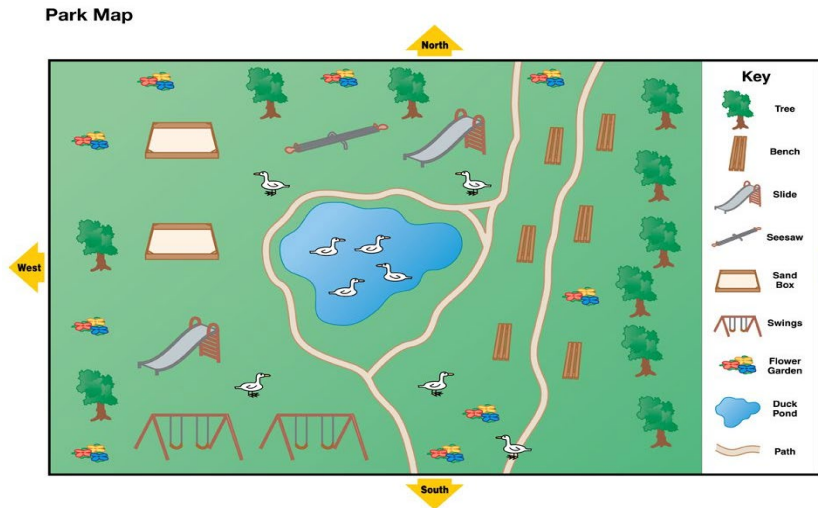
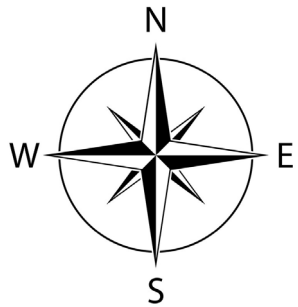
Year 2: Minibeasts

What should I already know?

Geography-

N/C -Use basic geographical vocabulary to refer to key physical features.

Powerful knowledge



Significant dates, people and places

There are over 800,000 different types of insect on planet Earth.

2020- the last insect to be discovered was a velvet spider in Iran.

45,828- Species of spider.

Maria Sibylla Merian proved that caterpillars become butterflies.

Interesting facts: There are over **25,000 minibeast** species in Britain.

Glossary/Key Events

Compass	An instrument which shows magnetic North and the other bearings from it.
Route	A way or course taken in getting from a starting point to a destination.
Map	A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
Physical features	Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.
Human features	Human features like houses, roads and bridges are things that have been built by people.
Hill	a naturally raised area of land, not as high or craggy as a mountain.
Field	an area of open land, especially one planted with crops or pasture, typically bounded by hedges or fences.
Soil	the upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay, and rock particles.
Vegetation	plants considered collectively, especially those found in a particular area or habitat.
Symbol	a mark or character used as a conventional representation of an object.
Key	A key or legend is a list of symbols that appear on the map. For example, a church on the map may appear as a cross, a cross attached to a circle, a cross attached to a square.

Key features

