Year	2	Topic	Exploring the UK

This topic will build upon children's previous learning about the United Kingdom, its capital cities and the surrounding seas. Children will be introduced to vocabulary such as city, village and town and will begin to be able to discuss the advantages and disadvantages of living in these locations. Children will develop their skills in using maps, aerial photographs and Keynote to locate towns, cities, villages and places of interest, whilst beginning to use the vocabulary of North, South, East and West to explain their position in relation to another location. Children will be given the opportunity to draw upon their maths skills to create simple graphs and pictograms to represent data relating to the populations of Derby and London.

Prior Learning

Locational and Place Knowledge:

- Know the names of the four countries that make up the UK and name the three main seas that surround the UK (Y1)
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland (Y1)

Human and Physical Geography:

- Know the main difference between a city, town and village (Y1)

Skills and Fieldwork:

- N/A

Future Learning

Locational and Place Knowledge:

- Know the names of and locate at least 8 European countries and 8 European capital cities
- Know at least 5 differences between living in the UK and a Mediterranean country

Human and Physical Geography:

- N/A

Skills and Fieldwork:

- Use maps to locate European countries and capitals
- Know and name the eight points of a compass (inc. SE, NE, SW, NW)

National Curriculum Links

Locational Knowledge:

- Know the names of and locate at least eight counties and at least six cities in England.

Place Knowledge:

- N/A

Human and Physical Geography:

- Explain some of the advantages and disadvantages of living in a city or a village.

Skills and Fieldwork:

- Know which is North, East, South and West on a compass.

Key Vocabulary

City, village, town, United Kingdom, England, Northern Ireland, Scotland, Wales, capital city, landmark, River Derwent, River Thames, country, compass, north, south, east, west, pollution, jobs, farm, advantage, disadvantage, population, human feature, physical feature, county, aerial photograph

Recommended Texts & Web Links

- The Big Book of the UK by Imogen Russell Williams & Louise Lockhart
- Katie in London by James Mayhew
- The Buildings that Made London by David Long & Josie Shenoy
- Paddington's London Treasury by Michael Bond & R.W. Alley
- Katie in Scotland by James Mayhew
- No Such Thing as Nessie! by Chani McBain & Kirsteen Harris-Jones
- Wales by Anita Ganeri
- Coming to England by Floella Benjamin & Diane Ewen
- Black and British by David Olusoga
- Usborne Illustrated Atlas of Britain and Ireland

What pupils need to know or do to be secure

Lesson 1 – What makes up the United Kingdom?

Focus: Recapping the four countries of the UK, their capital cities and surrounding seas, and locating familiar places.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. • Each country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).	Flag and country matching: Pupils are given printed cards showing the flags, names and capital cities of the four UK countries. They match the cards into sets of three (flag, country name, capital city) on their table. As a class, the teacher reveals the answers and children edit. Pupils then stick their matched sets into their books or onto a sheet and upload to Showbie.	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (End of Key Stage 1)*

• The UK is surrounded by seas: the North Sea, the Irish Sea and the English Channel. • We can use maps and aerial photographs to find and identify different locations across the UK.	Map labelling: Pupils label a printed outline map of the UK, adding the names of the four countries, their capital cities and the three main surrounding seas. They add a compass rose with N, S, E and W. The teacher supports pupils in identifying which country is in the north and which is in the south.	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (End of Key Stage 1)*
	Landmark aerial photo discussion: The teacher displays aerial photographs of five UK landmarks (e.g. Big Ben, Angel of the North, Blackpool Tower, Edinburgh Castle, Cardiff Castle). Ask questions like: 'Can you recognise this? Where in the UK do you think it is?' Display a map indicating the location of these landmarks and discuss with the children.	*Use aerial images and plan perspectives to recognise landmarks and basic physical features. (End of Key Stage 1)*

Lesson 2 – What are the human and physical features of the UK?

Focus: Understanding the difference between human and physical geography and identifying both types of feature across the UK.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Physical features are made by nature — examples include rivers, mountains, coasts and forests. • Human features are made by people — examples include roads, bridges, cities, farms and buildings. • The UK has many physical features including the Three Peaks (Scafell Pike, Ben Nevis, Snowdon) and rivers such as the Thames, Derwent, Severn and Tay. • We can identify human and physical features by looking at maps, photographs and aerial images.	Discussion: The teacher shows two photographs side by side — one of Derby city centre and one of the Peak District — and asks: 'Which one shows human features? Which shows physical features? How can you tell?' Pupils discuss with a partner and share their ideas. They then say one human and one physical feature they can see in each photograph, using correct vocabulary.	*Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (End of Key Stage 1)*
	Human or physical sort: Pupils are given a set of picture cards showing different UK features (e.g. a river, a motorway, a mountain, a shopping centre, a forest, a bridge, a beach, a farm). They sort the cards into two groups on their table: 'human' and 'physical', and discuss any they are unsure about with a partner. The teacher leads a whole-class check showing the sorted answers. Children upload a photo to Showbie.	*Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. (End of Key Stage 1)*

	Rivers and mountains map: Pupils label a printed outline map of the UK with at least three rivers (Thames, Derwent, Severn) and two mountains (Ben Nevis, Snowdon), choosing from a word bank. They draw a blue line for each river and a small triangle for each mountain, then construct a simple key with two symbols. Maps are photographed and uploaded to Showbie.	*Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. (End of Key Stage 1)*

Lesson 3 – What is a city?

Focus: Identifying the features of a city and exploring the advantages and disadvantages of city life.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• A city is a large, busy settlement with lots of buildings, roads, shops, services and people. • Cities have more jobs, transport links, shops and entertainment than villages, but they can also be noisy and polluted. • We can identify a city from an aerial photograph by looking for dense buildings, roads and less green space. • Derby is our nearest city — we can compare it with our own local area.	Aerial photo investigation: The teacher displays two aerial photographs — one of Derby city centre and one of a small Derbyshire village. Pupils look carefully and identify three things they can see in the city that they cannot see in the village, and one thing that looks the same. They record their observations using three picture-word labels on a printed sheet.	*Use aerial images and plan perspectives to recognise landmarks and basic physical features. (End of Key Stage 1)*
	City advantages and disadvantages sort: Pupils are given a set of simple cards with words and pictures (e.g. 'lots of buses', 'noisy', 'big hospitals', 'dirty air', 'lots of jobs', 'too many people'). They sort the cards into 'good things about living in a city' and 'not-so-good things', then pick their favourite card from each side and explain their choice to a partner. Upload a photo to Showbie.	*Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (End of Key Stage 1)*
	ChatterKids city guide: Pupils record a short one-sentence ChatterKids clip imagining they are a tour guide for Derby, saying one thing a visitor could do or see there. Clips are posted to a class Padlet to build a whole-class Derby guide.	*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. (End of Key Stage 1)*

Lesson 4 – Where are cities and counties in the UK?

Focus: Locating cities and counties across England using a map and using compass directions to describe their positions.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• England is divided into areas called counties — examples include Derbyshire, Cornwall, Yorkshire and Lancashire. • Cities are large towns that have been given city status — examples include Derby, York, Manchester and Truro. • We use compass directions (North, South, East, West) to describe where a place is on a map. • Capital cities are the most important cities in a country — London is the capital of England and the UK.	Cities and counties map: Pupils label a printed outline map of England, placing the names of at least four counties (Derbyshire, Cornwall, Yorkshire, Lancashire) and four cities (Derby, York, Manchester, Truro) in the correct locations using a word bank and an atlas for support. They add a compass rose with N, S, E and W and use it to write one sentence describing where one city is (e.g. 'York is in the north of England').	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (End of Key Stage 1)*
	Compass directions activity: The teacher displays a simple map of the UK with four cities marked. Pupils take turns to answer: 'Is Derby in the north or south of England? Is Scotland north or south of England?' They use N, S, E and W vocabulary to describe the position of two cities on their map. Each pupil writes two compass sentences using the sentence stem: '_____ is in the _____ of England.'	*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. (End of Key Stage 1)*
	Discussion: The teacher asks: 'What makes London the capital city of England? What is special about a capital city?' Pupils briefly discuss in pairs, then share ideas with the class. The teacher lists features of capital cities (home of the government, most famous city, seat of the monarch). Pupils identify one feature of London that other UK capitals share.	*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. (End of Key Stage 1)*

Lesson 5 – What is a village?

Focus: Identifying the features of a village and comparing village and city life.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• A village is a small settlement in the countryside with fewer buildings, people, jobs and services than a city. • Villages have advantages: clean air, quieter, a strong community feel and lots of green space. • Villages have disadvantages: fewer buses, fewer shops, fewer jobs and fewer services such as hospitals. • We can compare how land is used differently in a city and a village by looking at maps and aerial photographs. *DISCO (Compare): What are TWO similarities and TWO differences between a city and a village?*	Village features observation: The teacher displays an aerial photograph of a small Derbyshire village (e.g. Duffield or Quarndon) which is also provided on a worksheet for the children. This can be acquired by taking a screenshot from Google Earth. Pupils observe carefully and record three things they can see, using a word bank (e.g. fields, church, road, small houses, river). They then compare it to the aerial photo of Derby from Lesson 3 by circling one thing on their sheet that is different. Sheets are uploaded to Showbie.	*Use aerial images and plan perspectives to recognise landmarks and basic physical features. (End of Key Stage 1)*
	Discussion: 'Would you rather live in a city or a village? Why?' Pupils share their preference and one reason with the class, using the vocabulary advantage and disadvantage. The teacher records pupils' choices as a simple tally on the board and the class discusses which was more popular and why.	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. (End of Key Stage 1)*
	Venn diagram: Pupils complete a printed Venn diagram comparing a city and a village. One side shows 'city only', one shows 'village only' and the middle shows 'both'. Pupils are given a set of word and picture cards (e.g. 'lots of people', 'green fields', 'hospital', 'church', 'fresh air', 'bus station', 'farm') to sort into the correct sections. Completed Venn diagrams are photographed and uploaded to Showbie.	*Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (End of Key Stage 1)*

Lesson 6 – How is London different to Derby?

Focus: Comparing the human and physical features of London and Derby using photographs, maps and simple population data.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• London is the capital city of England and the UK — it is much bigger than Derby, with millions more people. • Both Derby and London are built on rivers — Derby on the River Derwent, London on the River Thames. • We can compare two places by looking at their size, population, landmarks, rivers and land use. • Simple graphs and pictograms help us show and understand differences in data such as population. *DISCO (Oppose): London is a better place to live than Derby. Give an argument against this statement using your own knowledge of Derby and London.*	Similarities and differences sheet: Pupils are shown photographs and simple facts about London and Derby (landmarks, rivers, population numbers, size). They complete a printed comparison sheet with two columns — 'London' and 'Derby' — recording one similarity and two differences using a sentence frame: 'London has _____ but Derby has _____.' Completed sheets are uploaded to Showbie.	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. (End of Key Stage 1)*
	Population pictogram: Pupils are given a simple data sheet showing the approximate populations of London (9 million) and Derby (250,000), represented as simplified round numbers (e.g. 1 symbol = 1 million people). They complete a pre-drawn pictogram by drawing the correct number of people symbols for each city and write one sentence underneath: 'London has more people than Derby because...'.	*Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (End of Key Stage 1)*
	ChatterKids postcard from London: Pupils imagine they are visiting London for the first time. Using ChatterKids, they record a one-sentence 'postcard message' describing one thing they can see or do in London that they cannot do in Derby, using a geographical reason. Recordings are shared on the Padlet alongside the Derby clips from Lesson 3, creating a paired Derby-and-London guide.	*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. (End of Key Stage 1)*

Enrichment

- Fieldwork: visit a village in Derbyshire (e.g. Duffield) and compare it to Allestree and Derby city centre
- Watch the Paddington film and discuss London's landmarks and geography
- UK landmarks junk modelling or clay sculpture project
- Class floor map of the UK — placing landmark photos and city/county name labels
- Aerial photograph study — identifying human and physical features in the local area from above
- Local walk to observe and photograph human and physical features near school
- Population data display — creating a class pictogram of London vs Derby using sticker dots on a large chart
- Visitor in — invite a family member who has lived in a city and a village to talk about the differences