

Autumn 1 Year 2 Geography Knowledge Organiser

What is it like to live by the coast?

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
City	A large and busy place with lots of people	 	Coasts are popular tourist destinations and can get very busy in summer months
Cliff	A high, steep rock near the sea		Oceans and seas are made of salt water
Coast	The land next to the sea or ocean		The UK is surrounded by the Atlantic Ocean, North Sea, English Channel and Irish Sea
Harbour	A sheltered area where boats dock		Physical features of a coastline include sea, cliffs, beaches, sand dunes, caves and coastlines
Mudflat	A flat muddy area near the sea		Human features of a coastline include harbour, shops, pier, hotels, car park, lighthouse
Pier	A wooden platform over the sea	Writing/Provision/ Enrichment opportunities	Warrington's nearest coast is Crosby Beach
Stack	A tower of rock which sticks out of the sea		London is the only UK capital city not next to a coastline
Tourist	Visitors to a popular area		
Town	A built-up area, smaller than a city but bigger than a village		
Village	A small area in a rural area such as the countryside		
		A trip to a local coastline e.g. Southport, Crosby, New Brighton to collect data A recount of the trip to the coastline Read The Lighthouse Keepers Lunch	

Presentation	Assessment		
	To locate the school on an aerial photograph.	Locating features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.	Locating more than three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.
	To create an aerial map of the classroom.	Making a map of the classroom with four key features and representing the distance and direction of objects in the classroom.	Adding more than four features to their map of the classroom using objects and drawings and talking about the distance and direction using directional language.
	To locate key features of the playground.	Recognising four features in the school grounds using a map.	Drawing or writing labels to add two more features to the map.
	To draw a simple map.	Adding three features to a map using simple symbols and using directional language to describe their location.	Adding three features to a map using simple symbols and labels and using directional language to describe their location in relation to other features.
	To investigate how we feel about our playground.	Completing a questionnaire to explain how they feel about three areas of the playground and finding out how others feel by looking at the results of a survey.	Completing a questionnaire to explain how they feel about four areas of the playground and finding out how others feel by looking at the results of a survey.
	To design a playground.	Drawing a design to improve three areas of the playground using the results from the survey.	Drawing a design with labels to improve three areas of the playground using the results from the survey.