

Year Two: Geography: Villages, Towns and Cities

Enquiry Question:

Where would you love to live?

This unit allows children to understand the differences between human and physical geography and the similarities and differences between towns, villages and cities. Grove is a small village and due to lockdowns, many children haven't had the chance to explore the country and experience what different settlements look like.

National Curriculum Objectives

- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- 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.

'Sticky Knowledge' & Skills

- I know the difference between human and physical features
- I know the difference between a village, town and city.
- I can recognise landmarks and features from a map.

'Big Six' Vocabulary

human	physical	feature
village	town	city

Prior Learning

Year 1:

- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Children previously walked round Grove to understand the four compass points and to begin learning about human and physical features. History – children will have been on a visit to the Story Museum in Oxford city centre, so will be able to reference what a city is.

Key Questions

Lesson 1:

- What is a human feature?
- What is a physical feature?
- What is the difference between human and physical features?

Lesson 3:

- Why were most towns and cities built next to rivers?
- What does a town have that a village doesn't?

Lesson 5:

- What does a city have that a town doesn't?

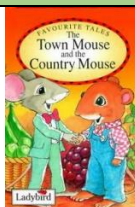
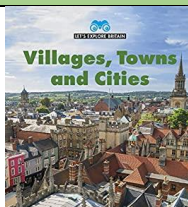
Future Learning

Year 3:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Describe and understand key aspects of physical geography, including: volcanoes and earthquakes

Children learn about more physical features, this time extending their learning to cover *why* some physical features and phenomena occur.

Key Texts



Assessment Opportunities

Lesson:

- Can children differentiate between human and physical features?
- Can children find physical and human features on a map, looking different to 'street view'?
- Can children differentiate between towns, cities and villages, and explain that the bigger the settlement, the higher the number of

Unit Outcome

Having learned the difference between human and physical features, and the difference between villages, towns and cities, children will explain how settlements change as they get bigger. They then explain and give reasons for where they would like to live.

Learning Sequence	1	2	3	4	5	6
Key Learning	Human and Physical Features	Finding the features of Grove	What are villages like?	What are towns like?	What are cities like?	Where would I like to live?
Activity	Children sort geographical features into a table labelled 'human' and 'physical'. They will discuss whether a feature will be both physical and human.	Children look at Google Earth to find different features and label them as either human or physical. They	Children select which geographical features appear in a village and use them to create their own village map.	The class 'walk' through Wantage town centre (using Google Street View) and discuss what they notice (comparing a town to what Grove is like). They sort examples of different facilities in a town and find examples of each.	Children discuss what a landmark is, and which landmarks they know. The class discuss the importance of a cathedral for a UK city, before comparing cities across the world and establishing what they all have in common.	Read, 'Town Mouse, Country Mouse'. Children discuss the advantages of living in a town, village or city, before explaining where they would like to live and why.