


Cycle A Geography

Year 1 & 2

|  | Topic | Curriculum Links | Aims/Activity | National Curriculum Skills | Pupil Knowledge | Vocab |
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| Spring | Penguins, Possums and Pigs Hot and cold areas of the world | Science | To help children to think geographically and to equip them with some knowledge about the hot and cold places of the world and how these are different from the UK. | <ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Identify seasonal and daily weather patterns in the United Kingdom ▪ Identify the location of hot and cold areas of the world in relation to the equator and North and South Poles. ▪ Use basic geographical vocabulary to refer to key physical features (land, sea, ocean, season and weather) and key human features (city, town and village). ▪ Use a range of maps and globes at different scales. ▪ Know that maps give information about places in the world (where/ what?). ▪ Locate land and sea on maps. ▪ Ask simple geographical questions, (where, what and who?) about the world. ▪ Recognise differences between their own and others' lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts. ▪ Use simple electronic globes/ maps. ▪ Use the zoom facility of digital maps and understand that zooming in/ out means more/ less detail can be seen. | <ul style="list-style-type: none"> ▪ I can name and locate the world's seven continents and five oceans. ▪ I know about weather patterns and seasons. ▪ I can tell you about and locate hot and cold areas of the world, in relation to the equator. ▪ I can describe how hot and cold countries are different from the UK. ▪ I understand and can use basic geographical vocabulary. ▪ I know that maps give information about the world and I can find land and sea on maps. ▪ I can ask simple geographical questions (who, where what?). ▪ I can describe differences between my own and other people's lives. | Hot Cold Temperature Weather North Pole South Pole Equator Continents Ocean Climate Sea City Town Village Season land |

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| <p>Summer</p> | <p>Growth and Green Fingers UK countries and capital cities</p> | <p>Art and Design Science</p> | <p>To name, locate and identify the characteristics of the four countries of the United Kingdom, their capital cities and surrounding seas.</p> | <ul style="list-style-type: none"> ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ▪ Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and vegetation) and key human features (city, town, village, factory, farm, house, office, port, harbour and ship). ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/ smaller, near/ far. ▪ Know that maps give information about places in the world (where/ what?) ▪ Locate land and sea on maps. ▪ Recognise simple features on maps eg building, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know that symbols mean something on maps. ▪ Use simple compass directions (NSEW). | <ul style="list-style-type: none"> ▪ I can name, locate and identify the four countries, capital cities and surrounding seas of the United Kingdom. ▪ I can describe the characteristics of the four countries of the United Kingdom, including: flags, key landmarks and food). ▪ I can use basic geographical vocabulary to describe key physical and human features. ▪ I know that maps give information about places in the world. ▪ I can recognise simple features on maps eg buildings, roads and fields, land and sea. ▪ I can recognise landmarks and basic human features. ▪ I know that symbols mean something on maps. ▪ I can use simple compass directions (NSEW). ▪ I can ask where, what and who questions about the world. ▪ I can talk about where I live. | <p>City Landmark Island Capital Country Countryside Urban United Kingdom population beach cliff coast forest hill mountain sea ocean river valley vegetation city town village factory farm house office port harbour ship</p> |
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| | | | | <ul style="list-style-type: none"> ▪ Ask geographical questions (Where, what and who?) questions about the world and their environment. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Use maps and other images to talk about everyday life (eg where we live) | | |
| Summer | The Great Outdoors Fieldwork in the school grounds | Science Design Technology | To learn simple fieldwork skills through a geographical study of our school and its grounds. This will include an investigation of the key human and physical features of our environment around school. | <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Use basic geographical vocabulary to refer to key physical and human features. ▪ Use a range of maps and gloves (including picture maps) at different scales ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps eg buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. | <ul style="list-style-type: none"> ▪ I can identify seasonal and daily weather patterns in the United Kingdom. ▪ I can use basic geographical vocabulary to refer to physical and human features of my locality. ▪ I can use a range of maps and recognise simple features eg buildings, roads and fields. ▪ I can follow a route on a map. ▪ I know maps need titles. ▪ I can recognise landmarks and basic human features on aerial photos of my locality. ▪ I can draw a simple map eg of a route to school. ▪ I can use basic symbols in a map key. ▪ I know that symbols mean something on maps. ▪ I can make a plan of eg classroom or playground. ▪ I can use simple fieldwork techniques of observation, | Village Housing estate Terraced housing Semi detached Detached Mill Factory River Hill Field Forest Farm Storey Rural Urban Park Church Shop Public house |

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| | | | | <ul style="list-style-type: none"> ▪ Draw a simple map eg of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Look down on objects and make a plan eg of the classroom or playground. ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds. ▪ Use camera and audio equipment to record geographical features, changes differences. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe features and routes eg left, right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Ask simple geographical questions about their environment (who, what and where?). | <p>description and identification to explore our school grounds.</p> <ul style="list-style-type: none"> ▪ I can use simple compass directions and locational and directional language. ▪ I can use programmable toys. ▪ I can ask questions about my environment (who, what and where?). ▪ I notice and describe patterns. ▪ I can use simple electronic globes and maps. | |
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| | | | | <ul style="list-style-type: none">▪ Investigate through observation and description.▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.▪ Notice and describe patterns▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.▪ use programmable toys to move around a course.▪ Use simple electronic globes/ maps. | | |
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