

Cycle B Geography Year 1 & 2

	Topic	Curriculum Links	Aims/ Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	Fighting Fit Small area in a contrasting non-European country	Science	Study of a small area within a contrasting non-European country (Australia or Africa). Children will explore similarities and differences between the small area being studied and areas with which they are more familiar.	<ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Small area in a contrasting non-European country. ▪ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Use basic geographical vocabulary to refer to key physical features and key human features. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' 	<ul style="list-style-type: none"> ▪ I can name and locate the world's seven continents and five oceans. ▪ I can locate hot and cold areas of the world in relation to the Equator. ▪ I can use basic geographical vocabulary to describe physical and human features. ▪ I know that maps give information about places in the world (Where/ what?). ▪ I can recognise simple features on maps eg buildings, roads and fields. ▪ I can recognise landmarks of the place that I study, from aerial photos. ▪ I can ask geographical questions (Where, what or who?). ▪ I can recognise the differences between my life and people's lives in the place studied. 	Ocean Continent Equator Landmarks Vocab will depend on whether Africa or Australia is studied, however will link to key human and physical geography of the area eg desert, urban, rural, buildings

				<ul style="list-style-type: none"> ▪ Investigate through observation and description. ▪ Recognise differences between own and others' lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Use basic geographical vocabulary relevant to the area being studied. ▪ Use maps and other images to talk about everyday life. ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ 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 speak and write, draw and observe geographical features of the place studied. ▪ I can use the zoom facility of digital maps to explore the place studied. ▪ I can identify the following about the place studied: <ul style="list-style-type: none"> ▪ Capital city ▪ Weather patterns ▪ Landmarks ▪ similarities/ differences to my own life/ locality. 	
Spring	The Farm Shop Small area of the UK - where I live and play	Science	To study the place where I live and play.	<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to key physical features and key human features. ▪ Use a range of maps (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. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. 	<ul style="list-style-type: none"> ▪ I can use basic geographical vocabulary to describe human and physical features of the place where I live. ▪ I know that maps give information about places in the world (where and what?). ▪ I can use maps to locate land and sea and recognise simple features eg buildings, roads and fields. ▪ I can use aerial photos and recognise landmarks. ▪ I can use simple fieldwork techniques to study my 	Village Rural Bigger Smaller Near Far Land Sea Map Building Road Field Symbol

				<ul style="list-style-type: none"> ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know that symbols mean something on maps. ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. ▪ Use simple electronic globes/maps. 	<p>school grounds (observation, description and identification).</p> <ul style="list-style-type: none"> ▪ I can ask simple geographical questions about the place where I live (where, what and who?). ▪ I can talk about the place that I live and use pictures to help me. ▪ I can create labels and symbols for a range of places both in and out of the classroom. ▪ I can identify the following based on a study of my own locality: <ul style="list-style-type: none"> ▪ local landmarks from observation, maps and aerial photos (Pendle Hill, Union Mill, St Mary's Church, Churn Clough reservoir, ski slope, caravan park, schools). ▪ weather patterns ▪ where I live. 	<p>Hill Label Environment Local area</p>
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				<ul style="list-style-type: none"> Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. 		
Summer	Wind in the Willows Seasonal and daily weather	Science	Study of seasonal and daily weather patterns in the United Kingdom. Children will observe and record weather conditions and start to consider how these affect human activity. <i>Some of this theme will be studied across the year to observe seasonal change</i>	<ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas (<i>e.g. on a weather map</i>). Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features including season and weather. Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Use and construct basic symbols in a map key (<i>weather symbols</i>). Know that symbols mean something on maps. Begin to realise why maps need a key. 	<ul style="list-style-type: none"> I can name and locate and the four countries and capital cities of the United Kingdom. I can identify seasonal and daily weather patterns in the United Kingdom, using geographical vocabulary. I know that maps give information about places in the world. I know symbols mean something on a map. I can use weather symbols. I can observe seasonal and daily changes in weather over time. I can notice and describe weather patterns eg water in the school grounds or weather patterns. 	Weather Climate Season Daily Precipitation (Rain, snow and hail) Clouds Thunder Lightning Wind Breeze storm temperature compass

				<ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features (<i>e.g. weather</i>) of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW). ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment <i>e.g. 'What is the weather like here?'</i> ▪ 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 <i>e.g. weather patterns, water in the school grounds.</i> ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the 	<ul style="list-style-type: none"> ▪ I can use simple compass directions. ▪ I can use simple electronic globes and maps. 	
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				<p>classroom (e.g. weather symbols on a map).</p> <ul style="list-style-type: none">▪ Use basic geographical vocabulary (season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm etc).▪ Use simple electronic globes/maps e.g. Google Earth, Living Earth app.▪ Add simple labels to a digital map e.g. Digimap for Schools.▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons.		
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