

Year 1 and 2 Geography

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| Questions to Develop Children's Spirituality in Geography: | Should we get the maximum amount of food from the land? Does it matter how we do it? Can you make a difference to something that is happening on the other side of the world? Why should it matter what happens to other people? Is it important how you live your life? Does it matter if you waste things, leave litter etc? In what ways do you see yourself as part of the global village? When God created the world he made us as humans stewards. Do you think we are fulfilling our duty as stewards of the planet? If not what else do we need to do to ensure we look after the world God created? Is everyone responsible for looking after the planet? Can you make a difference to how the planet is cared for? |
| Development of the child: | Questioning, stewardship, consideration, enquiry and reasoning. |

Year 1 and 2 Geography

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| <p>Topic: Animals (Y1/2) – To look where animals come from around the world – Locate the oceans, continents and the north and south pole.</p> <p>Subject: Geography</p> | <p>Prior Knowledge/Links:</p> <p>ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know about their own immediate environment, local community and the wider world. • Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places. • Know how to observe, recognise and talk about familiar places and environments in the wider world. • Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>A study of locational knowledge and human and physical geography.</p> | <ul style="list-style-type: none"> • Know how to use a range of maps and globes (including picture maps) at different scales • Know how to know that maps give information about places in the world (where/what?) • Know how to locate land and sea on maps • Know how to name and locate the world’s seven continents • Know how to name and locate the world’s five oceans. • Know how to say where the equator is located and the impact it has. • Know how to locate the north and south pole • Know how to identify people and animals that live in the north and south poles. • Know how to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p style="text-align: right;">What is distinctive about the arctic?</p> |

Year 1 and 2 Geography

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| <p>Topic: Family Album - to name, locate and identify characteristics of the four countries and the capital cities of the UK</p> <p>Subject: Geography</p> | <p>Prior Knowledge/Links:</p> <p>ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know that they live in the UK and that London is the capital of the UK • Know that maps are used to find places • Know some of the features of maps and can draw their own maps explaining the marks they make for different features |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>A study of locational knowledge</p> | <ul style="list-style-type: none"> • Know how to name and locate the four Capital cities in the UK • Know how to name and locate the seas around the UK • Know how to use basic geographical vocabulary to name Physical and Human features • Know how to use a range of maps and globes • Know how to locate land and sea on maps • Know how to recognise simple features on maps • Know how to ask simple geographical where, when, what and who about their environment • Know how to speak, draw and write about simple geographical concepts that they can see |

Year 1 and 2 Geography

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| <p>Topic: The Great Outdoors Subject: Geography</p> | <p>Prior Knowledge/Links: ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know how to observe and experience sensory features associated with different seasons including textures, smells, visual features, sounds etc. • Know how to observe, experience and talk patterns and change within different environments including seasons • Know how to observe, experience and identify different weather conditions. • Know some of the features of maps and can draw their own maps explaining the marks they make for different features • Know how to follow instructions to move around their own environment |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>A study of geographical fieldwork</p> | <ul style="list-style-type: none"> • Know how to identify seasonal weather patterns across the UK • Know how to use basic geographical vocabulary to refer to key physical and human features • Know how to use a range of maps and globes at different scales • Know how to follow a route on a map starting with a picture map of the school • Know how to recognise land marks and basic human features • Know how to draw a simple map for example of a garden/route map/place • Know that symbols means something on a map and that maps need titles • Know how to use and construct basic symbols in a map key • Know how to use simple compass directions • Know how to use locational and directional language to describe features and routes for example left, right, forward and backwards • Know how to ask simple geographical, “Where?”, “Who?”, “What?” about their environment • Know how to give & follow simple instructions to get from one place to another using positional & directional language |

Year 1 and 2 Geography

| Why is Westhead a good location for a school? | |
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| <p>Topic: The Place where I live Subject: Geography</p> | <p>Prior Knowledge/Links: ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know about their own immediate environment, local community and the wider world. • Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places. • Know how to observe, recognise and talk about familiar places and environments in the wider world. • Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world |
| <p>National Curriculum Objectives</p> <p>A study of the local area</p> | <p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> ▪ Know how to use basic geographical vocabulary to refer to key physical features and key human features. ▪ Know how to use a range of maps (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Know how to use large scale maps and aerial photos of the school and local area. ▪ Know how to recognise simple features on maps e.g. buildings, roads and fields. ▪ Know how to recognise landmarks and basic human features. ▪ Know that symbols mean something on maps. ▪ Know how to use simple fieldwork techniques such as observation, identification and description to study the key human and physical features of their surrounding environment. ▪ Know how to use cameras, aerial photographs and audio equipment to record geographical features, recognise landmarks and basic human and physical features. ▪ Know how to 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?’ |

Year 1 and 2 Geography

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| | <ul style="list-style-type: none">▪ Know how to speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.▪ Know how to interpret and create meaningful labels and symbols for a range of places.▪ Know how to use maps and other images to talk about everyday life. |
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How do the physical features of our local area affect what we can do there?

Year 1 and 2 Geography

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| <p>Topic Explorers (Y1/2) Subject: Geography</p> | <p>Prior Knowledge/Links: ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know about their own immediate environment, local community and the wider world. • Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places. • Know how to observe, recognise and talk about familiar places and environments in the wider world. • Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>To explore a small rural area of Africa compared to that of our local area.</p> | <ul style="list-style-type: none"> ▪ Know how to explore a range of maps and globes ▪ Know how to explore a small rural area in Africa and look at the broader geographical context, such as the country/continent in which the small village is located. ▪ Know how to make a virtual visit to the area using Google Street View or live webcam and use ariel photos to generate questions ▪ Know how to explore similarities and differences between the small rural village in Africa and that of their own (Westhead) ▪ Know how to discuss the area’s weather and any seasonal patterns. ▪ Know how to compare physical features e.g. hills and mountains. Introduce basic geographical vocabulary linked to the key physical features. ▪ Know how to identify the type(s) of settlement including population figures or changes. ▪ Know how to identify shops, services and industries, Identify tourist attractions, main sources of employment and types of transport in the area and introduce basic geographical language linked to these key human features. |

Year 1 and 2 Geography

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| | <ul style="list-style-type: none">▪ Know how to compare and contrast the physical and human features of the area with physical and human features in the UK.▪ Know how to find out about the lives of children in the contrasting area to that of their own. |
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How does the settlement compare to the village of Westhead?

Year 1 and 2 Geography

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| <p>Topic: Wind in the Willows Subject: Geography</p> | <p>Prior Knowledge/Links: ELG – Understanding the world – People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Children should already:</p> <ul style="list-style-type: none"> • Know how to observe and experience sensory features associated with different seasons including textures, smells, visual features, sounds etc. • Know how to observe, experience and talk patterns and change within different environments including seasons • Know how to observe, experience and identify different weather conditions. • Know about their own immediate environment, local community and the wider world. • Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places. • Know how to observe, recognise and talk about familiar places and environments in the wider world. • Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>During this study we will identify seasonal weather patterns and how they affect human activity.</p> | <ul style="list-style-type: none"> • Know how to identify seasonal weather patterns across the UK • Know how to observe and record weather conditions and start to consider how these affect human activity e.g. what we wear, where we go. • Know how to recognise land marks and basic human features • Know how to ask simple geographical, “Where?”, “Who?”, “What?” about their environment • Know how to investigate whether differences in weather recordings in different parts of the school and at different times in the day. • Know how to mark any observations on large scale maps, such as those on the Digimap for Schools website (here). |

Year 1 and 2 Geography

- Know how to reference simple compass directions N, E, S and W to describe the weather e.g. wind from the west or the sun rising in the east.
- Know how to investigate where rain falls and collects, do puddles form more in some parts? What happens to rain falling on soily areas? Where does the water go? Children create a chart to show findings.
- Know how to Use a thermometer to measure temperature in different parts of the schools grounds. Are some areas warmer than others? Why? Look for patterns of sun and shade. Do these vary over the course of the day?

How do weather patterns affect human activity?