| **Geography**  **Core Learning**  **Year A**  **Class 2 – Year 1&2** | | | | | |
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|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Our school, our school grounds**  Locational Knowledge | **Geography of the local area – Nantwich**  What is our local area like? | | **Geography around the World –**  Where in the world are the 7 continents and 5 oceans? | |
| **Key Geography disciplinary**  **concepts** | **scale, space, place** | | **scale, space, place,**  **interconnections,**  **environment (physical and human processes)** | | **scale, space, place,**  **interconnections** |
| **Golden thread…**  **substantive knowledge** | **Settlement** | | **Settlements**  **Rivers**  **Trade**  **Travel / Transport** | | **Travel / Transport**  **Trade** |
| **Links to Prior Learning** | In EYFS the children have made maps of their environment (school, home).  Forest School has given the children a sense of locational knowledge and early map skills. | | In EYFS children have made observations about their locality and have been on trips to Nantwich to visit the local library.  During the unit of study ‘Our school, our grounds’ the children have learnt and used directional language, including compass points N, S, E and W. The children have created simple maps and identified both human and physical features. | | In EYFS children have shared place knowledge in relation to where they have been on holiday.  The children have looked at the world map outside their classroom and globes to gain an understanding of the world being made up of land and sea. |
| **Links to Future Learning** | Children will gain deeper knowledge and understanding of their local environment and it’s human and physical features to apply this the future topic of ‘London is burning…so is Nantwich’ | | Children will use the knowledge they have gained about their local area this term, to compare it with a small area in another country next term in the unit of study ‘Coming to England’.  Using their knowledge and skills from this unit, children will be able to identify physical and human features and identify similarities and differences between the two areas. | | KS1 children need to know these so they can build upon this with the continental studies of Europe, North and South America in KS2. |
| **Links to History** | **continuity and change**  **cause and consequence**  **similarity and difference**   * How can we find out how our school has changed over time? * How can I use different maps to show the same area? * I can compare similarities and differences using different geographical sources. * I can use timelines to show change over time. * I can ask questions to gain understanding of people and events in history.   I can use stories and other sources to gain understanding. | | **continuity and change**  **similarity and difference**   * I know and understand the changes over time and how these have affected our lives today? * I can understand cohort and chronological history and how this affects lives today. * I can ask questions and use a range of sources to gain better understanding. | | **continuity and change**  **similarity and difference**  **historical significance**   * I know about the lives of some explorers in the past who have made a big difference to the world. * I can compare what life was like at the time of these explorers in different times. * I can gain a coherent knowledge of Britain’s past and that of the wider world. |
| **Core Learning**  **Knowledge**  **& Skills** | **Locational Knowledge**  **Human & Physical geography**  Basic geographical vocabulary  Human & physical features  **Geographical skills & fieldwork**  Viewpoints, aerial photographs, simple maps & keys, directional language  Simple compass directions  Observational skills | **Locational Knowledge**  **Place Knowledge**  **Human & Physical geography**  Basic geographical vocabulary  Human & physical features of local area  **Geographical skills & fieldwork**  Simple maps & keys, aerial maps  Observational skills | | **Locational Knowledge**  Name & locate the world’s 7 continents & 5 oceans  **Human & Physical geography**  Location of hot & cold areas of the world in relation to the equator, North & South Poles  **Geographical skills & fieldwork**  Use world maps, atlases & globes  Simple compass directions  Continents & countries | |
| **5 essential key knowledge nuggets** | * How can I draw different maps to show the same area? * How can we show our environment in different ways? * What is the difference between human and physical features? * Can I route using maps and symbols? | * How can I show routes using a map? * Can I use compass points to gain information? * Do I know what is close and far from our local environment? * How can we encourage people to visit our local area? | | * What and where are the continents of the world? * What and where are the 5 oceans of the world? * Do I know where the equator is and the North and South pole? * What is the difference between a continent and a country? | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I understand plan view? 2. Can I use plan view? 3. Can I draw simple routes on a map? 4. Can I devise a simple map? 5. Can I collect information about the local environment? 6. Can I use photographs to recognise areas around our school? 7. Can I identify basic human and physical features in each of the four compass directions? 8. Can I devise a simple map? 9. Can I create a key and symbols for a map? 10. Can I plan a story about the Naughty Bus travelling around the school? | 1. Can I draw simple routes on a map? 2. Can I understand what is near to school and what is far away (to gain a sense of place)? 3. Can follow a map in my local green space (fieldwork)? 4. Can I make a key on my local area map? 5. Can I identify key features in our local area (fieldwork)? 6. Can I identify basic human and physical features of an area? 7. Can I use an aerial photograph to show simple compass directions, locational and directional language? 8. Can I collect information about the local environment (fieldwork)? 9. Can I suggest improvements to my local area? 10. Can I create a simple map with a key? 11. Can I plan and create an advertising poster for my local area? | | 1. Can I use a globe to find and name the 7 continents? 2. Can I use a globe to see the difference between ocean and land? 3. Can I name the 5 oceans? 4. Can I identify the equator, North, and South Poles on a globe? 5. Can identify and draw the 7 continents and 5 oceans on a globe? 6. I can use simple compass directions to show the positions of the continents on a map. 7. Can I use simple compass directions to show routes on a map? 8. Can I show I know the difference between a continent and a country? 9. Can I understand that animals are suited to different places? Can I locate a selection of animals to the appropriate hot and cold areas of the world? | |
| **Vocabulary** | view, above, top, bottom, side, front, back  plan, view, aerial  map, plan, view, view, route, left, right, forward, backwards, compass points: North, South, East, West  transport, local environment, vehicles, traffic flow, tally chart  map, floor plan, buildings, areas, rooms  human features, physical features  aerial, satellite, map, key, symbols | map, plan, view, view, route, left, right,  near, far  plan, view, aerial  compass points: North, South, East, West, human features, physical features  aerial, satellite, map, key, symbols | | Continents- Asia, Africa, North America, South America, Antarctica, Australia  Land/ Sea Equator continents  Oceans: Pacific, Atlantic, Indian, Southern and Arctic  Equator North South  Compass Direction Compass points  Map Symbols Direction Travel  Suited Habitat environment | |
| **Personal Development** | Children will gain deeper understanding and love of their local environment using map work and skills.  Looking after our environment. | Children will gain a coherent development of map skills and knowledge. They will be able to explain human and physical geography in their local area.  What are the best features of our local area?  How could we make it much better? | | Children’s previous knowledge of local environment will be extended to understand further map skills and their placement within the wider world.  Awareness of the world. | |
| **Quick Quiz**  **Assessment**  **Speak like a Geographer** | **How can you show what you have learnt this term in a story about the Naughty Bus at our school?**  Children write their own story of the Naughty Bus going on a journey around the school. | Can you name three things in your local area?  What does near mean?  What does far mean?  How can we use maps to help us?  Why do we use symbols on a key?  What is a human feature in our local area?  What is a physical feature in our local area?  What are the four compass points?  What is an aerial photograph?  Can you name three things people do in our local area?  Can you name three ways we can improve our local area for certain people?  What is a sketch map? | | Can you name the 7 continents?  Can you locate them on a blank map?  Can you name the 5 oceans?  Can you locate them on a blank map?  Give children a blank map  Children to annotate the world map. Draw and write what they know.  Can they answer the overall Enquiry Question?  Do not colour the maps in! | |