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| **Geography****Medium Term Planning** **Year B****Class 2 – Year 1&2** |
|  | **Autumn Term** | **Spring term**  | **Summer Term**  |
| **Unit of work**  | **Our churches**St John’s Doddington and St. Mary’s Nantwich | **Is the UK the same all over?**What are the four capital cities and countries and surrounding seas of the UK? | **Coming to England**How is Nantwich and Pointe-a-Pierre the same or different? How would you welcome a child into your own area? |
| **Key Geography disciplinary****concepts** | **scale, space, place,** **interconnections,** **environment (physical and human processes)**  | **scale, space, place,** **environment (physical and human processes)**  | **scale, space, place,** **environment (physical and human processes)** **cultural awareness and diversity** |
| **Golden thread…****substantive knowledge** | **Settlements**  | **Settlements / Cities / Rivers****Travel / Transport** | **Settlements** **Trade** **Diversity****Travel / Transport** |
| **Links to Prior Learning**  | In EYFS the children have visited our local church St John’s Doddington. In Year A children have looked at our school, it’s grounds and the local area. | In EYFS the children have been exposed to the capital of London during Queen’s Jubilee learning. In Year A the children have looked at maps of their locality and identified the UK on a map and globe.  | In EYFS the children look at the wider world and similarities and differences. In their topic of transport, they will have looked at different routes and forms of transport. This unit links to and builds on the ongoing work in Science on seasonal changes in Year 1 and studies of the local area in Geography.Children have previously looked at continents and oceans of the world. They understand a continent is a large area of land.  |
| **Links to Future Learning**  | Children will use the knowledge they have gained about their local area this term, to compare it with a small area in another country in the unit Coming to England.Using their knowledge and skills the children will be able to identify physical and human features and identify similarities and differences between the two areas. | In Y3/4 they will study the landscape of the UK and in Years 4/5/6 they will begin to learn about some of the other cities in the UK.The children will also look at coastlines around the Britain. | This unit would prepare for (or build upon) the wider KS1 Locational knowledge aspects to “name and locate the world’s seven continents and five oceans and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas” by adding a depth study, comparing 2 small areas in KS1. It prepares for KS2 understanding of global differences when studying the continental and regional studies in Year 4, 5 and 6. Children may revisit the Windrush generation/the concept of the British Empire/a study of migration in KS2 History, so this introduction through a picture book and a child’s perspective of migration in KS1, will provide a good grounding for a future study**.** |
| **Links to History** | cause and consequencesimilarity and differencehistorical significanceinterpretation* History of St John’s Doddington & St Mary’s in Nantwich
* When were these churches built?
* Link to The Fire of Nantwich – visit St Mary’s church during visit to Nantwich
 | * The Great Fire of London, the Gunpowder plot and Remembrance Sunday – all based in London
 | **continuity and change** **historical significance*** To know about the Windrush Generation, why people left their country and the effect on families.
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| **Core Learning****Knowledge** | **Local Locational Knowledge:** * Location of our local churches and school.
* Use of map skills to identify key features, physical and human.
 | **Locational Knowledge:*** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
 | **Locational Knowledge:****Place Knowledge:**I can use aerial photographs and fieldwork to find landmarks and human and physical features of an area. * I can identify the similarities and differences of the human and physical features in the small area where we live in and Pointe-a-Pierre in Trinidad.
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| **Progression of Learning in lessons-Objectives covered**  | 1. Can I identify St. John’s church on a map of Bridgemere?
2. Can I identify any other churches in the local area?
3. Can I identify St. Mary’s church in Nantwich on a map?
4. Can I understand the significance of churches to communities?
 | 1. Can I name and locate London on a map?

(Linked to the History of the Fire of London, Gunpowder Plot etc) The Queen’s handbag1. Can name and locate the 4 countries in the United Kingdom?
2. Can I name and locate the capital cities in the United Kingdom?
3. Can I name some different landscapes I might see in England and the rest of the UK?
4. Can I name and locate the 4 countries in the United Kingdom and the surrounding seas?
5. Can identify characteristics of Wales, Northern Ireland and Scotland?
6. Can I identify the main characteristics of the 4 countries of the United Kingdom?
7. Can name and locate the 4 countries and capital cities in the UK, including the surrounding seas?
 | 1. Can I name of two groups of islands and can locate on a globe and map?
2. Can I use an aerial view to find human and physical features on the local area?
3. Can I locate **Pointe-a-Pierre** on a globe and map?

Can I use a satellite image to find human and physical features in the town of Pointe –a-Pierre?1. Can I describe the weather in two different places and know why places nearer the equator are hotter?
2. Can I use simple fieldwork and use observational skills to study the local area?
3. Can I make a simple map?
4. Can I find out what life is like, living in Pointe-a-Pierre and compare to my home and school?
5. Can I explain that some places do not match our expectations?
6. Can I find things that are different about the local area and Pointe-a-Pierre?
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| **Vocabulary** | church, locality, settlement, resources, distance, trade, family, religion, transport, St John’s, St Mary’s,  | Map, Globe, EarthUnited Kingdom, EnglandNorthern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh ,Seas, City, Landscape, Forests, Hills, Human features, Cities, Castles, Physical features, Mountains, Coastline, Urban, Rural | Island, Isles, Great Britain, United Kingdom, British Isles, Trinidad and Tobago, Caribbean, Local area, Place, Town or village, Human – oil refinery, houses, churches roads, Physical – sea, coast, plants, Weather word -season, temperature, rain, sunshine etc, Shops, church, streets, park, vegetation, route, Compass points – north, south east, west, Birds eye / aerial, Human – roads, houses, railway, offices, shops, cafes, school, Physical – plants, trees, rivers, hills etc. |
| **Personal Development** | Children to understand to importance of what is significant in the locality. Why are there churches? HHow can you find them on the map?Why is St John’s important to Doddington/Bridgemere? | How can we take care of the place we live in? – Responsibility & respect  | How can we make people feel more welcome if they come to live where we live? |
| **Quick Quiz** **Assessment** **Speak like a Geographer** | * What is the name of our local church?
* What is the name of our town Church?
* What is the significance of our church names?
* What is the significance of our church locations?
 | * What are the four countries of the United Kingdom?
* Can you name some of the different landscapes in the UK?
* What is the capital city of England?
* What is the capital city of Wales?
* What is the capital city of Scotland?
* What is the capital city of Northern Ireland?

What is the weather like in the UK? * What are the seas surrounding the UK?
 | * Who is Floella Benjamin? Where did she come from and come to?
* Explain the life of Floella?
* Create a poster/video welcoming someone to our country/school?
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