

Year: 1/2 Subject: Geography PoS: Local area		Topic Question/Title: <i>What can I see through my window?</i> Brilliant Burnley		Term - Aut 1	Curriculum - A 
Prior Knowledge Y1 -Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations, explain why some things occur, and talk Y2 – Have used observational skills to study the geography of the school grounds, including directional language, use large scale maps and aerial photographs. Know we live in Burnley, in England, in the UK.			Key Vocabulary Hill, city, town, village, farm, house, shop England, UK Y2 - Map, key, North, South, East, West Y1 – left, right, near, far.		Outcome Make a plan for the perfect place.
Future Learning Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use vocabulary to refer to: key physical features, including, river, coast, forest, mountain, sea, island and key human features, including city, town, village, farm . Use simple compass directions North, South, East and West. Use maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.			Stimulus Looking through the home and classroom window. First hand experiences (enrichment) Local walks.		World of Work Town Planner Engineers
National Curriculum PoS Use basic geographical vocabulary - town, factory, farm, house, office and shop. Use simple fieldwork and observational skills to study the geography of the local area. (Y2 use and construct basic symbols in a key. Know which way north is) Use locational and directional language [for example, near and far; left and right], to describe the location of features. Use large scale maps (paper and electronic) of the school and local area. (Y2 Follow a route on a simple map of the local area)	Key Knowledge		Possible evidence		
	Know they live and go to school in Burnley which is in England in the UK. Give and follow simple instructions to get from one place to another. Use vocabulary left, right, near and far to describe the location of features. Use basic geographical vocabulary - town, factory, farm, house, office and shop. Use observational skills to study the geography of the local area. Find places on a large-scale map. Find places on an aerial photograph. Y2 - Use and construct basic symbols in a key. Know which way north is. Follow a route on a simple map of the local area.		Make first hand observations from windows – home, school windows, St Peter’s Centre window. Take some windows on a walk make observations. Answer questions. - What can you see? - Where are these places? - What are they like? - What would they feel like? - Would you like to go there? Why? Why not? - Who lives there? Who works there? - What is going on?		
	Concepts		Possible evidence		
	Place		What are the observed places like? What do they feel like?		

Year: 1/2 Subject: Geography PoS: The UK		Topic Question/Title: <i>Where in the UK would you like to live?</i>	Term - Spring 2 Curriculum - A 
<u>Prior Knowledge</u> Knowing Burnley is a town and looking at human and physical features that make a town. Have used and drawn simple maps. Vocabulary – town, shops, houses. Y2 As above, plus: Know some of the countries and capital cities of the UK, Have used and drawn maps. Have used simple compass directions to describe location.		<u>Key Vocabulary</u> Physical: Coast, mountain, beach, cliff, sea, ocean, river, valley, forest, hill, vegetation Human: village, town, city, farm, house, office, factory, port, harbour, shop	<u>Outcome</u> Simple presentation to the class saying why they would want to live in a certain place.
<u>Future Learning</u> Learn more about the physical and human features of different parts of the UK. Name, locate and identify characteristics of the UK including Preston, the Lake District, Lancashire, Yorkshire and Gloucestershire. Draw sketch maps in the field. Use a range of maps to locate places and study features. Use keys, compass directions, grid references and scales to build their knowledge of the world. Use Atlases including indexes contents, grid references, keys and		<u>Stimulus</u> Use drone footage. https://www.youtube.com/watch?v=H8uy86v6Kaw Lots of interesting images of the UK for the children to look at and discuss to create interest. <u>First hand experiences (enrichment)</u> Link with another school in another part of the country (write letters/zoom call etc)	<u>World of Work</u> Jobs we don't have in Burnley but have in different parts of the UK, e.g. farmer, fisherman.
<u>National Curriculum PoS</u> <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and Physical Geography</u> Use vocabulary to refer to: key physical features, including, river, coast, mountain, sea, ocean and key human features, including city, town, village, farm, office. <u>Skills and field work</u> Use world maps, atlases and globes to identify the United Kingdom and its countries and seas. (Y2 Use simple compass directions North, South, East and West)	Key Knowledge		Possible evidence
	<u>Locational Knowledge</u> – England - London, Port of Liverpool, The Lake District, The Jurassic Coast, NI - Belfast, Strangford Loch, The Giant's Causeway, Scotland - Edinburgh, Loch Lomond, Mull, Wales - Cardiff, Snowdonia, The Welsh Valleys.		Labelling photographs, writing postcards, labelled drawings, posters.
	Application of Key Skills		Possible evidence
	Use photos, aerial photographs, maps and videos of the locations		Answer and ask questions. Who lives here? Who works here? What is it like to live/work/visit here? What can you see? How does it make you feel? How do the people feel? Who might live there? What's going on? Where might it be? How do you know? Would you like to live there? Why? Why not? How can we find out more?
	Use Google Earth. Understand that zooming in/out means more/less detail can be seen.		
	Use maps of the UK from Atlases to locate the countries, capital cities and seas.		
	Concepts		Possible evidence
	Cultural diversity and awareness		Find out about some of the people who live in the UK The children need to recognise differences between their lives and the lives of others in the UK. Use stories.
	Scale		Can they model the relative sizes of a city, a town, a village and a farm? Apply the knowledge/skills they learn, e.g. odd one out, make a poster, write a postcard, have a discussion, paint a picture, carry out a problem solving exercise E.g. give the children some photographs of places. Where would we build a new house/village/town?
	Thinking like a geographer		Did we look at photographs to help us when we found out about Burnley? Would this help us find out about other places? What might parts of the UK look like in the future? What would we keep/what would you change?

Year: 1/2 Subject: Geography PoS: A non-European country study	Topic Question/Title: Where is Kampong Ayer and what is there?		Term – Sum 2	Curriculum - A 
Prior Knowledge Used locational and directional knowledge to describe the location of features. Used large scale maps. Used aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devised a simple map; and use and construct basic symbols in a key Used basic geographical vocabulary to refer to key physical and human features, including: beach, coast, forest, hill, mountain, sea, river, valley, season, weather city, town, village, factory, farm, house, office, port, harbour and shop. Named, located and identified characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Y2 as above plus: Use simple compass directions North, South, East and West. Named and located the world’s seven continents and five oceans.		Key Vocabulary Continents, oceans, coast, forest, sea, river and weather, city, (port, harbour) Globe, Atlas, map, aerial photograph. Kampong Ayer, Brunei, Asia		Outcome Give a simple presentation to another class.
Future Learning For Y1 - Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use vocabulary to refer to: key physical features, including, forest, ocean, vegetation. For Y2 - Identify the position and significance of the Equator, the Northern Hemisphere, the Southern Hemisphere and the Arctic and Antarctic Circles. Describe and understand key aspects: land use, economic activity, trade links, and the distribution of natural resources (food). Use the four figure grid references, symbols and a key on an OS map. Understand the similarities and differences through the study of human and physical geography of a European region.		Stimulus Video and pictures of Kampong Ayer First hand experiences (enrichment) Tasting food from Brunei		World of Work What jobs do people do in Kampong Ayer?
National Curriculum PoS <u>Locational knowledge</u> - name and locate the world’s seven continents and five oceans. <u>Place knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and Physical Geography – Use basic vocabulary to refer to - continents, oceans, coast, forest, sea, river, weather, city, port, harbour. <u>Skills and Fieldwork</u> - Use world maps, atlases and globes to identify the United Kingdom, Brunei, and continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Key Knowledge		Possible evidence	
	1. Name and locate the 4 nations of the United Kingdom. Name and locate the world’s seven continents. 2. Compare the topography of Kampong Ayer and Burnley. Use basic vocabulary to refer to; coast, sea, island, river, forest. 3. Describe what the natural environment is like around Kampong Ayer. Use basic vocabulary to refer to forest. 4. Compare the weather in Kampong Ayer with that in Burnley. 5. Compare the homes in Kampong Ayer with the children’s homes. 6. Compare transport with Kampong Ayer. Use basic vocabulary to refer to; city (port, harbour?) 7. Compare schools in Kampong Ayer.		1. Use Google maps to look at the UK. Revise United Kingdom made of 4 nations. Can they point out Burnley? Do we like living in Burnley? Brainstorm some good things about living here. Look at a photo or video of Kampong Ayer. (See Resource 12 from slides or video The Water Village (Kampong Ayer), Bandar Seri Begawan, Brunei GoPro 1080p - YouTube. Would the children like to live in this place? Where could it be? Give clue that it is on the Equator. Look at world map for continents on the Equator. Give clue that it is in Asia. Look at Atlas page of Asia. Can the children find Brunei? Use How Far Is It Between (freemaptools.com) to find out how far it is to Kampong Ayer. 2. Use Google Earth to zoom in on Brunei. Children to ask questions. Ask children ‘What can you see?’ Zoom to Burnley. Do the children see similar things? 3.. Listen to the sounds, look at the photographs and the aerial photograph of the forest around Kampong Ayer. 4. Use the photographs of weather in Kampong Ayer to describe what the weather might be like. Look at the BBC weather to compare weather in Burnley and in Bandar Seri Begawa. Would the children prefer Kampong Ayer weather? 5. Draw Kampong Ayer homes, observe and describe them. Make comparisons. (See Connected Geography ‘How do people’s homes in Kampong Ayer compare with mine?’). Would the children like to live in one of these homes? 6. Use photographs and video to look at transport in Kampong Ayer. Discuss why the children and parents use transport. Discuss why the people in Kampong Ayer might use transport. What might it be like to use the boardwalks and boats to move around? 7. Use photographs to compare how children get to school, what they wear and what the schools are like inside. Which school would the children prefer?	
	Concepts place, space, environment, interconnection, scale			