

Year: 1/2		Subject: Geography		Topic Question/Title: How could we make our school grounds better?		Term - Aut 1		Curriculum - B			
PoS: Our school locality/fieldwork/weather		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 about changes. Y2 – Have used observational skills to study the geography of the local area, including directional language, use large scale maps and aerial photographs. Know we live in Burnley, in England, in the UK. Used the vocabulary, hill, city, town, village, farm, house, and shop.				Key Vocabulary map, key, soil, season, weather, near and far, left and right, North, South, East and West.		Outcome Describe the location of a new feature for the school grounds. Map of improved playground			
Future Learning Children will learn about the local area and Burnley including physical and human features. Investigate the seaside town of Fleetwood, answering questions ‘where?’ and ‘what’. Use and draw a variety of maps and routes. Use aerial photographs. Make observations of places and simple measurements. They will learn about the parts of the UK and some of its important features.						Stimulus – Create a journey stick from a walk around the school grounds. First hand experiences (enrichment) – Work in the school grounds. Photographs from other schools in the Academy Trust. Visit to St. John’s playground. Museum loan.		World of Work Caretaker, gardener			
National Curriculum PoS Human and Physical Geography Use vocabulary to refer to key physical and human features, including building, soil, Identify daily weather patterns. Mapping and Fieldwork Use simple fieldwork and observational skills to study the geography of and the key human and physical features of the surrounding environment. Use large scale maps and aerial photos of the school and surrounding area. Devise a simple map; (Y2 and use and construct basic symbols in a key. Use simple compass directions - North, South, East and West Y2) Use locational and directional language [for example, near and far; left and right], to describe the location of features (Y2 and describe routes on a map).		Key Knowledge Use observational skills to study the key features of our school grounds. (Building, classrooms from outside, parts of playground, garden areas, trees and grass). Devise a simple map. Use simple fieldwork and observational skills. Use simple compass directions. Use and construct basic symbols in a key. Use locational and directional language including left, right, near, far. Identify daily weather patterns. <u>Locational knowledge:</u> Know school is in Burnley on Casterton Avenue (Y2s Burnley is in Lancashire, England in the UK, Know school’s address and that Lancashire is a county). Know their house is in Burnley.				Possible evidence Use a journey stick/Walk around grounds/List the features/Use Google Earth to zoom into school and identify features. Make messy map of their journey. Decide where a new bench (or other feature) should go. What are the different parts of the playground? Record on a base map, grassy areas, soil areas, tarmac. Y2s to use a key. <u>Or</u> Where do children run? Where are children noisy? Where are children quiet? Where are they not allowed to go? Which way should the bench face? Make a fold over map using compass directions. Are there any parts of the playground where it is sunnier/more sheltered from the rain/less windy? Record the weather in different parts of the playground. Describe in words where their bench would go. Use Google Earth to find Burnley and school. Use as starter activity.					
		Concepts									
		Place – What is our playground like (including feelings)? Space – Different types of spaces in the playground Scale – Use of Google Earth to locate Burnley and school.									

Year: KS1 Subject: Geography		Topic Question/Title: <i>What is it like to live in hot and cold places?</i>		Term – Spr 2	Curriculum - B	
Prior Knowledge Have used observational skills to study the key features of our school grounds. Have used observational skills and constructed a simple map with a key. Used directional language including points of the compass. Identified weather patterns. In addition, Y2 - Have used maps, atlases and aerial photographs. Have named and located the world’s seven continents. Have learnt about the physical and human features of Kampong Ayer. Compare the topography of Kampong Ayer and Burnley. Use basic vocabulary to refer to; coast, sea, island, river, forest.			Key Vocabulary Continents, countries, atlas, North Pole, South Pole, Equator, Arctic, Antarctic, Desert, Rainforest.		Outcome Desert and Arctic collages	
Future Learning Y1 – Will use a range of maps, atlases and aerial photographs. Will name and locate the world’s seven oceans. Will learn about the physical and human features of Kampong Ayer. Will use vocabulary to refer to; coast, sea, island, river, forest. Y2 - Will compare Burnley with Fleetwood. Will study the physical and human features of Fleetwood. Identify the positions of the Equator, Northern Hemisphere, Southern Hemisphere. Children will investigate physical and human geography of Mediterranean Greece, comparing it with Lancashire.			Stimulus Story - ‘Where is Home Little Pip?’ First hand experiences (enrichment)		World of Work Researchers	
National Curriculum PoS National Curriculum Knowledge and Concepts <u>Locational knowledge</u> Name and locate the continents and oceans of the world. <u>Human and Physical Geography</u> 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. Mapping and Fieldwork Use world maps, atlases and globes to identify continents and oceans. Use simple compass directions (North, South, East and West). Use aerial photographs and plan perspectives to identify human and physical features.		Key Knowledge		Possible evidence		
		Name and locate the continents (Y1 and Y2) and Oceans (Y2). (According to our atlases) Know cold places are near the North and South Poles and hot places are near the Equator. Know some features of cold places – very cold, very dry, very windy, lots of ice. Habitat for penguins and polar bears. E.g. the Arctic and Antarctica. Know some features of hot places – Can be very hot and dry, very windy, rocky or sandy dessert. Habitat for camels. Eg. The Sahara Desert. Or can be very hot and very wet. E.g., Zambia (Rainforest) State some similarities (Y2) and some differences. Find hot and cold places on a globe. Find hot and cold places on an atlas page. Use compass directions North and South. Use photographs and aerial photographs.		Investigate the main features of hot and cold places by answering the questions - What can you see? - Where are these places? How do you know? - What are they like? - What is the weather like? See https://harpercollins-my.sharepoint.com/:f/g/personal/helen_bingham_harpercollins_co_uk/EnhbeelLxiBNuCNly638DpUBk4uDGC7CcDjL4cqAGrtQvA Why don’t penguins need to fly? Penguins scheme of work.		
		Subject Specific or not applicable – change as needed or delete				
		Place – What is it like? What would it feel like? Would you like to go there? Why? Why not? Interdependence – Could penguins live in a desert? Could camels live in the Arctic?				

Year: KS1 Subject: Geography		Topic Question/Title: <i>Would you like to live besides the seaside?</i>	Term - Sum 2	Curriculum - B	
Prior Knowledge Y1 - Use observational skills to study the key features of our school grounds. Use simple fieldwork and observational skills. Use directional language and simple compass directions. Use and construct basic symbols in a key. Y2 - Have used observational skills to study the geography of the local area, including directional language, use large scale maps and aerial photographs. Know we live in Burnley, in England, in the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		Key Vocabulary Beach, sea, harbour, port, town, cliff, coast, hotel, shop, river.	Outcome Fleetwood poster		
Future Learning Y1 - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Y2 - Children will investigate land use and settlement in the Lake District and in Mediterranean Greece. Use 8 points of a compass. Draw and follow routes on digital maps. Recognise that larger scale maps show less area.		Stimulus Seaside noises First hand experiences (enrichment) Visit to Fleetwood	World of Work Hotel/cafe/tourism/harbour worker		
National Curriculum PoS Locational Knowledge: Name, locate the four countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and Physical Geography Use basic geographical vocabulary to refer to key human and physical features, including: river, cliff, beach, town, house, port, harbour and shop. Fieldwork Skills Use simple fieldwork and observational skills to study the geography of and the key human and physical features of a seaside environment. Devise a simple map (Y2 and use and construct basic symbols in a key.) 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 (Y2 and routes on a map).	Key Knowledge Know the 4 countries and capital cities of the UK. Y2 – Know the surrounding seas. Investigate the seaside town of Fleetwood, answering questions ‘where?’ and ‘what’. Know the vocabulary associated with the seaside. Y2 - Compare Fleetwood with Burnley. Similarities – it’s a town with lots of houses and roads. Differences – It has coastal physical and human features. Talk about, write, draw pictures and simple maps of Fleetwood. Use basic geographical vocabulary to refer to key human and physical features, including: river, cliff, beach, town, house, port, harbour and shop. 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 (Y2 and routes on a map).		Possible evidence Use first hand observation, maps, photographs and videos to ask and answer questions. - What can you see? Think about people, work, buildings and environment. - Where are these places? - What are they like? - Who lives there? Who works there? Most answers to these questions should be gained through fieldwork. Visit the beach, promenade, and the harbour (marina). See also https://harpercollins-my.sharepoint.com/:f:/g/personal/helen_bingham_harpercollins_co_uk/EnhbeelLxiBNuCNly638DpUBk4uDGC7CcDjL4cqAGrtQvA Why do we love being by the seaside so much? Scheme of work.		
	Concepts		Possible evidence		
	Place		- What would they feel like? - Would you like to go there? Why? Why not?		