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| **Understanding the World- People, Culture and Communities ELG:**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * 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. * Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been read in class. |
| **KS1 National Curriculum Objectives: Geography**  **Locational knowledge (LK)**  **Pupils should be taught to:**   * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   **Place knowledge (PK)**  **Pupils should be taught to:**   * 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 (H&PG)**  **Pupils should be taught to:**   * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical skills and fieldwork (GS&F)**  **Pupils should be taught to:**   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * 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 Geography – key stages 1 and 2 3 * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Year of cycle** | **Autumn** | | **Spring** | | **Summer** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year A 2022/2023** | | Super Toys | If you go down to the woods today…  *Woodland adventure*  **Reception**  **We’re Going on a Bear Hunt- creating maps.**  **Y1/2**  **GS&F: Describe routes on a map, incl. compass directions and directional language. Explore maps and plans and identify landmarks and human and physical features. Devise own maps using symbols and keys.** | Frozen Planet  **Reception**  **What is it like in the polar regions?**  **Y1/2**  **LK: Continents and oceans**  **PK: Place comparison** (Holmesfield/ Polar Lands)  **H&PG: Equator/ hot & cold areas**  **GS&F: Use world maps, atlases & a globe** | Pre-Historic Predators | The Very Hungry Caterpillar and Friends  *Looking after our own hungry caterpillars*  **Reception**  **Maps- our school and grounds.**  **Y1/2**  **GS&F: Fieldwork and observation- study the school grounds and surrounding area.**  **H&PG: Using geographical vocabulary.** | Deep Sea Detectives  *Aquarium visit* |
| **Year B**  **2023/2024** | | Down on the Farm  *Farm visit*  **Reception**  **Rosie’s Walk- creating maps.**  **Y1/2/**  **GS&F: Describe routes on a map, incl. compass directions and directional language. Explore maps and plans and identify landmarks and human and physical features. Devise own maps using symbols and keys.** | All About Me  **Reception**  **Maps- our school and grounds.**  **Y1/2**  **GS&F: Fieldwork and observation- study the school grounds and surrounding area.**  **H&PG: Using geographical vocabulary.** | People Who Help Us | Paws, Claws and Whiskers | All Change  *Incubating eggs & caring for chicks* | African Safari  **Reception**  **What is it like in Africa?**  **Y1/2**  **LK: Continents and oceans**  **PK: Place comparison** (Holmesfield/ African country)  **H&PG: Equator/ hot & cold areas**  **GS&F: Use world maps, atlases & a globe** |
| **Year C**  **2024/25** | | Bright Lights, Big City  **Reception Paddington’s adventures in London**  **Y1/2**  **LK: The UK- countries, capital cities and surrounding seas. H&PG: Using geographical vocabulary** (What is London like?) **GS&F:** **Explore maps and plans** (of London) **and identify landmarks and human and physical features. Devise own maps using symbols and keys.** | Party Time!  **Y1/2**  **LK: The UK- focus on the four countries and their characteristics**  **H&PG: Weather patterns in the UK** | Up, Up, and Away!  *Birds of prey experience* | Grand Designs  **Reception**  **The Three Little Pigs- creating maps**  **Y1/2 GS&F: Describe routes on a map, incl. compass directions and directional language. Explore maps and plans and identify landmarks and human and physical features. Devise own maps using symbols and keys.** | Magic and Mystery  *Castle visit* | Oh, I do Like to Be Beside the Seaside…  *Seaside trip* |