

## Geography – Year 1 & 2

### Glossary:

#### Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places
- Cause & consequence - To find the reason why certain things happen and how this affects people/places
- Change & continuity - To look at what has and has not changed over time
- Significance - To look at the importance of information, data, maps and geographical features
- Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence

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## Geographical Skills

### Geographical Enquiry

- Encourage children to ask simple geographical questions: Where is it? What's it like?
- Enquiry questions to be displayed and explored at the beginning and end of the unit.
- Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings.
- Make appropriate observations about why things happen.
- Make simple comparisons (**similarities and differences**) between features of different places.

### Locational and Place knowledge

- Name and locate world's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas.
- Understand geographical **similarities and differences** through studying the human and physical geography of a small area of the UK and contrasting non-European country.

## Human and physical geography

- Use observational skills and ask and respond to questions.
- Identify seasonal and daily UK weather patterns (**change and continuity**).
- Study the key human and physical features of the surrounding environment of school.
- Begin to explain how and why geographical **change** occurs.
- Find information from aerial photographs. Use and apply maths to help show learning.

## Using globes, maps and plans

- Use world maps, atlases and globes to identify UK and its countries. Identify the countries, continents and oceans studies (**interpretation**)
- Identify the location of hot and cold areas (**similarities and differences**) of the world in relation to the Equator and the North and South Poles.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

## Map Skills

- Follow a route on prepared maps (left/right) to help find information.
- Use simple compass directions (NSEW).
- Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
- Make a simple map (e.g. from a story). Use and construct basic symbols in a key (**interpretation**)

## Fieldwork

- Use simple fieldwork and observational skills to study the geography of the school and its grounds.
  - Complete a chart to express opinions during fieldwork.
  - Use first hand observation to investigate places – the school grounds, the streets around and the local area.
  - Recognise and record different types of land use, buildings and environments. (**similarities and differences**).
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## Substantive Knowledge

### Year 1

#### What is a home?

##### Where do I live?

- Identify and have first-hand experience of the land uses in the locality. Look at local houses and materials used. Relate to climate and weather.

##### Where is our school?

- Understand the sense of place in relation to home and school. Fieldwork around school. Make explicit links between first hand observations, aerial photographs and maps with symbols.
- comparisons (**similarities and differences**)
- Draw a simple map including some symbols. Introduce standardised symbols and the idea of a key.

##### Map symbols

- Develop and follow directional vocabulary in the context of children's own environment.

#### Essential knowledge

- Children can describe their house (stone with a sloping roof and glazed windows)
- Children can describe the three most common land uses in the area (housing, parks, road)
- Use simple compass directions (NSEW) to describe relative locations on a map.

#### Key Vocabulary:

- |         |               |           |
|---------|---------------|-----------|
| - Stone | - Transport   | - Sloping |
| - Slate | - Temperature | - Spring  |
| - City  | - Autumn      |           |

## Australia

### Can we make a difference in a place far away?

- Compare city and rural life. **comparisons (similarities and differences)**.
- Comparing indigenous animals in Australia and UK. **comparisons (similarities and differences)**.
- Creating aerial map of a sanctuary using symbols.
- Plan a trip from UK to Australia consider time zones, duration, mode of transport, compass directions (NSEW), climate, seasons.
- Plan an itinerary for Australian trip, visiting landmarks, duration, direction, mode of transport, terrain.
- Compare season and climate between UK and Australia.
- **comparisons (similarities and differences) (change and continuity, cause and consequence)**.

### Essential knowledge

- Why do wild fires happen?
- What attracts people to visit Australia?
- Can we make a difference in a place far away?
- Essential knowledge:
- Children can describe a house in Sydney.
- Children can describe the three most common land uses in Sydney (housing, parks, roads).
- Compare seasons and climate between the UK and Australia.

### Key Vocabulary:

- Biomes
- Humid
- Tropical
- Indigenous
- Biodiversity

## Year 2

### Pakistan

#### Should people visit Mirpur?

- Identify land uses (industrial, residential, commercial, transport).
- Look at houses and materials used. Relate to climate and weather.
- Identify land use. Look at houses and materials. Relate to weather and climate.
- comparisons (**similarities and differences**)

#### Essential knowledge

- Children can describe the houses and the land use in Mirpur.
- List some differences and similarities between local area and the two areas in Bradford and Mirpur.
- Using specific geographical categories (land use, building materials, transport, building design)

#### Key Vocabulary:

- |             |                |           |
|-------------|----------------|-----------|
| - Continent | - Geographical | - Natural |
| - Tourist   | - Destination  | - Equator |
| - Monument  | - Manmade      |           |

### Coast

#### Southport: How can we help save the whale?

- Identify and have first-hand experience of the coastal location (VISIT).
- Identify the physical features of the coast (beach, cliff, coast)
- Identify the human features (port, harbour, hotel) **comparisons (similarities and differences) (change and continuity)**.
- Make explicit links between first hand observations, aerial photographs and maps with symbols. **comparisons (similarities and differences) (change and continuity)**.
- Use simple compass directions (NSEW) to describe relative locations and routes on a map.

## Essential knowledge

- Children recognise a map is a simple representation of the real world and that symbols are used to signify key physical and human features.
- Children create a map of part of Southport.
- Including a key human and physical features.

## Key Vocabulary:

- Coast

- Port

- Quay

- Beach

- Harbour

- Cliff