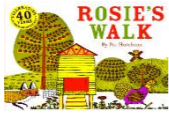
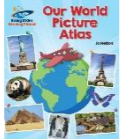





Whole School Mapping  
Geography  
KS1

Year 1

Cycle 1	Amazing Me	Flames & Fireworks	Globe Trotter	House & Homes	All Creatures Great and Small	Lighthouses
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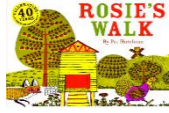
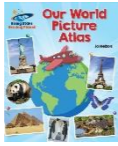
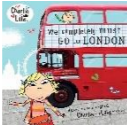
Cycle One						
	National Curriculum Objectives	Key Facts	Vocabulary		Year One Geography Progression Steps	
Autumn 1	<p><b>Amazing Me</b></p> <p><b>Key Text: Rosie's Walk by Pat Hutchins</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Pupils should be taught to 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.</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>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</li> </ul>	<p><b>Our School</b></p> <ul style="list-style-type: none"> <li>Compasses are used to help people find their way or to show the position of something.</li> <li>There are four compass points – North, East, South and West.</li> <li>Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest.</li> <li>A map uses symbols to show where these places are.</li> <li>These symbols are explained in a key.</li> <li>Using aerial photographs/ maps identify human and physical features of our school and local area</li> <li>It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place that you live in?</li> </ul> <p><b>Fieldwork Opportunity- Year 1 - School Grounds</b></p> <p><u>Example Key Questions</u> Which part of the school is better for a wildlife garden? How can we make the grounds safer?</p> <ul style="list-style-type: none"> <li>Children to record their findings on their walk around the school grounds.</li> <li>On their return to school, children will put their findings into simple charts/ graphs. This could be done whole class using post it notes etc.</li> <li>Time to evaluate – what can we do with our findings</li> </ul>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Population</li> <li>Environment</li> <li>Physical features</li> <li>Human features</li> <li>aerial view</li> <li>floor plan</li> <li>route</li> <li>grounds</li> <li>map</li> <li>Rural</li> <li>Urban</li> <li>Key</li> </ul>	<p><b>Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>Pupils can name and locate two of the seven continents of the world</li> <li>Pupils can name and locate one of the five oceans of the world</li> <li>Pupils can name and locate two of the four countries of the United Kingdom</li> <li>Pupils can name one of the four capital cities of the United Kingdom</li> <li>Pupils can name the Seven Continents (Africa, Asia, Antarctica, Europe, North America, South America and Australia).</li> </ul>	
					<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</li> </ul>
Spring 1	<p><b>Globe Trotter</b></p> <p><b>Key Text: Our World Picture Atlas by Jo Nelson</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to name and locate the world's seven continents and five oceans.</li> <li>Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied</li> </ul>	<p><b>The World Map</b></p> <ul style="list-style-type: none"> <li>To be able to name the seven continents of the world</li> </ul> <p><b>Asia, Africa, Antarctica, Australia, Europe, North America &amp; South America</b></p> <ul style="list-style-type: none"> <li>To be able to name the five oceans of the world</li> </ul> <p><b>Pacific, Atlantic, Indian, Southern, Arctic</b></p> <ul style="list-style-type: none"> <li>To be able to identify hot &amp; cold places in the world <b>Hot: The equator Cold: The North Pole and South Pole</b></li> </ul>	<ul style="list-style-type: none"> <li>Earth</li> <li>Globe</li> <li>Continent</li> <li>Climate</li> <li>Ocean</li> <li>Southern Hemisphere</li> <li>Northern Hemisphere</li> <li>Equator</li> </ul>	<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Pupils are beginning to identify seasonal patterns</li> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to physical features</li> </ul> <p><b>Key physical features</b> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p><b>Key human features</b> City, town, village, factory, farm, house, office, shop</p>	
Summer 1	<p><b>All Creatures Great and Small</b></p> <p><b>Key Text: Charlie &amp; Lola: We must completely go to London by Lauren Child</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas</li> <li>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</li> </ul> <p><i>Pupils should be taught to 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.</i></p>	<p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>The four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland.</li> <li>The United Kingdom is a country in the continent of Europe.</li> <li>London is the capital city of England.</li> <li>Edinburgh is the capital city of Scotland.</li> <li>Cardiff is the capital city of Wales</li> <li>Belfast is the capital city of Northern Island</li> <li>Famous Landmarks in London include Big Ben, the London Eye and Buckingham Palace.</li> </ul>	<ul style="list-style-type: none"> <li>capital city</li> <li>city</li> <li>country</li> <li>England</li> <li>human geography</li> <li>island</li> <li>Great Britain</li> <li>London</li> <li>physical geography</li> <li>United Kingdom</li> <li>Village</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions</li> <li>Pupils can use north and south accurately or east and west accurately</li> <li>Pupils are beginning to recognise landmarks</li> <li>Pupils are beginning to devise a simple map</li> </ul> <p><b>Locational language</b> North, south, east, west, near, far</p>	



Whole School Mapping  
Geography  
KS1

Year 2

Cycle 1	Amazing Me	Flames & Fireworks	Globe Trotter	House & Homes	All Creatures Great and Small	Lighthouses
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Cycle One						
	National Curriculum Objectives	Key Facts	Vocabulary		Year Two History Progression Steps	
Autumn 1	<p><b>Amazing Me</b> <i>Key Text: Rosie's Walk by Pat Hutchins</i></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to 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.</li> <li>Pupils should be taught to 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.</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>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</li> </ul>	<p><b>Our School</b></p> <ul style="list-style-type: none"> <li>Compasses are used to help people find their way or to show the position of something.</li> <li>There are four compass points – North, East, South and West.</li> <li>Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest.</li> <li>A map uses symbols to show where these places are.</li> <li>These symbols are explained in a key.</li> <li>Using ariel photographs/ maps identify human and physical features of our school and local area</li> </ul> <p>It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place that you live in?</p> <p><b>Fieldwork Opportunity- Year 1 - School Grounds</b></p> <p><u>Example Key Questions</u> Which part of the school is better for a wildlife garden? How can we make the grounds safer?</p> <ul style="list-style-type: none"> <li>Children to record their findings on their walk around the school grounds.</li> <li>On their return to school, children will put their findings into simple charts/ graphs. This could be done whole class using post it notes etc.</li> </ul> <p>Time to evaluate – what can we do with our findings</p>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Population</li> <li>Environment</li> <li>Physical features</li> <li>Human features</li> <li>aerial view</li> <li>floor plan</li> <li>route</li> <li>grounds</li> <li>map</li> <li>Rural</li> <li>Urban</li> <li>Key</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils can confidently name and locate the United Kingdom and its countries.</li> <li>Pupils can name and locate five of the seven continents of the world</li> <li>Pupils can name and locate four of the five oceans of the world</li> <li>Pupils can name, locate and identify characteristics of the four countries of the United Kingdom</li> <li>Pupils can name the four capital cities of the United Kingdom.</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul> <p><b>Key Vocabulary</b> Atlas, map, globe</p>	
	<p><b>Globe Trotter</b> <i>Key Text: Our World Picture Atlas by Jo Nelson</i></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to name and locate the world's seven continents and five oceans.</li> <li>Pupils should be taught to 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.</li> </ul>	<p><b>The World Map</b></p> <ul style="list-style-type: none"> <li>To be able to name the seven continents of the world <b>Asia, Africa, Antarctica, Australia, Europe, North America &amp; South America</b></li> <li>To be able to name the five oceans of the world <b>Pacific, Atlantic, Indian, Southern, Arctic</b></li> </ul> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of the UK and a non- European country</li> </ul> <p>To be able to identify hot &amp; cold places in the world <b>Hot: The equator Cold: The North Pole and South Pole</b></p>	<ul style="list-style-type: none"> <li>Earth</li> <li>Globe</li> <li>Continent</li> <li>Climate</li> <li>Ocean</li> <li>Southern Hemisphere</li> <li>Northern Hemisphere</li> <li>Equator</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</li> <li>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Pupils can use a range of basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p><b>Key physical features</b> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p><b>Key human features</b> City, town, village, factory, farm, house, office, shop</p>		
Spring 1	<p><b>All Creatures Great and Small</b> <i>Key Text: Charlie &amp; Lola: We must completely go to London by Lauren Child</i></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas</li> <li>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</li> <li>Pupils should be taught to 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.</li> </ul>	<p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>The four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland.</li> <li>The United Kingdom is a country in the continent of Europe.</li> <li>London is the capital city of England.</li> <li>Edinburgh is the capital city of Scotland.</li> <li>Cardiff is the capital city of Wales</li> <li>Belfast is the capital city of Northern Island</li> <li>Famous Landmarks in London include Big Ben, the London Eye and Buckingham Palace.</li> </ul>	<ul style="list-style-type: none"> <li>capital city</li> <li>city</li> <li>country</li> <li>England</li> <li>human geography</li> <li>island</li> <li>Great Britain</li> <li>London</li> <li>physical geography</li> <li>United Kingdom</li> <li>Village</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions: United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Pupils can use simple compass directions (north, south, east and west) and locational language (e.g. near, far) to describe the location of features and routes on a map.</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map and are beginning to use and construct basic symbols in a key.</li> <li>Pupils use simple grid references.</li> </ul> <p><b>Locational language</b> North, south, east, west, near, far</p>		

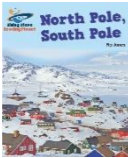
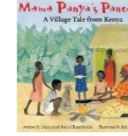
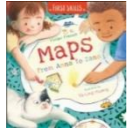


**Whole School Mapping  
Geography  
KS1**

**Year 1**

<b>Cycle 2</b>	Terrific Toys	Winter Wonderland	A Village in Africa	Castles and Turrets	Plants	Active Me
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**Cycle Two**

	National Curriculum Objectives	Key Facts	Vocabulary		Year One History Progression Steps
Autumn 2	<p><b>Winter Wonderland</b> <b>Key Text: North Pole, South Pole by Pip Jones</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught how 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.</li> <li>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.</li> </ul>	<p><b>Exploring the Polar Lands</b> <b>What is a continent:</b> A continent is a massive area of land that is separated from other areas of land by water or natural features. Five of the continents are connected to at least one other continent by land, whilst Antarctica and Australia are cut off by oceans. Each continent has a wide range of land types, climates and animal life. <b>Polar Adventures - How do explorers survive there?</b></p> <ul style="list-style-type: none"> <li><b>Clothes:</b> They have clothes to keep the body warm, especially fingers and toes. Their clothes allow them to move easily. Their clothes have to be comfortable whatever the weather</li> <li><b>Staying safe:</b> Polar Explorers stay inside tents. These tents do not weight very much, so they are easy to carry along with them on their expeditions. They are made from windproof and waterproof fabric to help them stay warm as they sleep. They sometimes use snowmobiles to travel over the snow.</li> <li><b>Food:</b> Explorers take food that is quick and easy to make.</li> <li>Explorers cook on a small stove inside the tent.</li> <li><b>Protection:</b> Because of the snow in the North Pole and South Pole, explorers need to make sure they wear sunglasses to protect their eyes from the sun, even though it's so cold!</li> <li>Understand how and why animals adapt to their surroundings and a habitat.</li> </ul>	<ul style="list-style-type: none"> <li>Habitat</li> <li>Continent</li> <li>Camouflage</li> <li>Arctic</li> <li>Antarctic</li> <li>Inuit people</li> <li>The equator</li> <li>Polar bears</li> <li>Igloos</li> <li>Waterproof</li> <li>Explorer</li> <li>Penguins</li> </ul>	<p><b>Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>Pupils can name and locate two of the seven continents of the world</li> <li>Pupils can name and locate one of the five oceans of the world</li> <li>Pupils can name and locate two of the four countries of the United Kingdom</li> <li>Pupils can name one of the four capital cities of the United Kingdom</li> <li>Pupils can name the Seven Continents (Africa, Asia, Antarctica, Europe, North America, South America and Australia).</li> </ul>
	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</li> </ul>				
Spring 1	<p><b>A Village in Africa</b> <b>Key Text: Mama Panya's Pancakes by Mary &amp; Richard Chamberlain</b></p>  <ul style="list-style-type: none"> <li>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.</li> <li>Pupils should be taught to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Kenya- The City and the Country</b> <b>Facts about Kenya</b></p> <ul style="list-style-type: none"> <li>Kenya is a country in East Africa, located on the equator and with coastline on the Indian Ocean.</li> <li>It was named after the tallest mountain in the country, Mt Kenya</li> <li>The two official languages spoken in Kenya are English and Swahili, although there are dozens of other languages spoken in various parts of the country</li> <li>In 2017 it had a population of 49.7 million people, with 3 million living in the capital city of Nairobi.</li> <li>Kenya is a developing country and half of the population live in poverty.</li> <li>It features many national parks and wildlife reserves with safaris being a popular activity for visitors. Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>Kenya</li> <li>Nairobi</li> <li>Wildlife</li> <li>Poverty</li> <li>Mountain</li> <li>City</li> <li>Village</li> <li>River</li> <li>Mud Hut</li> <li>Africa</li> <li>Sea</li> </ul>	<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Pupils are beginning to identify seasonal patterns</li> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>Pupils are beginning to use basic geographical vocabulary to refer to physical features</li> </ul> <p><b>Key physical features</b> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p><b>Key human features</b> City, town, village, factory, farm, house, office, shop</p>
Summer 1	<p><b>Plants</b> <b>Key Text: Maps from Anna to Zane by Vivian French</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> <li>Pupils should be taught to 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</li> <li>Pupils should be taught to 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</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>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</li> </ul>	<p><b>Our Local Area</b></p> <ul style="list-style-type: none"> <li>Compasses are used to help people find their way or to show the position of something.</li> <li>There are four compass points – North, East, South and West.</li> <li>Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest.</li> <li>A map uses symbols to show where these places are.</li> <li>These symbols are explained in a key.</li> <li>Physical features are natural and include: beach, cliff, forest, hill, mountain, sea, river, soil, valley, weather.</li> <li>Human features show how humans have altered the environment. These features might include buildings, towns, cities, farms, houses and shop</li> <li>It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place that you live in?</li> </ul> <p><b>Fieldwork Opportunity</b> CPD Video to watch for tips <a href="https://www.twinkl.co.uk/resource/planning-a-fieldwork-enquiry-in-eyfs-and-ks1-fieldwork-cpd-vide-t-cpd-1647858127">https://www.twinkl.co.uk/resource/planning-a-fieldwork-enquiry-in-eyfs-and-ks1-fieldwork-cpd-vide-t-cpd-1647858127</a> <b>Year 1 –Local Area</b> <b>Possible enquiry questions</b> Are there enough plants in our local area to encourage wildlife? What is the safest route into school? Does the local area have enough fun things to do? (</p>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Population</li> <li>Environment</li> <li>Physical features</li> <li>Human features</li> <li>aerial view</li> <li>floor plan</li> <li>route</li> <li>grounds</li> <li>map</li> <li>Rural</li> <li>Urban</li> <li>Key</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>Pupils are beginning to use maps, atlases and globes to identify studied regions</li> <li>Pupils can use north and south accurately or east and west accurately</li> <li>Pupils are beginning to recognise landmarks</li> <li>Pupils are beginning to devise a simple map</li> </ul> <p><b>Locational language</b> North, south, east, west, near, far</p>

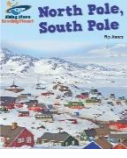
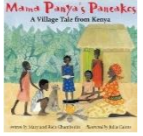
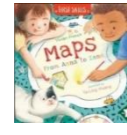


Whole School Mapping  
Geography  
KS1

Year 2

Cycle 2	Terrific Toys	Winter Wonderland	A Village in Africa	Castles and Turrets	Plants	Active Me
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Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Two History Progression Steps
Autumn 2	<p><b>Winter Wonderland</b> <b>Key Text: <i>North Pole, South Pole</i> by Pip Jones</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught how 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.</li> <li>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.</li> </ul>	<p><b>Exploring the Polar Lands</b> <b>What is a continent:</b> A continent is a massive area of land that is separated from other areas of land by water or natural features. Five of the continents are connected to at least one other continent by land, whilst Antarctica and Australia are cut off by oceans. Each continent has a wide range of land types, climates and animal life. <b>Polar Adventures - How do explorers survive there?</b></p> <ul style="list-style-type: none"> <li><b>Clothes:</b> They have clothes to keep the body warm, especially fingers and toes. Their clothes allow them to move easily. Their clothes have to be comfortable whatever the weather</li> <li><b>Staying safe:</b> Polar Explorers stay inside tents. These tents do not weight very much, so they are easy to carry along with them on their expeditions. They are made from windproof and waterproof fabric to help them stay warm as they sleep. They sometimes use snowmobiles to travel over the snow.</li> <li><b>Food:</b> Explorers take food that is quick and easy to make.</li> <li>Explorers cook on a small stove inside the tent.</li> <li><b>Protection:</b> Because of the snow in the North Pole and South Pole, explorers need to make sure they wear sunglasses to protect their eyes from the sun, even though it's so cold!</li> <li>Understand how and why animals adapt to their surroundings and a habitat.</li> </ul>	<ul style="list-style-type: none"> <li>Habitat</li> <li>Continent</li> <li>Camouflage</li> <li>Arctic</li> <li>Antarctic</li> <li>Inuit people</li> <li>The equator</li> <li>Polar bears</li> <li>Igloos</li> <li>Waterproof</li> <li>Explorer</li> <li>Penguins</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils can confidently name and locate the United Kingdom and its countries.</li> <li>Pupils can name and locate five of the seven continents of the world</li> <li>Pupils can name and locate four of the five oceans of the world</li> <li>Pupils can name, locate and identify characteristics of the four countries of the United Kingdom</li> <li>Pupils can name the four capital cities of the United Kingdom.</li> </ul>	
				<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul> <p><b>Key Vocabulary</b> Atlas, map, globe</p>	
Spring 1	<p><b>A Village in Africa</b> <b>Key Text: <i>Mama Panya's Pancakes</i> by Mary &amp; Richard Chamberlain</b></p>  <ul style="list-style-type: none"> <li>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.</li> <li>Pupils should be taught to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Kenya- The City and the Country</b> <b>Facts about Kenya</b></p> <ul style="list-style-type: none"> <li>Kenya is a country in East Africa, located on the equator and with coastline on the Indian Ocean.</li> <li>It was named after the tallest mountain in the country, Mt Kenya</li> <li>The two official languages spoken in Kenya are English and Swahili, although there are dozens of other languages spoken in various parts of the country</li> <li>In 2017 it had a population of 49.7 million people, with 3 million living in the capital city of Nairobi.</li> <li>Kenya is a developing country and half of the population live in poverty.</li> <li>It features many national parks and wildlife reserves with safaris being a popular activity for visitors. Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>Kenya</li> <li>Nairobi</li> <li>Wildlife</li> <li>Poverty</li> <li>Mountain</li> <li>City</li> <li>Village</li> <li>River</li> <li>Mud Hut</li> <li>Africa</li> <li>Sea</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</li> <li>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Pupils can use a range of basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p><b>Key physical features</b> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p><b>Key human features</b> City, town, village, factory, farm, house, office, shop</p>	
Summer 1	<p><b>Plants</b> <b>Key Text: <i>Maps from Anna to Zane</i> by Vivian French</b></p>  <ul style="list-style-type: none"> <li>Pupils should be taught to use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> <li>Pupils should be taught to 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</li> <li>Pupils should be taught to 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</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>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</li> </ul>	<p><b>Our Local Area</b></p> <ul style="list-style-type: none"> <li>Compasses are used to help people find their way or to show the position of something.</li> <li>There are four compass points – North, East, South and West.</li> <li>Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest.</li> <li>A map uses symbols to show where these places are.</li> <li>These symbols are explained in a key.</li> <li>Physical features are natural and include: beach, cliff, forest, hill, mountain, sea, river, soil, valley, weather.</li> <li>Human features show how humans have altered the environment. These features might include buildings, towns, cities, farms, houses and shop</li> <li>It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place that you live in?</li> </ul> <p><b>Fieldwork Opportunity</b> CPD Video to watch for tips <a href="https://www.twinkl.co.uk/resource/planning-a-fieldwork-enquiry-in-eyfs-and-ks1-fieldwork-cpd-vide-1-cpd-1647858127">https://www.twinkl.co.uk/resource/planning-a-fieldwork-enquiry-in-eyfs-and-ks1-fieldwork-cpd-vide-1-cpd-1647858127</a></p> <p><b>Year 1 –Local Area</b> <b>Possible enquiry questions</b> Are there enough plants in our local area to encourage wildlife? What is the safest route into school? Does the local area have enough fun things to do? (</p>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Population</li> <li>Environment</li> <li>Physical features</li> <li>Human features</li> <li>aerial view</li> <li>floor plan</li> <li>route</li> <li>grounds</li> <li>map</li> <li>Rural</li> <li>Urban</li> <li>Key</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions: United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Pupils can use simple compass directions (north, south, east and west) and locational language (e.g. near, far) to describe the location of features and routes on a map.</li> <li>Pupils can recognise landmarks</li> <li>Pupils can devise a simple map and are beginning to use and construct basic symbols in a key.</li> <li>Pupils use simple grid references.</li> </ul> <p><b>Locational language</b> North, south, east, west, near, far</p>	