

KS1

<p>EYFS</p> <p>The children will use their senses to explore their school environment as well as familiar local landmarks and the environment where they live. They will look at maps of familiar places, drawing information from these and create their own maps using a range of materials and resources. They will draw on their own experiences and use stories and non fiction texts to make comparisons about places around the world, identifying similarities and differences with their own locality.</p>					
Cycle A			Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>What is the geography like of the place we live? - our school</p> <p>Fieldwork</p>	<p>What is the United Kingdom?</p>	<p>Where are the Continents and Oceans of the world?</p>	<p>Where are the hot and cold places in the world and what is it like to live in them?</p>	<p>What is the geography like of the our surrounding environment, the place we live? Construct basic symbols in a key.</p> <p>Fieldwork</p>	<p>What is it like to live in Mugurameno compared to Nanpean?</p>
Place Knowledge My Local Area	Location Knowledge The United Kingdom	Location Knowledge Continents and Oceans	Human and Physical Geography Hot and Cold Places	Place Knowledge My school.	Place Knowledge Contrasting Locality, Zambia
<p>1.I can spot the differences between rural and urban areas and know what type of settlement I live in.</p> <p>2.I can explore and record the physical and human features of Nanpean.Village</p> <p>3.I can recount the journey through my local area using simple compass directions.</p> <p>4.I can recognise the symbols used on an Ordnance Survey map.</p> <p>5.I can create a map of Nanpean Village, identifying human and physical features</p> <p>Assessment – What is the geography like of the place we live?</p>	<p>1.I can find the United Kingdom on a map and share what I know about it.</p> <p>2.I can use a map to locate the four Countries of the United Kingdom.</p> <p>3.I can name the surrounding seas and four Capitals of the United Kingdom.</p> <p>4.I can explore physical and human features of the United Kingdom identifying similarities and differences of the four countries.</p> <p>5.I can explore the human and physical features of London.</p> <p>6.I can share my understanding of the United Kingdom.</p>	<p>1.I can look at a map of the world and locate the continent that I live in.</p> <p>2.I can name the 7 continents of the world and locate them on a map.</p> <p>3.I can name the 5 oceans and locate them on a map.</p> <p>4.I can use compass directions and map skills to explain where the 7 continents are located.</p> <p>5. I can identify the human and physical features of a continent.</p> <p>6. I can compare two different continents.</p>	<p>1.I can identify the North Pole, Equator and South Pole and how weather is affected by the distance to the equator.</p> <p>2.I can recognise the physical features you may find in hot and cold places.</p> <p>3.I can explain how people adapt to living in hot places.</p> <p>4.I can explain how people adapt to living in cold places.</p> <p>Assessment – Where are the hot and cold places in the world and what is it like to live in them?</p>	<p>1.I can explore and record the features of Nanpean School.</p> <p>2.I can explore and record the physical and human features of Nanpean.School</p> <p>3.I can create a map of Nanpean School, identifying human and physical features</p> <p>4. Fieldwork – design with the class.</p> <p>Assessment – What is the geography like of our school?</p>	<p>1.I can locate Zambia on a map and name key physical and human features found there.</p> <p>2. I can locate the village of Mugurameno and compare it with Nanpean.</p> <p>3. I can compare how the people of Murgurameno use the River Zambezi with the ways in which we use the River XX</p> <p>4. I can find out about food in Zambia and compare that with the UK.</p> <p>5. I can use photographs, videos and texts to imagine what life in Zambia is like compared to my life in the UK.</p> <p>Assessment -What is it like to live in Mugurameno, Zambia, compared to Nanpean?</p>

Children can use simple fieldwork and observational skills to observe the type of settlement they live in	Children will create their own map of the United Kingdom using a range of materials and label the four countries, the seas they know and they will locate London on their map.	Children will name the 5 oceans of the world and name and compare the 7 continents of the world.	Children can explain how the distance from the equator influences the temperature of places around the world and how people's lives are affected by the weather.	Children can use simple fieldwork and observational skills to observe the school environment.	Children can explain similarities and differences between the human and physical features of Zambia and the UK.
Vocabulary north, south, east, west, village, shop, church, clay works, park, map	United Kingdom, England, Wales, Scotland, Northern Ireland, Atlantic Ocean, North Sea, English Channel, Celtic Sea, Irish Sea, London, Belfast, Cardiff, Edinburgh.	Europe, Africa, Asia, Antarctica, Australasia, North America, South America, Atlantic, Pacific, Indian, Arctic, Southern oceans	Weather. Equator, North Pole, South Pole, temperature, degrees, Celsius, environment, desert, rainforest.	Rural, urban, physical, human, fieldwork.	Africa, Zambia, Mururgameno, River Zambezi, crop, farm, market, wildlife