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| World Geography Core Subject: Year Group 1 | | |
| National Curriculum: Pupils should develop knowledge about the world. | | |
| * They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills * Develop geographical skills to identify countries, oceans and continents studied * Understand geographical similarities and differences of human and physical geography | | |
| Geographical Area: | African Continent | |
| Specific Focus: | Continental Land Use and Habitats | |
| Project Question: | What makes Cape Town and the surrounding landscape and oceans of South Africa special? | |
| Declarative Knowledge | | Procedural Knowledge (Geographical Skills) |
| **Generic**   * Know the planet has a Northern and Southern Hemisphere and a North and South Pole * Know the planet has an equator * Know there are hot and cold areas around the world in relation to the equator * Know planet Earth consists of land, seas and oceans. * Know plant Earth is spherical * Know planet Earth orbits the sun   **Specific**   * Know where Africa is in the world * Know Africa is a continent and is made up of 54 countries * Know the people of Africa live in a range of places (rural, urban, interior and the coast) * Know South Africa is located in the South of the Continent * Know the names of the seas and oceans surrounding Africa and South Africa * Know some key cities (Cape Town, Johannesburg and Durban) * Know the South African people speak several languages * Know the key physical geographical features of South Africa * Know the key human features of South Africa * Know South Africa is home to domestic and wild animals * Know land in South Africa is reserved to protect its wild animals * Know South Africa is a popular holiday destination | | * To be able to ask geographical questions * To revisit and continue to embed the identification of seasonal weather and the location of hot and cold areas of the world in relation to the equator and the North and South Poles * To be able to use maps, atlases and globes to locate the north pole, south pole and the equator * To be able to use maps, atlases and globes to locate the world’s seven continents and five oceans * To be able to use maps, atlases and globes to locate the African Continent and its countries. **(more specifically South Africa)** * To be able to u se simple compass directions (North, East, South and West), to describe the location of features and routes on a map * To be able to use geographical language to describe natural and physical geographical phenomena * To able to communicate ideas verbally and in written form coherently |
| Cross Curricular Links: |
| Literacy – Traditional African Tales (Selection of short stories about the Tokeloshi) |
| Geographical Vocabulary (non exhaustive) | | |
| Use basic Geographical vocabulary to refer to:  equator, north, south pole, map, atlas, globes, find, locate, north, south, east, west, compass, position. Earth, continents, countries, mountains, rivers, savannah, desert, rain forests, human features, physical features, habitats, native, plants, animals, compass, directions, positions, Indian Ocean, Atlantic Ocean, land, sea, oceans, South Africa, Cape Town., Table Top Mountain, Boulders Beach, languages, urban, rural | | |
| Prior Learning | Key sub questions | Future Learning |
| EYFS   * Africa is a continent with many countries * Africa is hotter than the UK * Some things are different, some are the same in Africa | * What is a continent? * Which hemisphere is Africa? * How many countries are there in Africa? * How is land use organised on the African Continent by the populations? * Why is important to preserve and protect land for native animals? * How does South African people organise and use land? | * Year 2 Continent North America (urban environments) * Year 3 Oceans/Currents/Climate and the Environment Year 4 Continent South America, (Rivers, river settlements, rain forests) * Year 5 Continent Asia (Mountains and Volcanoes) * Year 6 Continent Europe, (Population, Languages/Economic Migration, Trade, Transport, Trading Blocks) |