









Africa Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My town. My school. My road.	Weather and Seasons	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!
Local Area Where do we go to school?	Weather and Seasons	Local Area How do we read maps and plan routes?	Africa	Kenya; compering localities: Knutsford and Njoro	Coast
					
National Curriculum					
This unit builds on explorations of the local area in EYFS, focusing on the school site as a place. It develops basic geographical vocabulary and simple mapwork and fieldwork skills.	Identify seasonal and daily weather patterns in the United Kingdom. Linked with Science – Seasonal Changes	Focus on developing map skills and locational knowledge. Use of simple maps, understanding geographical features, and using basic directional language—skills that help children describe locations, recognize symbols, and interpret routes. Also makes students aware of their surroundings by helping them navigate and relate to their local area visually and spatially.	Name and locate the world's seven continents and five oceans 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 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	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 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	Use simple fieldwork and observational skills to study (a coastal environment Describe the location of features and routes on a map. 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.
Sequence of Lessons					
LO: Talk about my school and different places in its buildings and grounds. LO: Find the features of my school grounds on an aerial photograph and a map. LO: Find the features of my school grounds on an aerial photograph and a map. LO: Make a list of the people who work in my school and	LO: Order the months of the year and recognise seasons. LO: Spot the differences between the seasons LO: Identify differences between the types of weather experienced in different seasons in the UK. LO: Identify aspects of the weather and how it affects my local environment	LO: Talk about my favourite places to play in the school grounds and locate them on an aerial photograph. LO: Plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map. LO: Plan a route to your local play area using aerial images and a large-scale map.	Part One: Continents and Africa LO: Locate continents on a map LO: Locate 5 African countries: Ghana, South Africa, Egypt, Kenya, Madagascar, Congo Part Two: Physical and human features of Africa LO: Explore key physical features of Africa	LO: Locate Kenya and Njoro and find out about Kenya's key physical and human features LO: Explore the climate and weather of Kenya Compare Knutsford and Njoro LO: Discover the similarities and difference between our homes and homes in Njoro	LO: Identify some of the features of places by the seaside LO: Use actual (or virtual) fieldwork to identify features at a seaside locality LO: Examine the animals and plants you find at the seaside LO: Explore what life is like in a seaside town



<p>interview some of them to find out more about their jobs. LO: Use locational language to describe where things are LO: Use geographical vocabulary to identify seasonal signs in the school grounds.</p>	<p>LO: Identify the types of weather we have in the United Kingdom and record the daily weather in our area LO: Explore how the weather affects different jobs</p>	<p>LO: Observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. LO: Make a map of my route to a local play area. LO: Make a map or model to show my ideas for improving the school grounds.</p>	<p>(mountains, rainforest, desert, rivers, waterfalls, savanna) LO: Explore key human features of Africa (canal, pyramid, settlement) Part Three: African animals LO: Explore the animals of Africa</p>	<p>LO: Compare school life in Njoro and Knutsford LO: Compare shopping and recycling habits in Njoro and Knutsford</p> <p>Virtual Fieldwork Njoro</p>	<p>LO: Investigate how the wind and waves can change seaside landscapes</p> <p>Fieldwork Formby</p>
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Vocabulary

<p>Locational language: near, far, next to, in front of, behind Geographical features: aerial photograph, map, location, feature Local area terms: school, building, playground, grounds, address People and roles: job titles (e.g., teacher, caretaker)</p>	<p>time month winter spring season order summer autumn weather clothing unsuitable rain sun wind lightning fog suitable snow sunshine temperature wind South and North Pole</p>	<p>Mapping and Navigation Terms: map, route, directions, plan, symbols, key, landmark Locational Language: left, right, near, far, beside, between, next to Geographical Features: playground, road, path, building, tree, field Mapping and Observations: aerial photograph, bird's-eye view, large-scale map</p>	<p>Continent Africa equator Ghana, South Africa, Egypt, Kenya, Madagascar, Congo mountains, rainforest, desert, rivers, waterfall, savanna, canal, pyramid, settlement</p>	<p>Kenya, equator, similarities, differences, human and physical features</p>	<p>beach cave harbour lifeguard station lighthouse port tide cliff coast rockpool village town waves shore</p>
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Cross - curricular links

<p>Maths: Shape and Space: Linking with map and aerial photo activities, students can identify and discuss shapes they see (e.g., rectangular playgrounds, square classrooms). This can develop spatial awareness and familiarize them with basic geometry. Art: Drawing Maps and School Features: In conjunction with identifying features on maps and aerial photographs, students can draw their own simplified school maps.</p>	<p>Writing - Create an acrostic poem for one of the seasons, Create an information poster with advice on how best to keep cool in the summer or warm in the winter Reading – Guided reading text – Weather and Seasons ODDIZZI Additional Texts on Literacy Shed + STAGE 1: Weather and Seasons Art - Children look out of the window at school or home and draw what they can see based on the season outside.</p>	<p>Maths: Students apply spatial awareness and practice directional language (left, right, near) and positional vocabulary, reinforcing understanding of shapes and distance. Art: Through map-making and symbol creation, students explore representation and design, helping them create visual symbols and understand color-coding.</p>	<p>Reading – Guided reading text - Africa, African animals, Oddizzi Additional Texts on Literacy Shed + STAGE 1 Animals Art – draw an animal</p>	<p>Descriptive Writing: Students can engage in reading stories or informational texts about both Knutsford and Njoro. They can then write descriptive paragraphs or create a class book comparing the two places, focusing on geographical features, culture, and daily life.</p>	<p>Writing - children write a postcard to the head teacher to persuade them that they should be allowed to visit the seaside every year Reading – Guided reading text - Coast Oddizzi Additional Texts on Literacy Shed + STAGE 1 The Seaside</p>
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Knowledge: Mapping, Fieldwork, Enquiries Progression

<p>Enquiries</p> <ol style="list-style-type: none"> 1. What are the different areas within our school, and how do we use them? 2. Who works in our school, and what jobs do they do to help our school run smoothly? 3. How can we create a map of our school, and what features should we include to help others find their way? 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. How is the year organised into months and seasons? 2. How do people dress for different kinds of weather? 3. Does this week's weather match the forecast? Is the weather forecast accurate? 4. How does the weather affect people's work? <p>Fieldwork</p>	<p>Enquiries</p> <ol style="list-style-type: none"> 1. How can we use a map to find different places in our school? 2. What symbols could we create to show playground equipment on a map? 3. If you had to guide a new student from the classroom to the school office, what route would you plan? 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. What is a continent? 2. How big is Africa? 3. What is an equator? 4. Can you name a continent that is near or on the equator? <p>Mapping</p> <ul style="list-style-type: none"> • Locate and label the continents, and the equator 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. What are the physical and human features of a contrasting locality? 2. What the climate in Kenya is like? 3. Can you describe some of the differences between the climate in Kenya and the UK? 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. What would we see at the seaside? 2. Does every seaside place look the same? 3. How is the coast changing? <p>Virtual Fieldwork Formby</p> <ul style="list-style-type: none"> • Ask geographical questions e.g. What is it like to live in this place? <p>© Vemaps.com</p>
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<p>Mapwork Observation Skills Identifying Features: observe their surroundings carefully to identify key features of the school environment, such as buildings, playgrounds, pathways, and other significant landmarks. Spatial Awareness Understanding Layouts: develop a sense of how different spaces relate to one another, which is crucial for creating accurate representations of their school layout on a map. Scale and Proportion Understanding Scale: begin to grasp the concept of scale, learning to represent their school in a way that is proportionate and relatable to their own experiences.</p>	<ul style="list-style-type: none"> • Know that one mark in a tally chart is used for one object/person obtained/observed • Know that tallies can be grouped in fives to make them easier to count • Know that data tells us about people/places being studied 	<p>Observation Skills Identifying Features: observe their surroundings carefully to identify key features of the school environment, such as buildings, playgrounds, pathways, and other significant landmarks. Spatial Awareness Understanding Layouts: develop a sense of how different spaces relate to one another, which is crucial for creating accurate representations of their school layout on a map. Scale and Proportion Understanding Scale: begin to grasp the concept of scale, learning to represent their school in a way that is proportionate and relatable to their own experiences.</p>	<ul style="list-style-type: none"> • Locate and label some African countries: Ghana, South Africa, Egypt, Kenya, Congo, Madagascar, • Know that we can comment on the size, shape, colour, location of something • Know that symbols mean something on maps 	<p>4. What are the differences and similarities between Njoro and Knutsford?</p> <p>Mapping</p> <ul style="list-style-type: none"> • Locate Kenya and label the human and physical feature 	<ul style="list-style-type: none"> • Consider why the data exists: What was the purpose of the data collection?
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Skills: Mapping, Fieldwork, Enquiries Progression

<ul style="list-style-type: none"> • Observe maps and identify key locations like classrooms, playgrounds, and nearby streets. • design symbols for familiar locations, helping them learn how to use and interpret map legends. • plan and describe routes to and from familiar places, reinforcing spatial awareness and directional vocabulary. 	<ul style="list-style-type: none"> • Answer simple questions by counting the number of objects in each category • Present geographical data as a tally chart • E.g. during fieldwork, pupils count objects and mark using a tally • Consider why the data exists: What was the purpose of the data collection? 	<ul style="list-style-type: none"> • Observe maps and identify key locations like classrooms, playgrounds, and nearby streets. • design symbols for familiar locations, helping them learn how to use and interpret map legends. • plan and describe routes to and from familiar places, reinforcing spatial awareness and directional vocabulary. 	<ul style="list-style-type: none"> • Begin to use simple compass directions (North, South, East, West) • Use photographs and maps to identify features 	<p>Virtual Fieldwork Njoro</p> <ul style="list-style-type: none"> • Use photographs and maps to identify features • Use directional language such as near and far, up and down, left and right, forwards and backwards • Begin to use simple compass directions (North, South, East, West) • Ask geographical questions e.g. What is it like to live in this place? • Answer questions making direct comparisons between two observations E.g. When comparing the UK and Kenya on a map, pupils can state that the UK has a cooler climate than Kenya [analysing] because it is further away from the equator 	<p>Virtual Fieldwork Formby</p> <ul style="list-style-type: none"> • Ask geographical questions e.g. What is it like to live in this place? • Use photographs and maps to identify features • Consider why the data exists: What was the purpose of the data collection?
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A child who is exceeding expectations might:

<ul style="list-style-type: none"> • Demonstrate advanced observational skills by not only identifying but also explaining the function of various school features (e.g., why a playground is important for recess). • Create a detailed map that includes symbols, a key, and labels for various areas of the school, showcasing an understanding of scale and proportion. • Initiate conversations with school staff, asking thoughtful questions that go beyond basic job roles, such as how their work contributes to the overall functioning of the school. • Use complex locational language and describe routes with confidence, incorporating directional terms and landmarks accurately in their explanations. 	<ul style="list-style-type: none"> • Notice patterns or make detailed observations about the weather in their local environment; this may be evidenced in their questions or comments in the field or in written weather reports • Demonstrate an understanding of the way that weather varies <i>within the UK</i> on a single day or within a season • Demonstrate an understanding of the fact that seasons vary around the world, perhaps comparing the Northern and Southern Hemispheres, or commenting on the way weather experienced at the Poles, or the Equator, differs from that in the UK. 	<ul style="list-style-type: none"> • Advanced Map Skills: Create a detailed and accurate map of the school grounds that includes all key features (e.g., playground equipment, pathways, and buildings) with appropriate symbols and a clear key. • Complex Route Planning: Plan multiple routes to various locations (e.g., from the classroom to the office and to the playground) and provide clear, logical reasons for their route selections, incorporating landmarks and positional language (left, right, next to) effectively. • Enhanced Observation Skills: Show exceptional observational skills by identifying not only the main features of the school environment but also smaller details, such as the condition of play equipment or the arrangement of trees, and discussing their significance. 	<ul style="list-style-type: none"> • Have a good appreciation of scale and distance, understanding the difference, for example, between Africa and Europe • Demonstrate a thoughtful approach to finding out about a contrasting place; this may be reflected in the quality of their questions • Demonstrate an understanding of the fact that seasons vary around the world, perhaps comparing the Northern and Southern Hemispheres, or commenting on the way weather experienced at the Poles/ or the Equator, differs from that in the UK. 	<ul style="list-style-type: none"> • Have a good appreciation of scale and distance, understanding the difference, for example, between Africa, Kenya and the town of Njoro • Demonstrate a thoughtful approach to finding out about a contrasting place; this may be reflected in the quality of their questions • Identify a range of similarities and differences between the lifestyle of people who live in the contrasting locality, Njoro, and their own area • Describe <u>what</u> daily life in Njoro is like in some detail, drawing on vocabulary and elements of the physical and human geography 	<ul style="list-style-type: none"> • use actual (or virtual) fieldwork to identify in some detail the key physical and human features at a seaside locality • confidently locate the seaside locality within a map of the UK's coastline • provide a credible explanation of how the wind and waves can change seaside landscapes
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WHAT IF CHALLENGES...Higher Order Thinking Questions

<p>What if our school had to accommodate twice as many students?</p> <p>What if we could redesign the playground?</p> <p>What if we wanted to make our school more environmentally friendly?</p>	<p>What if it snowed all year round? What if there was a flood where you live? What if it never rained in your country?</p>	<p>What if you had to give directions to a new student who has never been to our school before?</p> <p>What if the school had a pet that needed to be walked around the playground every day? How would you plan a safe route for the pet?</p>	<p>What if Africa was located near the South Pole?</p>	<p>What if there was a snow in Njoro? What if there wasn't an airport in Kenya?</p>	<p>What if no-one ever went to the seaside? What if all beaches were covered in pebbles? What if there weren't any waves in the sea?</p>
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