







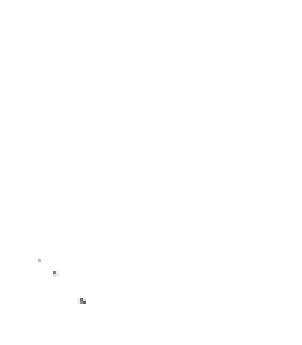




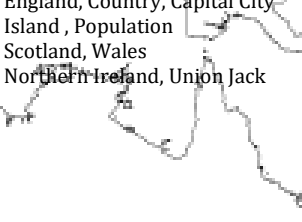
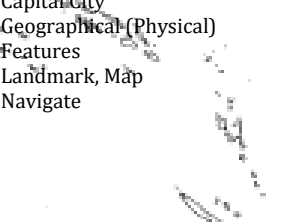
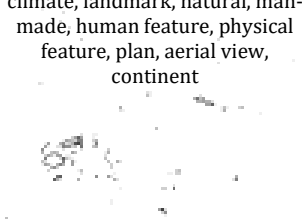
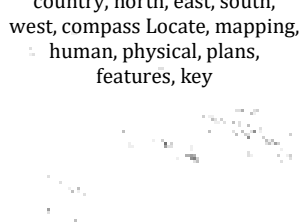
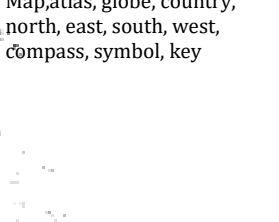
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fighting Fit!	United Kingdom	Fire, Fire!	Land Ahoy!	Nightingale and Seacole	Go Wild!
Magical Mapping	United Kingdom	Lets Explore London	Australia	Contrasting non-European locality: Sydney and London	Local Walk: Is there enough parking in Knutsford?
					
National Curriculum					
<p>Locational knowledge: Naming and locating the world's continents, oceans, the UK, and its countries.</p> <p>Place knowledge: Understanding local areas through mapping and fieldwork.</p> <p>Human & Physical Geography: Identifying key human and physical features using aerial photos and maps.</p> <p>Geographical Skills & Fieldwork: Using maps, compasses, atlases, and observational skills to explore geography practically.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p>	<p>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 (GSF)</p> <p>Understand geographical similarities and differences through studying the human and physical geography</p>	<p>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 (PK)</p>	<p>Use simple fieldwork and observational skills to study a local area</p> <p>Describe the location of features and routes on a map.</p>
Sequence of Lessons – Learning Objectives					
<p>Mapping It Out LO: Draw simple maps and use symbols in a key. Skills: Sketch mapping, symbol recognition.</p> <p>Routing Around LO: Use compass directions and plan simple routes. Skills: Navigation, directional language.</p> <p>Atlas Skills - The UK LO: Use an atlas to identify the UK and its countries. Skills: Atlas reading, geographical identification.</p> <p>Atlas Skills - The World</p>	<p>LO: Locate the four countries of the United Kingdom on a map</p> <p>LO: Identify the four capital cities and surrounding seas of the United Kingdom</p> <p>LO: Explain the differences between human and physical features</p> <p>LO: Describe the human and physical features of one of the UK's capital cities (two lessons)</p>	<p>LO: Locate London and identify its features on maps and aerial photographs.</p> <p>LO: Explain what is special about a capital, locate, name and describe some of London's most significant landmarks.</p> <p>LO: Identify and name different types of transport used in London.</p> <p>LO: Explain why it is important for cities like London to have parks and green spaces.</p> <p>LO: Explain the importance of the River Thames to London.</p>	<p>Lesson 1: Explore key physical features of Australia</p> <p>Lesson 2: Explore key human features of Australia</p> <p>Lesson 3: Investigate Australia's unusual animals.</p> <p>Lesson 4: Explore Australia's climate and weather</p> <p>Lesson 5: Explore Australia's culture and lifestyle.</p>	<p>Lesson 1: Identify and describe key physical and human features of Sydney and London.</p> <p>Lesson 2 and 3: Compare and contrast the climate and daily life in Sydney and London,</p> <p>Lesson 4: Explore aspects of culture in Sydney and London, including food, celebrations, and language.</p> <p>Lesson 5: Develop and ask questions about life in Sydney and London.</p> <p>Lesson 6: Use my geographical knowledge to prepare for and describe a holiday in Sydney.</p>	<p>LO: identify key features of Knutsford on a map, including parking areas and important landmarks.</p> <p>LO: Collaborate to plan a route for the local walk, focusing on areas to investigate for parking availability.</p> <p>LO: Record the number of parking spaces and parked cars using tally charts during the walk.</p> <p>LO: Analyse the collected data to assess parking availability in Knutsford and identify patterns.</p>

Progression of skills and knowledge – Geography, KS1, Year 2, Oceania



<p>LO: Use an atlas to locate world continents and oceans. Skills: World geography, map reading. Viewing from Above LO: Recognise landmarks from aerial photos and maps. Skills: Aerial perspective, observational geography. Mapping our Oceans and Seas LO: Identify key human and physical features, name oceans. Skills: Geographical vocabulary, ocean mapping.</p>		<p>LO: Explain how to travel to London, describe the landmarks you would like to visit on a day out and how to plan a route around them, using maps and geographical vocabulary.</p>			<p>LO: Create and present simple maps or drawings of parking availability in Knutsford, suggesting possible improvements.</p>
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Vocabulary

<p>Mapping Terms: Map, key, symbol, sketch map, aerial view. Locational Terms: Compass, North, South, East, West. Atlas & Globe: Country, continent, ocean, world, UK. Human & Physical Features: River, mountain, city, road, building, field.</p>	<p>England, Country, Capital City, Island, Population, Scotland, Wales, Northern Ireland, Union Jack</p> 	<p>Capital City, Geographical (Physical) Features, Landmark, Map, Navigate</p> 	<p>climate, landmark, natural, man-made, human feature, physical feature, plan, aerial view, continent</p> 	<p>country, north, east, south, west, compass, Locate, mapping, human, physical, plans, features, key</p> 	<p>Map, atlas, globe, country, north, east, south, west, compass, symbol, key</p> 
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Cross – curricular links

<p>English (Literacy)</p> <ul style="list-style-type: none"> Instructional Writing – Writing directions using compass points and positional language. Descriptive Writing – Describing places using geographical vocabulary. <p>Art & Design</p> <ul style="list-style-type: none"> Creative Map-Making – Drawing and designing fantasy maps. Aerial Perspective – Exploring landscapes from above and creating art inspired by aerial views. 	<p>Writing - Write a letter to someone famous outside of the UK persuading them to visit one of the four UK countries. Why should they visit? Which famous sites would you take them to? Writing - Create an information sheet about a UK country. Reading – Guided reading text: United Kingdom, Oddizzi Additional Texts on Literacy Shed + STAGE 1 London</p>	<p>Art - create art projects inspired by famous landmarks in London and Cardiff, using various mediums such as painting, collage, or digital art. Descriptive Writing: Encourage students to write descriptive paragraphs about their favorite landmarks or experiences in London or Cardiff. PSHE - Discuss the role of citizens in a city and what it means to be part of a community, encouraging students to think about their own contributions.</p>	<p>Art: Create a large 3D map of Australia using materials like clay or recycled items. Each group can represent different physical features (mountains, rivers, deserts, etc.). Literacy: Read and analyze texts (fiction and non-fiction) related to Australia's human geography. Write a short story or a diary entry from the perspective of an Australian living in a major city or rural area. Science: Study the unique wildlife of Australia. Students can create fact files or presentations about different animals, including their habitats, diets, and adaptations.</p>	<p>Geography and Art: Create artistic representations of famous landmarks in Sydney and London, such as painting the Sydney Opera House and drawing the Tower Bridge. Science and Geography: Investigate the different climates in Sydney and London, including temperature and weather patterns. Math and Geography: Use maps to measure distances between Sydney and London and calculate how long it would take to travel between the two locations.</p>	<p>Mathematics Data Handling: Students will practice collecting, tallying, and interpreting data from their observations. They can create bar graphs or pie charts to visualize the number of parked cars and available spaces. Writing Skills: Students can write reflective pieces or reports based on their findings, including descriptions of their walk, what they observed, and their conclusions about parking availability.</p>
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Knowledge: Mapwork, Fieldwork, Enquiries Progression					
<p>Mapwork: Drawing and reading simple maps, using symbols and keys. Fieldwork: Observing local geography, using compasses, and studying aerial views. Enquiries: Asking geographical questions, using maps to investigate locations.</p>	<p style="text-align: center;">Enquiries</p> <ol style="list-style-type: none"> 1. What is the United Kingdom? 2. What are the UK's capital cities like? 3. What are the UK's countries like? <p style="text-align: center;">Mapping</p> <ul style="list-style-type: none"> • Know that we can describe the place of something. This is called its location. • Know that words can be used to label drawings, maps and photographs so they are clearer • Know that symbols mean something on maps <p>Know that data tells us about people/places being studied</p>	<p style="text-align: center;">Enquiries</p> <ol style="list-style-type: none"> 1. What makes London a unique as capital city? 2. What are the advantages and disadvantages of different types of transport in London, and how do they impact daily life in the city? 3. Why are parks and green spaces important for urban areas like London, and how do they contribute to the well-being of its residents? 4. How can we effectively plan a day out in London by using maps and geographical vocabulary to navigate and explore its landmarks? <p style="text-align: center;">Mapping</p> <ul style="list-style-type: none"> • Understanding Maps: Recognize different types of maps (e.g., physical, political) and their purposes. • Understand the basic idea of transport routes and how they connect different areas of the city. • Understand the concept of planning a trip and the importance of mapping a route. 	<p style="text-align: center;">Enquiries</p> <ol style="list-style-type: none"> 1. Why does Australia get so much sun? 2. Why do most people in Australia live near the coast? 3. What things are similar and different to life in the UK? <p style="text-align: center;">Mapwork</p> <ul style="list-style-type: none"> • Use maps and globes to locate Australia • Identify and label key physical features and cities in Australia. • Use online mapping tools (e.g., Google Maps, ArcGIS) to create interactive maps showcasing key elements learned about Australia, including photos and facts. 	<p style="text-align: center;">Enquiries</p> <ol style="list-style-type: none"> 1. What Makes Each City Unique? 2. What Is Daily Life Like? 3. How Do People Get Around? 4. How Are Sydney and London Similar? <p style="text-align: center;">Mapwork</p> <ul style="list-style-type: none"> • Know that we can describe the place of something. This is called its location. • Know that words can be used to label drawings, maps and photographs so they are clearer • Know that symbols mean something on maps <p>Know that data tells us about people/places being studied</p> <ul style="list-style-type: none"> • Know that a compass can describe the location of something relative to the centre point • Know the names of key human features, including: city, town, village, 	<p style="text-align: center;">Enquiries</p> <p>How much traffic passes by our school?</p> <p style="text-align: center;">Fieldwork</p> <ul style="list-style-type: none"> • Know that when carrying out a tally survey, a tally mark is recorded every time a given criterion is seen • Know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines • Know that a picture in a pictogram can represent one or more of an object • Know that the key in a pictogram tells you how much each picture is worth • Know that the scale on the y axis of a block diagram tells you how much of something you have
Skills: Mapping, Fieldwork, Enquiries Progression					


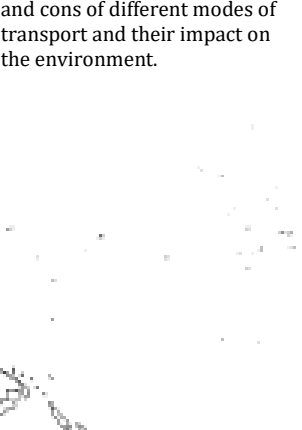
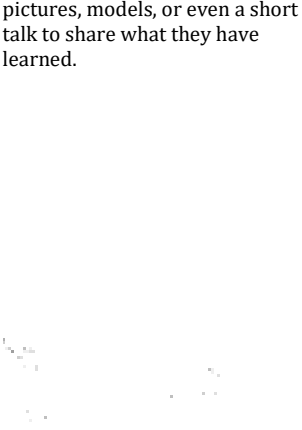
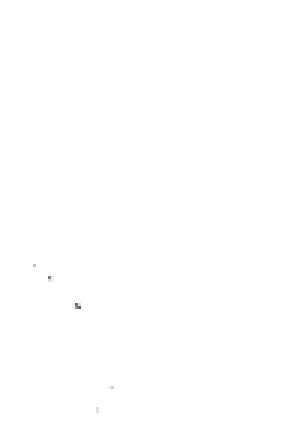



<p>Progression</p> <ul style="list-style-type: none"> Year 1 Foundations: Basic map-reading, simple observational geography. Year 2 Development: Creating maps, understanding compass directions, using aerial photos. Future Learning (KS2): Advanced map skills, OS maps, in-depth fieldwork, human/physical geography comparisons. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East, West) Find a given Ordnance Survey symbol on a map with support 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) Use photographs and maps to identify features 	<ul style="list-style-type: none"> Use maps to plan a route between chosen landmarks for a day out in London. Identify and trace the path of the River Thames on a map of London. Draw simple diagrams or sketches showing how the river interacts with the city's layout. Create simple symbols to represent different types of parks and green spaces on their maps. Describe the location of landmarks using map symbols and geographical vocabulary. Locating Places: Use maps and aerial photographs to locate London and identify its features. Directional Language: Use basic directional language (e.g., north, south, east, west) to describe locations. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Map Reading: Interpret various types of maps, including physical, political, and thematic maps. Using Legends: Read and understand map legends to interpret symbols and colors representing different features. Directional Skills: Utilise compass rose to identify cardinal directions (north, south, east, west) and navigate maps effectively. 	<ul style="list-style-type: none"> Using a Compass Rose: Use a compass rose to understand cardinal directions (north, south, east, west) and apply this knowledge to navigate maps. Locating Cities: Identify and locate Sydney and London on a world map or globe, understanding their positions relative to each other and to the equator. Creating Simple Maps: Create their own simple maps that include important features of Sydney and London, labeling landmarks and using symbols to represent different locations. Route Planning: Plan simple routes between key landmarks in Sydney and London using maps, considering distances and transportation options. 	<ul style="list-style-type: none"> Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data Construct simple pictograms, tally charts, block diagrams and simple tables E.g. after an observation of the local area where pupils have collated data in a tally chart, pupils can present this as a pictogram.
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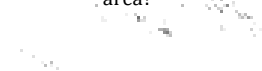

A child who is exceeding expectations might:

<p>Demonstrate Advanced Map Skills:</p> <ul style="list-style-type: none"> Create detailed sketch maps with accurate symbols and keys. Independently use a range of maps (OS maps, digital maps, atlases) to gather information. <p>Show Confident Use of Directional Language:</p> <ul style="list-style-type: none"> Accurately use compass directions (North, South, East, West) to describe routes. Plan and describe complex routes in the local area using a map. <p>Apply Knowledge Beyond the Classroom:</p> <ul style="list-style-type: none"> Identify continents, oceans, and key locations 	<ul style="list-style-type: none"> Have more extensive locational knowledge of the UK, for example, the ability to locate named rivers, mountain ranges or historic sites of different countries of the UK Is able to make comparative statements about countries (or capital cities) within the UK Write in some detail about their experience (real or imagined) of one or more of the UK's capital cities, conveying a sense of place Create an accurate 'app' or information sheet about more than one of the UK's countries. 	<p>Demonstrate Advanced Mapping Skills:</p> <p>Accurately create detailed maps of London that include major landmarks, parks, transport routes, and geographical features, using appropriate symbols and scales. They may also include annotations explaining the significance of each location.</p> <p>Show Critical Thinking in Discussions:</p> <p>Participate actively in class discussions, offering thoughtful insights and asking probing questions about the role of green spaces, transportation, and the River Thames in urban life. They can evaluate the pros</p>	<p>Curiosity and Research:</p> <p>Show a strong interest in learning more about Australia, exploring its geography, animals, and cultures beyond what is taught in class.</p> <p>Creative Map Making:</p> <p>Create colourful and detailed maps that not only show places like cities and rivers but also include interesting facts about those places, such as animals that live there.</p> <p>Sharing and Presenting:</p> <p>Present their work on Australia to the class confidently, using</p>	<ul style="list-style-type: none"> Have a good appreciation of scale and distance, understanding the difference, for example, between Australia, Sydney and London 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, Sydney, and London Describe what daily life in Sydney is like in some detail, drawing on vocabulary and elements of the physical and human geography 	<ul style="list-style-type: none"> be able to order types of settlement by size or explain how they know what type of settlement they live in be able to describe the key physical and human features of their local area in some detail recognise a wide range of landmarks using aerial photographs, for example, using Oddizzi's interactive map, in satellite view produce a more detailed and accurate map of their local area with a unique key of their own symbols express opinions about changes in their local area and why other people might differ in their views.
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<p>without needing prompts.</p> <ul style="list-style-type: none"> • Compare maps from different sources and explain variations. <p>Demonstrate Strong Enquiry and Fieldwork Skills:</p> <ul style="list-style-type: none"> • Ask thoughtful geographical questions and use evidence to find answers. • Use aerial photographs effectively to identify landmarks and make comparisons with real-world locations. 		<p>and cons of different modes of transport and their impact on the environment.</p> 	<p>pictures, models, or even a short talk to share what they have learned.</p> 		
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WHAT IF CHALLENGES...Higher Order Thinking Questions

<p>What if maps didn't exist? How would people find their way around unfamiliar places? What alternatives might we use instead of maps?</p>	<p>What if the UK was attached to Europe? What if there were no buses or trains? What if London wasn't the capital of England?</p>	<p>What if London had no parks or green spaces? What if all the transport in London was free for one day? What if you could add a new landmark to London?</p>	<p>What if Australia was located in Northern Hemisphere?</p> 	<p>What if we didn't have maps? What if you never left your local area?</p> 	<p>What if there were no road names?</p> 
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