

**INTENT**

**Geography Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth**

YEAR 1/2	Substantive geographical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider geography curriculum journey	Basic disciplinary training in geography
<p><b>Autumn Term</b></p> <p><b>Milverton Study: Maps and Field Skills</b></p>	Devise simple maps and keys to identify landmarks such as own home and route to school	<p>As an in-depth study of the locality of Milverton, this unit focuses on devising simple maps and keys to identify landmarks such as pupil's houses, routes to school and key buildings in the life of local people. It draws comparison with homes in other countries (Longny-Au-Perche) and introduces children to the use of a compass. It aims to embed the key concepts of <b>our world, physical features, map work, countries &amp; flags and settlements</b>, whilst hands-on experiences ensure pupils have a good understanding of the words 'symbol', 'key', 'landmark' and 'direction'.</p>	<p>Building on the People, Culture and Communities aspect of the Understanding the World EYFS, this unit extends knowledge of field work skills beyond immediate surrounding to the locality of Milverton, Somerset and beyond. By introducing formal mapping skills in KS1, pupils are able to form a strong foundation on which to extend and develop their knowledge and understanding both in LKS2 and UKS2 geography units. Pupils are introduced to new vocabulary in a familiar context, allowing them to make links and draw comparisons when faced with similar scenarios across KS2. The unit supports the school values of <b>caring &amp; belonging</b> and links to our Eco schools topics of <b>school grounds and global citizenships</b>.</p>	<p><b>Collect, analyse and communicate</b> through local walks and flyers, alongside observational skills.</p> <p><b>Interpret a range of sources</b> including aerial photos and OS maps.</p> <p><b>Communicate geographical information</b> through maps and leaflets.</p>
	Map Skills –use and understand basic symbols in a key; read directions on maps using the points of a compass.			
	Compass – use and identification of 4 & 8 points of the compass			
	Atlases and globes – identify the UK and it's countries			
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.			
	Use simple fieldwork and observational skills to study the geography of our school and surroundings.			
<p><b>Spring Term</b></p> <p><b>The British Isles</b></p>	Name, locate and identify characteristics of the four countries and capital cities of the UK – In-depth study of each including traditions, flags, trade links.	<p>This in-depth study of the British Isles provides locational context for pupils, broadening their knowledge and experience beyond their immediate locality. Focusing on naming, locating and identifying the main characteristics of the 4 countries of the British Isles, including capital cities of the UK and the surrounding seas, exposes pupils to opportunities to embed the key concepts of <b>our world, physical features, map work, countries and flags, settlements and trade &amp; commerce</b>. Pupils will have the</p>	<p>Taught in the summer term, this unit consolidates map work and compass skills developed throughout the year, in readiness for further map work in KS2. When combined with knowledge across the phase, pupils can be confident in their locational knowledge at a national level, ready to apply their comparison skills to countries within Europe in LKS2 and across the globe in UKS2. The unit supports the school value of <b>belonging</b></p>	<p><b>Collect, analyse and communicate</b> by drawing comparisons between the countries of the UK.</p> <p><b>Interpret a range of sources</b> including videos, aerial photos, maps and oral recounts.</p> <p><b>Communicate geographical information</b></p>
	Understand that the United Kingdom is a union of four countries.			
	To be able to explain that there are four countries in the United Kingdom: England, Wales, Scotland and Northern Ireland.			

	Seas of the UK - Name and locate and consider marine life and impact of pollution	opportunity to deepen their knowledge of words such as 'city', 'heritage' 'country' and 'sea'.	and links to our Eco schools topics of <b>marine &amp; global citizenship.</b>	through dance, leaflets, maps, recounts and first-hand experiences.
	Use compass directions to explain location of countries and seas relative to each other.			
<b>Summer Term</b>	Know when was the first castle was built, who by and why (in England).	<p>Taught alongside the KS1 History unit of 'Castles, Kings and Queens', this unit is an introduction for pupils to how physical geography influences human decisions and success. Studying of key physical and human features that influence why castles may be built where they are, alongside local visits and workshops, enable pupils to form a deep understanding of the key concepts of <b>our world, physical features, map work, countries and flags, settlements and trade &amp; commerce.</b> Narratives will help to embed the vocabulary 'hill', 'valley', 'city', 'harbour' and 'fortress'.</p>	<p>This unit provides a familiar context for pupils to understand the meaning and difference between physical and human geographical features and creates a basis for later learning in KS2 to build upon when understanding settlement and development across ages and civilisations. Specific examples including Dunster Castle and the Bayeux Tapestry engage pupils and provide hooks for later learning in KS2 where pupils encounter specific human geography settlement stories. The unit supports the school values of <b>aspiration</b> and links to our Eco schools topic of <b>water.</b></p>	<p><b>Collect, analyse and communicate</b> links between physical features and human settlement through visits and experiences (Museum of Somerset workshops and Dunster Castle).</p> <p><b>Interpret a range of sources</b> including maps, atlases and aerial photographs .</p> <p><b>Communicate geographical information,</b> in ways such as art, maps, observational drawings.</p>
<b>Castles: Physical and Human Features</b>	Exploration of different types of castle including knowing why the Normans built Motte and Bailey castles.			
	Understand how physical land features made castles easier to defend and why some castles were built on hills and why they were near the coast			
	Know what human features are in a castle, e.g. moat, turret, fortress and water use.			
	Name and locate the countries of the UK, their capital cities and their castles.			
	Devise a simple map and use and construct a simple key.			
	The Bayeux Tapestry – (history link) to include travel/invasion/migration narrative. Milverton and the Domesday book (population comparisons)			
	Link between compass directions and where castles are built.			