

**INTENT**

**Geography Curriculum Year B: 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
<b>Autumn Term</b>  <b>Explorers: Continents, Oceans and Weather</b>	Names and locations of the world's seven continents on a globe/map.	Knowledge of the continents and oceans enables pupils to place themselves in the wider world and begin to draw comparisons between their own lives and those around the globe. Studying weather patterns, looking at data and recording, introduces key geographical skills to KS1. Through the narrative of 'Explorers', pupils will deepen their understanding of <b>our world, physical features, map work, countries &amp; flags, settlements and trade &amp; commerce</b> . Key vocabulary such as 'season', 'continent', 'climate' and 'region' will be embedded.	Building on the immediate locality knowledge developed in the EYFS, knowledge of the continents and oceans underpins many of the geographical units covered throughout KS1 and KS2. Key skills of analysis and communicating geographical information such as globes, atlases and maps provide a firm foundation for pupils to build upon as geographers in KS2. Further in depth understanding of climate links back to EYFS study of polar regions and prepares pupils for study of equator and biomes in UKS2. This unit supports the school values of <b>care, aspire and belong</b> , whilst linking closely to the Eco School topics of <b>water, energy, waste, litter, global citizenship and biodiversity</b> .	<b>Collect, analyse and communicate</b> through first hand experiences of data collection and evaluation of weather.  <b>Interpret a range of sources</b> including aerial photos, maps and weather forecasts  <b>Communicate geographical information</b> through graphs, observational drawing and mapping.
	Identification of hot and cold areas of the world in relation to the Equator and the North and South Poles.			
	Names and locations of the world's five oceans on a globe/map.			
	Study of individual continents, identifying physical and human features, animals, climate			
	Identification of seasonal and daily weather patterns in the UK			
	Reusable energy and pollution			
<b>Spring Term</b>  <b>Milverton &amp; Tocuaro: A Local Geographic Study</b>	Understand that life in England is different to life in other countries	This in-depth comparison study between Milverton and Tocuaro enables pupils to draw comparisons and make observations between rural life in England and rural life in Mexico. The diversity of experiences studied, including cultural festivals, climate, language and settlements, enables pupils to deepen their understanding of their role within <b>our world</b> , whilst also supporting their knowledge of the key concepts of <b>physical features, map work, countries &amp; flags, settlements and trade &amp; commerce</b> . Story narratives will ensure that key vocabulary including 'citizen', 'culture', 'climate' and 'village' are embedded.	This unit provides an introduction to geographical comparisons across the globe. Highlighting physical and human features that are similar and different to those in the UK prepares pupils for comparison studies of European countries in UKS2 and supports knowledge of North and South America in UKS2 and develops their skills of interpreting sources in preparation for units across KS2. Specifically studying Tocuaro provides a learning hook linked to the Maya in History in UKS2. Learning about how climate affects food growth provides a hook for later study of the trade & commerce in KS2 units that look at rocks, soils and water. This unit supports the school values of <b>caring &amp; belonging</b> , whilst linking closely to	<b>Collect, analyse and communicate</b> through oral recounts, photographs and discussion.  <b>Interpret a range of sources</b> including aerial photos, maps and videos.  <b>Communicate geographical information</b> through maps, leaflets and conversation.
	Identify physical and human features of Tocuaro and make comparisons with Milverton.			
	Compare England to Mexico – traditions, flags, language, climate, transport			
	In-depth study of Tocuaro in Mexico, comparing Milverton to a Mexican village			
	Cultural festivals in England and Mexico – compare and contrast			
	Compare English and Mexican foods, focusing on the influence of climate and healthy living.			

			the Eco School topics of <b>transport, healthy living, global citizenship and biodiversity.</b>	
<b>Summer Term</b>  <b>Map and Compass Skills</b>	Maps: Read directions; use understand and identify key	Through first-hand experience of games, rhymes and stories, pupils will develop their knowledge and skills as geographers. This unit supports pupils knowledge of how to use a compass, understand how and why to read directions, deepens their knowledge of geographical sources and helps them learn how to extract and interpret geographical data. Through this, pupils will develop their knowledge in the key concepts of <b>our world, physical features, map work, countries &amp; flags and settlements.</b> They will use their newly developed skills to help them embed key vocabulary such as 'route', 'feature', 'physical', 'human' and 'direction'.	Building on simple map work skills introduced in EYFS through Understanding the World, this unit provides pupils with the skills to use and interpret a range of geographical sources. When combined across the phase, pupils will become confident in basic compass and map work skills, ready to develop this further in local studies in LKS2 and more in-depth orienteering skills in UKS2 units. Pupils will develop the school values of <b>caring &amp; belonging</b> , by developing a greater sense of their surroundings, whilst also linking closely to the Eco Schools topic of <b>school grounds.</b>	<b>Collect, analyse and communicate</b> through local walks, orienteering and map reading.  <b>Interpret a range of sources</b> including aerial photos, OS maps, signs and symbols.  <b>Communicate geographical information</b> through maps, rhymes, songs and games.
	Compass: Use and identify 4 & 8 points; understand why it is used.			
	Atlases and globes to identify the UK and its countries.			
	Aerial photographs: plan perspectives to recognise landmarks and basic human and physical features including the school grounds.			
	Use simple fieldwork and observational skills to study the geography of school and surroundings.			
	Devise a simple map and use and construct basic symbols in a key including the school grounds.			
	Use simple compass directions and locational and directional language to describe the location of features and routes on a map.			