

Highlight by topic

Year 1 Autumn - Tales As Old As Time/Night and Day

Year 1 Spring – Dawn of the Dinosaurs/Brilliant Bristol

Year 1 Summer – 10, 000 Leagues Under the Sea/The Times They Are A' Changing

# Geography

## Year 1

### Knowledge, Skills and Understanding breakdown for GEOGRAPHY

Geographical Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> <li>• <b>Name and locate the world's 7 continents and 5 oceans-</b></li> <li>* Name most of the continents and oceans of the world;</li> <li>• <b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas-</b></li> <li>* Identify the countries and capital cities of the U.K.</li> <li>* I know parts of my own address.</li> <li>• <b>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-</b></li> <li>* Comparison of Bristol and Kibera (Lunchbowl link);</li> <li>* To describe a locality using words and pictures;</li> <li>* To find out about the similarities and differences between places around the world by asking geographical questions, e.g., what is this place like? What or who will I see in this place? What do people do in this place? (Challenging stereotypes).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles-</b></li> <li>* Identify hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>* Explain how the weather changes with each season;</li> <li>• <b>Use basic geographical vocabulary to refer to:</b></li> <li>• <b>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</b></li> <li>• <b>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop-</b></li> <li>* Comparison of Bristol and Kibera (Lunchbowl link)-name key features associated with a place.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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-</b></li> <li>* Create a 'Me and My Area' map of special places near and far, demonstrating understanding of distances and travel;</li> <li>* Locate specific places at home and abroad using maps/atlases and globes, e.g., Kibera.</li> <li>• <b>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map-</b></li> <li>* Exploration of the school grounds-compass directions;</li> <li>• <b>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key-</b></li> <li>* Draw a birds'-eye view of the school using aerial photographs/maps to help;</li> <li>* Map your journey to school, thinking about landmarks seen on the way;</li> <li>* Create a map with a simple key.</li> <li>• <b>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment-</b></li> <li>* To be able to talk about changes over time within the locality of our school. Give own opinion about what they do and don't like with reasons;</li> <li>* Walk around the local area collecting data for a relevant question.</li> </ul>

## Challenge

Year 1	<ul style="list-style-type: none"> <li>• Name all of the 7 continents and 5 oceans of the world;</li> <li>• I can explain each part of my address and locate where I live on a map.</li> <li>• Identify the key features of a location-is it a city, town, village, coastal or rural area?</li> <li>• Would you choose to visit this place and why?</li> </ul>	<ul style="list-style-type: none"> <li>* Know where the Equator and the North and South Poles are;</li> <li>• Explain the main features of a hot and cold place. What might the weather be like at different times of the year in these places? What might you need to wear?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to follow directions using a compass and directional/geographical language.</li> <li>• Are landmarks on your journey to school/in the school grounds human or physical features? How do you know? Can you use geographical language to describe them?</li> </ul>
--------	--	---	---



Highlight by topic

Year 2 Autumn – Explorers

Year 2 Spring - Cities

Year 2 Summer – Artists/Castles

# Geography

## Year 2

### Knowledge, Skills and Understanding breakdown for GEOGRAPHY

Geographical Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> <li>• <b>Name and locate the world's 7 continents and 5 oceans-</b></li> <li>* Name and locate the 7 continents and 5 oceans of the world;</li> <li>• <b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas-</b></li> <li>* Identify the countries and capital cities of the U.K. and surrounding seas;</li> <li>* I can locate where I live on a map. I know my own address and can explain each part of it.</li> <li>• <b>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-</b></li> <li>* Studying a contrasting environment (Borneo), identifying the human and physical features of this place.</li> <li>* To be able to use my experiences and ask relevant questions to find out about the similarities and differences between places around the world, using different sources of evidence to help. Ask...what is this place like? What or who will I see in this place? What do people do in this place? (Challenging stereotypes).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles-</b></li> <li>* Use a variety of secondary sources to identify hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>* Make predictions about what the weather may be like in different parts of the world-how does this affect people?</li> <li>* Find rainforests on maps and globes and know about the four layers of the rainforest.</li> <li>• <b>Use basic geographical vocabulary to refer to:</b></li> <li>• <b>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-</b></li> <li>* Compare and contrast cities using geographical language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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-</b></li> <li>* Locate a variety of places at home and abroad using maps/atlases and globes, e.g., Greece.</li> <li>• <b>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map-</b></li> <li>* Using compass directions and navigational language to locate different items using a map.</li> <li>• <b>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key-</b></li> <li>* Use simple grid referencing when working with a map of local area-use an aerial image to recognise landmarks and basic physical features.</li> <li>• <b>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment-</b></li> <li>* To be able to talk about the locality of our school-do people ever spoil the area? Do people try to make it better? Give own opinion about what they do and don't like with reasons-compare to a different locality they have visited;</li> <li>* Walk around the local area collecting data for a relevant question.</li> </ul>



Elmlea  
Schools' Trust

Highlight by topic

Year 2 Autumn – Explorers

Year 2 Spring - Cities

Year 2 Summer – Artists/Castles

**Geography**

**Year 2 (Continued)**

Knowledge, Skills and Understanding breakdown for GEOGRAPHY

**Challenge**

Year 1	<ul style="list-style-type: none"> <li>• Locate the continents and oceans in an atlas;</li> <li>• Identify a specific country being studied on a world map, explaining what the climate is like there and why;</li> <li>• Name some major cities in the UK, including the city they live in. Know how an island is different to the mainland (features of an island) and explain how Borneo is similar and different to where we live (think about land use, tourism and people who live and work there, e.g., jobs may be different, what facilities are needed, etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast hot and cold places with an understanding of reasons for severe climates;</li> <li>• I know about the link between rain-forests, climate and animal/human life;</li> <li>• Can they use geographical terminology accurately and consistently?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they point out the North, South, East and West associated with maps and compasses?</li> <li>• Locate a place on a map using a grid reference. Explain what that place is like using the map key;</li> <li>• Ask and answer geographical questions about physical and human characteristics of their locality.</li> </ul>
--------	--	--	---