



Topic/themes	Where do I go to school? (Local/Map skills)	Hot and Cold Places (Global focus)	Looking after our locality/world (environment focus)
Key texts	Martha Maps it out by Leigh Hodgekinson , The Big Book of the UK Imogen Russell	If I were the World by Mark Sperring Meet the Oceans by Caryl Hart, The Big book of the UK by Imogen Russell Williams, The River by Marc Martinillo The earth book by Hannah Alice Planet Earth by Matt Wyman One world 24 hours on planet Earth	Clean Up by Dapo Adeola and Nathan Bryon Food for the Future by Mai Wenjen Omar and the bees Helen Mortimer The wall and the wild Christine Dendy
Prior Knowledge		R - Knowledge of weather, seasons	Year 1 – Where do I go to school?
Key Focus/Steps to Success	<p>What is geography?</p> <ul style="list-style-type: none"> • Human and physical geography <p>What is a map?</p> <ul style="list-style-type: none"> • Creating their own map of the school • Key • Compass points (N,S,E,W) <p>What are the four countries in the UK?</p> <ul style="list-style-type: none"> • Countries and capitals <p>Where is Swindon?</p> <ul style="list-style-type: none"> • Swindon is in England • Point where in England Swindon is (roughly) <p>Where is Wichelstowe?</p> <ul style="list-style-type: none"> • Looking at Kingfisher on a map of Swindon. • Map of the school (what can they identify? - using photographs to label the map) • Could do orienteering - match the photographs with areas around the school 	<p>What weather do we experience in England?</p> <ul style="list-style-type: none"> • Types of weather <p>What parts of the world are different?</p> <ul style="list-style-type: none"> • Arctic and Antarctic • North and South Pole • Hot regions • (draw on pupil experiences) <p>What is the weather like?</p> <ul style="list-style-type: none"> • Compare to weather in the UK • What animals are found in different parts of the world <p>How weather/climate affects daily life?</p> <ul style="list-style-type: none"> • Animals and crops • Modes of transport 	<p>What is it like in a town?</p> <ul style="list-style-type: none"> • Physical features <p>What is it like in the countryside?</p> <ul style="list-style-type: none"> • Physical features • Farming <p>Where does our food come from?</p> <ul style="list-style-type: none"> • These country/other countries <p>How can we look after where we live?</p> <ul style="list-style-type: none"> • Practical activities • Recycling • Litter • Planting trees and flowers

Locational Knowledge	<p>Where is Swindon in the UK? Where is Wichelstowe in Swindon?</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Where are the Arctic and Antarctic? Where are the North and South poles? Where is the Sahara Desert and the Amazon Rainforest?</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<p>What are coastal areas like? What are areas of countryside like? What are main towns/cities (Bristol, Swindon, London) like?</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	<p>Where is Wichelstowe in Swindon? What is our school environment like?</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, 	<p>How far away are the Arctic and Antarctic to the UK How is the weather the same or different to the UK?</p> <ul style="list-style-type: none"> 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 	<p>How does where I live differ from other places nearby/far away?</p> <ul style="list-style-type: none"> 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
Human, Physical, Environmental Geography	<p>What is human and physical geography? What features can be found in Swindon?</p> <ul style="list-style-type: none"> 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 	<p>Who lives in the Arctic and Antarctic/Deserts? Tourism - could someone go on holiday there? How is the weather and climate different? How do people travel in these places?</p> <ul style="list-style-type: none"> 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 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 	<p>Key aspects of human and physical geography: compare town and countryside</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom 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

Geographical skills and fieldwork (including map skills)	<p>Drawing maps of the school Locating Wichelstowe on a map of Swindon 4 compass points Using/creating a key Using aerial photographs</p> <ul style="list-style-type: none"> • 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 • 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 • 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 	<p>Where are the North and South Poles and Sahara Desert on a map?</p> <p>Compass points</p> <ul style="list-style-type: none"> • 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 • 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 • 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 	<p>Creating simple maps using a key and showing key features</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of school's surrounding environment.</p> <ul style="list-style-type: none"> • 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 • 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 • 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
Vocabulary	<p>Geography, human geography, physical geography, Swindon, Wichelstowe, Kingfisher, school, town, map, compass, north, south, east, west. England, Scotland, Ireland, Wales Aerial photos</p>	<p>Arctic, Antarctic, North Pole, South Pole, Polar, hemisphere, tourism, expedition, explorer, weather, climate., desert, transport</p>	<p>forest, hill, river, soil, season and weather town, factory, house, office, and shops</p>
Ongoing elements	<p>Weather, seasons</p>	<p>- Weather, seasons</p>	<p>- Weather, seasons</p>
Key assessments	<p>Can I use simple maps of the UK and locate key places? Can I name, describe and compare places I know? Can I link home with other places in my area?</p>	<p>Can I identify seasonal and daily weather patterns in the United Kingdom including knowing which is the hottest and coldest season in the UK and knowing and recognising main weather patterns? Can I identify hot/cold regions in the world and talk about the sort of animals that live there?</p>	<p>Can I use basic geographical vocab to refer to human and physical features? Can I use simple fieldwork and observational skills to study the geography of my surrounding area?</p>



	Where do I live? (Local/Map skills)	Uganda (Country focus/comparison)	All Around the World (Global focus)
Key Text	Martha Maps it out by Leigh Hodgekinson,	The world that feeds us - Nancy Castaldo	Meet the Oceans by Caryl Hart, The Big book of the UK by Imogen Russell Williams, The River by Marc Martinillo The earth book by Hannah Alice Planet Earth by Matt Wyman One world 24 hours on planet Earth
Prior Knowledge	Year 1 – Where do I go to school?	Year 1 - All Around the World	Year 1 – Hota and Cold Places Year 2 - Uganda
Key Focus/Steps to Success	<p>Where is Swindon?</p> <ul style="list-style-type: none"> Identify on map of UK then zoom in to Wiltshire. What areas do you recognise nearby? E.g. any towns that they have visited before. <p>What makes Swindon a town?</p> <ul style="list-style-type: none"> Features of a town - how does it differ to a village or a city. <p>Human and physical features of Swindon</p> <ul style="list-style-type: none"> Can they spot them on a map (use photographs and aerial images to support) <p>Swindon on the map</p> <ul style="list-style-type: none"> Drawing their own simple map of Swindon (focus on key areas they may be familiar with e.g. town centre, railway, ,Waitrose, canal, etc.) <p>Look at the City of London)</p> <ul style="list-style-type: none"> How far away from Swindon? 	<p>Where is Uganda?</p> <ul style="list-style-type: none"> Locate on a world map How many miles away from the UK? How long would it take to fly? Northern and southern hemispheres <p>What are the human and physical features of Uganda?</p> <ul style="list-style-type: none"> Different cities, towns Mountains, National Parks, Lakes, Rivers <p>What is the climate like?</p> <ul style="list-style-type: none"> Compare to UK Opposite seasons - why is this? <p>What crops are grown in Uganda?</p> <ul style="list-style-type: none"> Coffee, Tea, Mangoes, Bananas, Maize, Rice Fair trade and Food Miles <p>Why would someone visit Uganda?</p> <ul style="list-style-type: none"> Tourism 	<p>What are the seven continents of the world?</p> <ul style="list-style-type: none"> Equator North and South Poles Northern and southern hemisphere <p>Which continent do we live on?</p> <ul style="list-style-type: none"> Focus on the UK in relation to Europe <p>What is special about the World’s Oceans?</p> <ul style="list-style-type: none"> Characteristics Animals <p>Where would we find the animals of the world?</p> <ul style="list-style-type: none"> Different habitats <p>Who lives in a house like this?</p> <ul style="list-style-type: none"> Recap Innuits/Ugandan people from previous topics Also look at homes from other cultures

	<ul style="list-style-type: none"> • Features they have (e.g. shopping, schools) • Landmarks <p>Compare Swindon to town studied previously.</p>		
Locational Knowledge	<p>Identifying Swindon on a map (England and/or Wiltshire?)</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Where is Uganda? How many miles away is it? Which hemisphere is it in? What is the time difference?</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>What are the Seven continents? What is the Equator and where is it? Can you locate the North-South poles? What countries are in which Hemispheres?</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	<p>Where is Swindon in relation to nearby towns and cities (e.g. Cirencester, Bath, Oxford) Where is Swindon in relation to London?.</p> <ul style="list-style-type: none"> • 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 	<p>Comparing UK to Uganda. How far away it is from the UK? How are the seasons different to the UK?</p> <ul style="list-style-type: none"> • 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 	<p>UK is part of Europe How far away we are from the equator and the north/south poles?</p> <ul style="list-style-type: none"> • 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
Human, Physical, Environmental Geography	<p>Different human features: city, town, village, farm, house, office, shop. What makes Swindon a town? Different types of physical features found in the UK: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather. What is the weather like in Swindon? What human and physical features does Swindon have? What physical features does Wiltshire have?</p>	<p>Is Uganda like the UK in terms of weather? What are the main human and physical features of Mbale, Uganda? How is this different to the UK?</p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to 	<p>Where do different animals and people live? What physical features are found in different habitats of the world? What makes people want to travel and visit new countries?</p> <ul style="list-style-type: none"> • 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

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<p>Geographical skills and fieldwork (including map skills)</p>	<p>Compass work - using a compass on a map (of the school/TGV) to determine where North is. Create simple maps using a key -school Look at what makes a map a map, observing incomplete maps and assessing what it needs.</p> <p>Making a map of Kingfisher School Observations of the school (walking around the site noting what needs to be included on the map) Looking at maps of buildings to see what it should look like Look at a map with missing information for them to complete. Use maps to find items around the school.</p> <ul style="list-style-type: none"> 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near 	<p>Looking at a world map (locating Uganda) Compass points (4 compass points) - follow instructions using NSEW</p> <ul style="list-style-type: none"> 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 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 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 use simple fieldwork and observational skills to study the geography of their 	<p>World map and globes - identifying and labelling continents and oceans. Compass points (e.g. which ocean is to the East of the UK?)</p> <ul style="list-style-type: none"> 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 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 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

	<p>and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>school and its grounds and the key human and physical features of its surrounding environment</p>	<p>physical features of its surrounding environment</p>
Vocabulary	<p>human geography, physical geography, key, local, features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather.</p>	<p>Uganda ,Africa, Europe world, compass, north, south, east, west, climate, weather, compare, culture.</p>	<p>continent, ocean, equator, North Pole, South Pole, Europe, aerial photograph.</p>