Subject Curriculum Overview

Geography

Southwater Infant Academy
Planning and Progression

'Growing, Learning and Succeeding Together'

Curriculum Statement

Intent

At The Southwater Infant Academy, the teaching of geography is an important part of developing our children's sense of themselves and their place in the world. We aim to develop the children's appreciation and respect for diversity through many opportunities within the geography curriculum. We consider the crucial links between geography and an understanding of place, developing our children as responsible global citizens within the community of Southwater. The curriculum is planned to be developmental, with each year groups' focus building on skills and concepts previously introduced and explored.

Implementation

In the EYFS the children begin by exploring and discussing the features of their immediate environment, the natural world, their school, home and community. Their natural curiosity to discover the world around them is developed alongside the beginnings of map work and use of geographical language.

Moving into Key Stage One children build on their skills and knowledge by beginning to look at the wider world using maps, plans, atlases and technology such as Google Earth. The children develop their locational knowledge investigating places within our locality and across our wider world. They learn about people and communities exploring aspects of human and physical geography by investigating patterns and change. Most importantly, they learn to communicate geographically, carrying out fieldwork and developing a growing geographical vocabulary.

In Year One, children develop skills in mapping and identifying local landmarks as well as those in London of national significance. They look at seasonal changes and weather patterns across the UK. Children begin to explore maps of the wider world, looking at atlases and globes and identifying continents and oceans. They learn about the animals that live in different areas and the adaptations they have made because of the features of their habitats. They develop their geographical knowledge of the United Kingdom, learning to identify countries, cities and flags.

In Year Two these geographical skills and vocabulary continue to develop. Children learn more about places further afield, contrasting areas of the UK with areas of the rainforest and Polar Regions. They look at weather patterns on a global scale.

Across the academy special events and practical, exciting activities are used to inspire children and foster an enthusiasm for learning about the world around them. Learning takes place both indoors and out. Carefully planned off-site-visits and fieldwork ignite children's passion for the subject and they begin to see themselves as geographers.

A variety of special events and celebrations also raise the profile of geography within the curriculum. Each year the whole school takes part in the 'European Day of Languages'. Children dress up, sing and taste food from different countries across the continent. Fairtrade fortnight is another annual event during which children learn about the concept of Fairtrade including a focus on products and farming around the world and on how we are all responsible as global citizens to ensure our behaviours have a positive effect on people's lives far away. A series of orienteering sessions take place in each year group and supports the development of children's map-work skills. Children love the opportunity to link their learning in geography to PE using the outdoor environment and real maps to navigate their way around the grounds.

Impact

Children enjoy geography at The Southwater Infant Academy. They are enthusiastic about finding out about the world around them enjoying the opportunities provided for learning outdoors and through curriculum links to other areas.

Our learners have an understanding of their place in the world. They know about the similarities and differences between places and communities and have respect for different cultures. They make good progress, and at the end of Key Stage One are equipped with a set of skills and knowledge that they can use across the curriculum in the next stage of their learning.

Long Term Plan

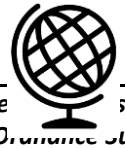
Driver	**Autumn 1** **Developing kindness, and supportive relationships**	**Autumn 2** **Respecting our environment**	**Spring 1** **Being part of the global community**	**Spring 2** **Being resourceful and creative**	**Summer 1** **Respecting diversity and equality**	**Summer 2** **Driving to aspire and achieve**
Reception Understanding the World	**The Natural World** Introduction to the seasons. Woodland walk – children to observe and gather signs of Autumn. Discuss Autumn and set up nature tray. Science Day. **People Culture and Communities** Harvest Tour of the school and explore maps. European Day of Languages.	**The Natural World** Discuss Winter and the changes in the natural world. Woodland walk – children to observe and gather signs of Winter. Look at the changing state of water into ice over Winter. Map of Little Red Riding Hood & Jack & the Beanstalk's routes. Map from winter walk. **People Culture and Communities** Christmas story Hannukah	**The Natural World** Japan History Link – learn about Mary Anning as a scientist Growing plants **People Culture and Communities** Where are we? Village/town/city What is in Southwater? Landmarks Walk to Lintott Square Library Japan – where is it? What is it like? How is it the same/different to where we live?	**The Natural World** Dissolving – observe and investigate the process of dissolving. Discuss new life and animals that are born in spring – comparing animals born in eggs and those not. Seasonal walk – looking at signs of Spring and new life. Planting bulbs and seeds to observe the changes over time. Discuss parts of a plant. Fairtrade link – look at the environment in countries such as Colombia (where bananas are grown). How does the natural world there differ to that in our locality? Inc. weather **People Culture and Communities**	**The Natural World** Discuss different sea creatures and think about their habitats. Seasonal changes discussion and observation linked to Summer. Discuss environmental issues and their affects on turtles and other sea creatures (World Oceans Day). **People Culture and Communities** Discuss sea creatures and where they live in the world and why. Sea turtle habitats around the world.	**The Natural World** Make drawings and notes/take photos about/of plants and animals spotted on trip to country park. Bug hunting – identifying, drawing, classifying minibeasts found in school environment. Children to compare different habitats in the local area of Southwater and Horsham (eg.school grounds vs country park). Children to discuss and watch life cycles of butterflies/frogs/turtles. **People Culture and Communities** Visit to country park – discuss route and local landmarks. Pirate orienteering – map work. Books – Exploring Hinduism, Islam and Christianity – comparing

				Farming in other countries – fairtrade – Pablo RE – Holi RE – Easter, church visit		similarities and difference.
Year 1	Aerial views. Creating a map of our classroom. Creating a map of an improved version of the school. Draw picture of home and discuss address/local landmarks. European Day of Languages. Describe seasonal weather changes – Summer to Autumn.	Begin to name, locate and identify the four countries and their capital cities – Focus on London. Identify London Landmarks and locate on a simple map. Seasonal weather changes – Autumn to Winter.	Name, locate and Label the 7 continents and 5 oceans on a world map. Identify animals from around the world and begin to explore adaptations. Fairtrade messy maps. Locate where fairtrade products come from on a map.	Weather Diaries and discuss how day length changes. Seasonal weather changes – Winter to Spring.	Name, locate, identify and label the four countries and their capitals in the United Kingdom. Identify and match four countries of the United Kingdom to their flags. The Village of Southwater. Discuss changes over time and current changes within the local area. Orienteering	Orienteering Seasonal weather changes – Spring to Summer.
Year 2	European Day of Languages: Passports. What is a map? Create a map with a key and compass directions. Children to create their own maps of the 7 continents and 5 oceans.	Name, locate, and label map of the four countries in the UK and their capitals. Record and monitor daily temperatures and discuss local weather and seasonal patterns. (ONGOING)	Labelled world map showing the locations of the world's rainforests. Rainforest fact file. Layers of the rainforest. What is happening to the rainforest over time? Deforestation	Labelled world map showing the locations of the polar regions. Polar region fact file. XC: History/English Creative writing, letters to Dr Morley. Historical research about explorers, posters	Orienteering	Creating own orienteering maps of the Academy grounds.

	XC: Computing Google Earth. Comparing similarities and differences between the UK and other countries using an aerial view.		'Save the Rainforest' posters China (Chinese New Year link) – comparison of physical/human geography and climate to that of our area of the UK. .	about melting ice caps. Fairtrade: Identify countries of origin of fairtrade products on a world map. Discuss weather and proximity to equator Comparing similarities and differences between rainforest/polar region and the area of Southwater: physical geography, huan geography and weather.		

Ongoing Geographical Disciplines

Alongside the rich knowledge of the Geography Curriculum, pupils learn Geographical skills, which will be taught explicitly in each key phase, however they will be continually referred to and practised. These disciplines of Geography are on-going and taught across multiple units of study. There is clear progression within these disciplines, and a child's map reading skills in LKS2, combined with their rich knowledge of the planet, will be more advanced than those taught in KS1.

	Reception	KS1	Thinking about LKS2
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Use stories to identify different settings and locations and make basic descriptions of them.	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.	Identify and locate countries on a map/atlas/globe or digitally.
Use a compass, grid re symbols and key (including the use of O. urvey maps) to build their knowledge of the United Kingdom and the wider world 	Explore the natural world around them, making observations and drawing pictures of animals and plants.	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 a compass and four-figure grid references to locate towns and cities in maps.
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Field trip: Into the woods. Trip to a local wooded area to observe and sketch local area. 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.	Possible Field trip: Exploring Rural and Urban areas. Record and present the human physical features in the local area.

Progression of skills, knowledge and vocabulary

EYFS – Autumn

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals

		Whole class Input & Focus Task/Continuous Provision suggestions		**and curriculum enrichment**
LO: To make observations of the new immediate environment and begin to relate to plan or map.	A map or plan can be used to show us where things are and help us find our way. What a plan/map looks like.	**Input:** Tour of Red Wing and the school. Share the story 'As the crow flies: A first book of Maps'. By Gail Hartman https://www.youtube.com/watch?v=zXXjIZBgBIU Discuss what is meant by 'map'. Discuss what we might see if we were to explore our own environment. Introduce children to key vocabulary and the meaning of these words. Share a map/images of the school with the children prior to their tour. Go on a tour of Red Wing and the school and encourage discussion from the children. *What have we seen? Where have we been? Who have we met? Where were they?* Children to take pictures on the iPad of the different areas of the school and the staff.	Map Red wing, classroom, shared area, left, right, next to, across, opposite.	
LO: To understand that there are different countries in the world with varying languages,	Different countries are different in different ways. Some things in other countries are similar to in the Uk and some are different. Different languages are spoken around the world. ***Specifics dependent on country studied in individual classroom.***	European Day of Languages – learning about other countries in Europe, locating them on maps and discussing geographical and cultural features (making flags, learning the language, tasting traditional foods etc). **CP opportunities:** Making flags art activity. Construction challenges to build landmarks etc. Multilink flag patterns. Food tasting. Sing songs from European countries. Photos/maps of European countries, their landmarks and flags. **Evidence:** Tapestry photos, European Day of Languages passports?	Country Continent Europe Language Landmark Same Similar Different, Flag	(Any significant individuals discussed will depend on country chosen) Languages, customs and traditions of selected country.

cultures and geographical features.				
LO: To draw information from a simple map and create a basic map of our own.	A map can show a route or journey. A map shows us where things are in relation to each other.	**Input 1:** Model an imaginary map of the Gingerbread Man/Red Riding Hood's journey **Input 2:** Discuss the story of Jack and the Beanstalk, show an imaginary map showing what Jack could have climbed past and seen on his journey up the beanstalk. Discuss using key positional/directional vocabulary. Model drawing and describing your own map using children's ideas and key vocabulary. **CP Opportunities:** Route map of Little Red Riding Hood and The Gingerbread Man. Fairytale characters and small world mats (maps) for small world imaginative play. Map formats for children to create, draw and describe their own fairytale maps. Jack and the Beanstalk map – focusing on adding labels and positional language. Look at maps of school and discuss positional and directional language. Where did we go? Which way? Where did we see what? Evidence: Tapestry	Left Right Top Bottom Up Down Through Past next to across map	

LO: To recognise some similarities and differences between life and cultural celebrations in this country and life in other countries	The celebration of Christmas is different in different countries. This can be because of differences in culture or climate in different areas of the world – ie. Christmas is in Summer in Australia! Some places are special to members of their community – for Christians this will be their local church. A world map shows us where different countries are across the globe.	Discuss Christmas and the ways it celebrated around the world looking at countries discussed on maps and key features - highlighting similarities and differences in culture and celebration. Discuss similarities and differences in culture and celebration. Ie. Seasonal differences in England and Australia. **CP Opportunities:** Photos of Christmas celebrations across the world to look at and discuss, maps/atlases and globes to explore.	Country continent World Map Globe Community Local	
LO: To relate a route taken to a map.	We can use maps to mark the rout we have taken by looking for key places we saw/passed.	**Seasonal Focus work:** **Input 1:** Look at a map of the school and discuss our **Autumn** walk – where did we go? Which way? Where did we see what? Go on a woodland walk to gather signs of Autumn then winter and observe nature Look at maps of school and discuss positional and directional language. Where did we go? Which way? Where did we see what? BOOK LINKS – Fletcher & the Falling Leaves by Julia Rawlinson & Tiphanie Beeke Let's Look at Autumn by Sarah L Schuette Hello Autumn by Jo Lindley **Input 2:**	Map Direction Left Right Top Bottom Up Down Through Across Next to near	

		Look at a map of the school and discuss our **winter** walk – where did we go? Which way? Where did we see what? Go on a woodland walk to notice and photograph signs of winter and observe natural changes – comparing to Autumn. Reconnect to previous walk - look at maps of school and discuss positional and directional language. Where did we go? Which way? Where did we see what? BOOK LINKS – Fletcher & the Snowflake Christmas by Julia Rawlinson & Tiphanie Beeke Let's Look at Winter by Sarah L Schuette		
DISCUSSION TEXTS –				

EYFS - Spring

Learning Objective	**Sticky Knowledge**	**Learning Task** Whole class Input & Focus Task/Continuous Provision suggestions	**Vocabulary**	**Cultural Capital, Significant Individuals and curriculum enrichment**
LO: To understand where the village of Southwater is in the world.	Southwater is a village. Southwater is near the town of Horsham.	**Input 1:** *Where are we?* Discuss with the children the location of the academy – and where they live. Introduce explain and contextualise vocabulary of village, town, county, country. Elicit and build on existing knowledge – look at maps showing our place in the world. Look at images of Winston wolf visiting different local landmarks – where is he? What do we recognise? Share children's takeaway	Village Town City Countryside County Country Continent	

	Our country is divided into areas called counties. Southwater is in a county called West Sussex. Our country is called England. England is part of the United Kingdom or UK. Continents are groups of countries. The UK is in the continent of Europe.	task photos from Tapestry. (Christmas Holiday challenge to upload a photo of them in the village somewhere special to them). Create a class book 'Welcome t Southwater' using the week's writing task captioning the children's/Winston's photos. **Evidence:** Tapestry – takeaway task photos. Writing books and class book – My favourite place in Southwater. **CP opportunities:** A variety of maps to look at and discuss – the world, the UK, Europe, the county, the village. Google maps on IWB/classroom laptops. BOOK LINK – Where in the World is Felix? Martha Maps it Out by Leigh Hodgkinson	Southwater Horsham West Sussex England UK Europe Landmark Homes Shops Schools Country park Playground Church Village Hall	

LO: To identify some features and landmarks in the village of Southwater.	There will be a variety of geographical features in every place. A landmark is a significant, well known feature of a place. In Southwater there are homes, schools, shops, businesses, a doctors and dentist surgery , a war memorial, library, police station etc.	**Input 2**: The village of Southwater Recap learning from last session and revisit maps looked at. What do we know about the village? How many children live in Southwater? What places do we know that are in the village? Look on Google maps at local landmarks. Show a mixture of different photos – some of key features of the village and some obviously not! – can we sort which are in Southwater? Map the landmarks onto a map of the village. **Evidence:** Tapestry? **CP opportunities:** A variety of maps of the village. Google maps on IWB/classroom laptops. Sorting images of landmarks – in Southwater/not in Southwater. Pictures of local landmarks, features of the village to stick and label *In Southwater we have….* BOOK LINK – *Me on the Map* by Joan Sweeney	Village Town City Countryside County Country Continent Southwater Horsham West Sussex England UK Europe Landmark Homes Shops Schools Country park Playground Church Village Hall Doctors Dentists Library Supermarket Pub Restaurant Police station Bank Feature landmark	Walk to the library – spotting activity to recognise significant local features

LO: Different countries have specific traditions, cultures and geographical features that may be similar or different to those in the UK.	Japan is another country far away in Asia. Tokyo is the capital city of Japan. In Japan people speak Japanese. Japanese is written using special characters/symbols rather than letters like English. Kimonos are a traditional form of Japanese dress. Tokyo is a big city full of tall buildings. Different festivals are celebrated throughout the year in different ways in Japan. Tango no Sekku is a children's festival when carp streamers are flown in Japanese gardens. The shinkansen is the super fast Japanese bullet train.	**Input 3:** Japan Winston is missing! Receive a series of postcards with clues as to where in the world Winston has gone on holiday. Identify Japan! What do we already know? Share key text – *I live in Tokyo* and discuss the different culturally significant events Evidence/CP: kites, fish streamers, flags, passports, brochures, postcards	Japan Country Culture Asia Festival Celebration Capital city Landmark Kimono Traditional Shinkansen Bullet train Tokyo	Japanese culture from *I live in Tokyo.*
LO: There are significant and famous landmarks in Japan that tourists like to visit.	Some of the significant landmarks in Japan are Mount Fuji, the Imperial Palace, the Sky Tree in Tokyo, the Monkey Park in Tokyo. Kimonos are a traditional form of Japanese dress.	**Input 4:** Japan – Use the passports the children have made the previous week, set up an aeroplane in the classroom! Fly to Japan to find out more about some of the famous and significant places you could see on a trip there. In addition: Share key text – *Suki's Kimono* by Chieiri Uegaki & Stephanie Jorisch (art link – pastel kimono patterns)	Japan Country Culture Asia Festival Celebration Capital city Landmark Kimono	

		Evidence/CP: kites, fish, flags, passports, brochures, postcards, Japanese writing, chalk pastel kimono patterns	Traditional Shinkansen Bullet train Tokyo	
LO: Architecture is different in the UK to in Japan.	Houses and other architecture is different in different places. Houses in the UK have some similarities to Japanese homes and some differences.	**Input 5:** **Similarities and differences between the UK and Japan** EAD (DT) Link Look at images of houses from Japan and UK, discuss similarities and differences. What do all the houses have in common? Introduce construction task and success criteria – house is to have a roof, windows and a door. Children to work in groups to be a team of architects/builders and design an English/Japanese house before building it from boxes and other reclaimed materials. In addition: Share key texts – *Yayoi Kasuma – From Here to Eternity* (art link – spot paintings/drawings) Evidence/CP: House designs and constructed models, Yayoi Kasuma art	Japan Country Culture Asia Capital city Town Village City Building Architecture	Yayoi Kasuma – find out about her life and art.
LO: Different products come from different parts of the world for different reasons.	What we do and the choices we make can have an impact on people living all over the world. Paying farmers a fair price for what they grow improves the quality of life for them and their families. A Fairtrade logo on a product shows us that the people involved in producing it were paid fairly for their work.	**Input 7: Fairtrade** **PSED link** What is fairtrade and why is it important? Role play banana farmer scenario Pablo the banana story CP – Fairtrade bunting, collage and painted logos, journey of chocolate	Fairtrade Product Logo Fair Unfair Colombia South America Farm Plantation Charity Fundraise Crops	Baking activities – enterprise and fundraising. Edna Ruth Byler – began the Fairtrade movement and laid the groundwork for the first Fairtrade organisation.

LO: Different products come from different parts of the world for different reasons.	The climate and environment of a country affects the crops that can be grown there. Bananas have to be grown in a hot country like Colombia. There are some things the same and some things different about farming in South America vs farming in the UK.	**Input 7:** **Life in Colombia –** UK farming vs Fairtrade farming in Colombia, how is the same/different and why? How does the weather in a country effect the crops that farmers can grow? Find Colombia on a world map and locate it in relation to the position of the UK. Watch videos about fairtrade farming in Colombia. CP – Fairtrade bunting, collage and painted logos, journey of chocolate, sorting activity – Colombia vs UK BOOK LINK - Biblioburro: A True Story from Colombia by Jeanette Winter	Fairtrade Product Logo Fair Unfair Colombia South America Farm Plantation Charity Fundraise crops	
		Ongoing activities: During term's theme – identifying people and landmarks in the local community – Dr, dentist, fire station, hospital etc **Locate and look at on local maps, discuss position in local area.** **Walk to library – reconnect to learning about the village; spotting landmarks discussed, plotting route walked on village map.** **Spring walk – plotting route and features spotted on map of school grounds.** BOOK LINKS – Fletcher & the Springtime Blossom by Julia Rawlinson & Tiphanie Beeke Let's Look at Spring by Sarah L Schuette		
DISCUSSION TEXTS – Masai and I by Virginia Kroll Katie Morag by Mairi Hedderwick My Cat likes to hide in Boxes A Ticket Around the World by Natalia Diaz & Melissa Owens Heroes who Help Us From Around the World by Liz Gogerly & Ryan Wheatcroft				

EYFS – Summer

Learning Objective	Sticky Knowledge	Learning Task Whole class Input & Focus Task/Continuous Provision suggestions	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
LO: There are different kinds of sea creatures and marine wildlife living in the different oceans of the world.	There are five oceans in the world. These are called the Pacific, Atlantic, Indian, Arctic and Southern ocean. Different sea creatures live in different habitats in different areas of the world for different reasons.	**Input 1: Sea creatures and their habitats** As part of the children reporting back on their research during the Easter holidays share information about sea creatures including looking at their habitats on a map and locating the five oceans on a world map. Discuss why the creatures live in that habitat – eg. The temperature of the sea etc. Evidence/CP: Read – Meet the Oceans by Caryl Hart and Bethan Woollvin	Sea creature names Habitat Ocean Country and continent names Arctic ocean Atlantic ocean Indian Ocean Pacific ocean Southern Ocean	
LO: The seas surrounding the UK are home to many different species of sealife.	The UK is in the Atlantic ocean. The seas surrounding the UK are called the Irish Sea, North Sea, English Channel.	**Input 2: What lives in the seas around the UK and why?** Look at a map of the UK and it's surrounding seas. Talk about what the seas are like. What creatures do we think live in the waters around our country? What have children seen on trips to the seaside? Find out more about what lives in UK waters… https://www.visitsealife.com/london/explore/creatures/british-waters-inhabitants/	Irish sea North Sea Atlantic ocean English Channel	

LO: Oceans are important and need protecting.		https://www.youtube.com/watch?v=Azd0XC2Opic Evidence/CP:		
	What we do effects the creatures that live in the sea. Using plastic is a danger to sealife around the world.	**Input 3: Sea turtles around the world, oceans in danger** Find out about world oceans day and why it is important. Look at the seas in danger and the creatures affected, reconnect to previous learning and identify seas on world/UK maps. How can we help? https://worldoceanday.org/resource-type/materials-for-kids/ Read - One Tiny Turtle by Jane Chapman Little Turtle and the Sea by Becky Davies Someone Swallowed Stanley by Sarah Roberts Clean up by Nathan Bryon Evidence/CP: EAD link - Making tie dye bags as an alternative to plastic bags putting turtles in danger.	Sea creature names Habitat Ocean Country and continent names Arctic ocean Atlantic ocean Indian Ocean Pacific ocean Southern Ocean Recycling Plastic Eco	World Oceans day Jean-Michel Cousteau – marine biologist and activist Why did he start the Ocean Futures Society? Imani Wilmot – links to *Clean Up* book. Female surfer from Jamaica mentioned in key text – who was she? Why did she become so famous? How did she use her fame to help women in Jamaica?
		Visit to country park – landmark spotting, route planning and recapping Reconnect to Spring term learning about the village and local landmarks, look on a map of the village and discuss route taken.		Local visit to Country Park

		Summer walk Map route taken and discuss where we saw different signs of Summer. BOOK LINK – Fletcher & the Summer Show by Julia Rawlinson & Tiphanie Beeke Let's Look at Summer by Sarah L Schuette		
		Orienteering x 6 sessions – see plans below See also separate scheme of work, lesson plans and resources. Learn about and apply knowledge of maps, routes, keys and geographical features to orienteering activities. Evidence/CP: Orienteering maps to use along with cones. Hoops, quoits,beanbags etc.		
DISCUSSION TEXTS – Handa's Surprise by Eileen Browne Handa's Hen by Eileen Browne Where the Forest Meets the Sea by Jeannie Baker One Tiny Turtle by Jane Chapman Little Turtle and the Sea by Becky Davies				

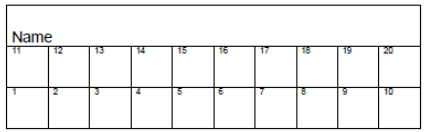
EYFS – Orienteering

Key skills EYFS Framework Refs Session objectives	Key Questions & Vocabulary	Suggested Activities	Resources All on server plus in resource pack

Mathematics: Numerical Patterns **Nursery** Is able to discuss routes and locations, using words like 'in front of' and 'behind' Can describe a familiar route **ELG** Can select, rotate and manipulate shapes in order to develop spatial reasoning skills **UTW: PCC** **Reception** Is able to draw information from a simple map **ELG** Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **To understand a map as a birds eye view.** **To introduce an orienteering map.** **To know what symbols on maps can represent.**	What is a map? What does a map show? What view is a map drawn by? Has anyone used or seen a map before? What is orienteering? What is a map? What can we see?	**Session 1: Table Top Plans (course walk and pirate symbol hunt)** **Introduction - What is orienteering?** Discuss orienteering with the children. What do we already know? Watch a short film introduction to the sport - https://www.youtube.com/watch?v=CZ3B5ifFP6U https://www.youtube.com/watch?v=OZOI9kKuA4I https://www.youtube.com/watch?v=AIbiMCPsZBc Talk about maps- what are they? What can they be used for? Link to pirate treasure maps!! Show children examples of orienteering maps including school map and explain school course. Go on a short walk around the school grounds to spot orienteering controls. Pirate symbols to be strung up next to each control. Each child/pair to have a pirate treasure spotting map and clipboard. Children to mark off the pirate symbols we see around the course! **Session 2: Bird's Eye Views (plan drawing)** Sit children in a circle, lay out some shapes on the floor in the middle and a pile of coins as pirate treasure. This is our pirate island! Ask the children to imagine they are a pirate's parrot flying above the circle/island looking down;	IWB Orienteering maps Pirate symbols to string up next to controls. Pirate island checklist Selection of shapes Pirate coins/treasure

To develop spatial awareness and transfer what is seen on a map to the ground.	What would a bird see? Where is the triangle/square etc? What can we see on the map? What does yellow/green/brown etc mean? What is the title? Why is it there? What could this symbol mean? What would it mean if you saw this on an orienteering map? What is next to/behind/in front of..?	Use ipad for a child to take a photo from above to show what the parrot would see. Describe location of different shapes using mathematical positional language. Draw a simple treasure map on the board on the board to show the children what this would like as a map. Move objects into different positions. Can the children draw the map of where the shapes are now on mini wbs? **Session 3: Introduction to the map & symbols (pairs game)** **Introduction - Orienteering maps** Give out orienteering maps or show one on IWB. (See AN for resources) Discuss the map - Point out features on the map: **The title** - what does it mean? Why do we have one? **The key** - what does it show? Go through objects on the key asking the children what they mean eg. What does yellow on a map mean? Discuss map symbols and use cards to play a matching game showing children what each represents - play group pairs game to reinforce learning.	Whiteboards and pens ipad Orienteering maps Map symbols cards Face maps

To be able to hold the map the right way around and follow a planned course. **To use skills learnt in the context of a class orienteering walk using the whole of the school course.**	Where does the green rectangle need to go? What should be next to the circle? Can you walk from the red circle to the yellow? What way should the map face? Which way is north? Where do you need to walk next? What does the triangle mean? What does the circle mean? What is 'thumbing the map'?	**Session 4: Following a map (Funny faces game)** Outside chalk 6 large circles on the playground and divide class into teams. Give each team a Funny (pirate) Face map and the necessary coloured cones, quoits and bean bags. Challenge the children to use their map to create the pirate face picture on the floor. Swap teams around to different faces. Give them a set of face maps with different routes marked on. Each child in team to try to follow the route they are given on their map eg. Moving from number 5 to 6 to 8. Introduce the idea that (like on an orienteering map) the triangle represents the start and the circle the finish (pirate treasure!). **Session 5: Holding the map** **Cones activity - holding the map** Lay out a grid (or maybe two/three) of nine evenly spaced cones of the same colour. Put the children into pairs and tell them which way north is (junior school field!). Tell them we are the pirates today and will be following the treasure maps to find the treasure! Show the children a cone map and demonstrate how to follow the map to move around the grid keeping the arrow on the map pointing north at all times. Recap that the triangle symbolises the start (pirate ship) and the circle the end of the course (the treasure!).	Face maps with routes on. Chalk Coloured cones, bean bags & quoits. Cones Cone route maps Whiteboards and pens

	How do orienteers keep track of where they are on the map? What does the triangle mean on an orienteering map? Where should we start? Which way should the map go? Where is north? Can you 'thumb the map' to help you follow the course? Where is the north? What way should the map face? What does the ...symbol mean? Where do we start? How do we thumb the map? What does the control look like? Which control should you visit first/second etc?	Using separate maps and give pairs of children a go at completing different courses working together and practising turning the map to north as they move. • Show children how to use 'thumbing the map' to help them keep track - in orienteering this is used to keep track of where you are on the course. Let the children try thumbing the map as they move around a course. **Session 6: School course walk** Inside look at the school map on the IWB, recap symbols and look at the route marked. Explain we will be walking the course together following the map like real orienteers! Show the children the control card and explain how they work (that we record the letter at each control we find) Talk through the route you will take referring to the map and what will you pass etc.  **Be aware that the numbers on the map & control card refer to the order of the controls and will not match the number**	School orienteering course and permanent controls. School orienteering whole course maps  Control cards. Clipboards and pencils

	What do we see on the map? Where in the school is this? Where should we go next?	**marked on the control. Children need to understand they just need to write down the letter in the box.** **Begin under the canopy between yellow and green wing.** In pairs give children maps and pencils & clipboards with control cards to share. Lead the class round the course helping them to mark down the letters found at each control. Return to the classroom to celebrate success! J	

Year 1 – Autumn

Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment

L.O: To ask and answer geographical questions such as: what is this place like? What or who will I see in this place? What do people do in this place?	A continent is a large solid land mass Europe is the continent we live in Languages spoken in Europe include: French, Spanish, German and others Countries have their own national flags Different European countries have different customs and traditions	**Lesson 1: European Day of languages** **(Cross Curricular day of celebration – links with MFL, Art, DT, computing, English, PSHE/RE)** Children spend the morning in their own classroom learning about their class' focus European country (teacher's choice). Children come to school dressed in the colours of the focus country's flag. Throughout the day children will engage in activities such as – • Identifying the continent of Europe on a world Map. • Identifying the focus country on a map/globe/in an atlas. • Researching facts online/in books/atlases. • Identifying the country's flag and making their own. • Learning a few words and phrases in the country's language. • Making/tasting traditional food from the country. • Learning about cultural/religious customs of the country. Children to rotate around the different classes in their year group in the afternoon to engage in activities focussed on different European countries. **Evidence:** Tapestry photos, European Day of Languages passports, Wider Curriculum books.	Region Continent Country Europe Language National flag Customs and traditions	(significant individuals will depend on country chosen) Languages, customs and traditions of selected country.

L.O: To use aerial images and plan perspectives **to recognise landmarks and basic physical features.** **To describe features on a map using geographical language.**	A map shows you the position of different geographical features. We use maps to find different locations and to see their position in relation to each other. An aerial photo/birds eye view shows geographical features from above. Symbols represent geographical features on maps. A key on a map tells you which features the symbols on a map represent.	**Lesson 2: What is a map? My dream classroom** **(DT link)** What is it for? What do they look like? Where have you seen/used one before? Show and discuss a range of types of maps and plans (See geography resource cupboard). Children to rotate in groups around tables with different maps on – try to include globes, atlases, OS maps, World map posters, orienteering maps, simple plans etc. Groups to share what they saw/noticed and ask any questions. Look at a map of our school. Discuss the map symbols and the way a key is used. Focus in on the Academy (orienteering maps available). What features can we spot? What do we know is here? Where is the field? The paddock? Green Wing? Mrs Cavallo's office? The hall? Etc. How about our classroom? What features in here would appear on a plan/map? Can we create a basic model of the classroom together on the carpet using construction (lego, duplo, megablocks etc.) Photograph the model from above and show on the IWB how the model is now a 'birds eye view' like on a map or plan. Use positional and directional language to describe the location of the features. (eg. North, South, East, West, left, right, near, far etc). Ask the children how they would improve the classroom? What would be in their ideal/dream classroom? Challenge them to build their own models (in pairs/groups) to communicate their ideas. Ask them to describe their features using the language previously modelled. **Evidence:** Tapestry photos and pupil voice.	Map Globe Plan Aerial view Symbol Key Feature Birds eye view North South East West left right near far	

L.O: To use maps to recognise landmarks and basic physical features. **To use positional and directional vocabulary to describe the features on a map.** **To devise a simple map using basic symbols and a key.**	Symbols represent geographical features on maps. A key on a map tells you which features the symbols on a map represent. Compass directions (North, South, East, West) can be used to describe the position of different geographical features.	**Lesson 3: More Maps! My dream school** Read the key text 'My Map Book' discussing mapping the children's own community. Look in detail at the maps in the book, the symbols used and the use of a key. Recap learning from last session. Talk about compass points and revise the directional vocabulary of North, South, East, West, left, right, near, far to describe the location of features. Show a simple map/plan of the academy and discuss the location of the features using the vocab above. Explain how a key could be used. Add one to the map discussing what symbols could be used. How would the children improve the academy environment if they had the chance? What would they add/change/take away? Model to the class using children's suggestions. Challenge the children to create their own map/plan of what their ideal school would look like or build their ideas as a mmodel in lego/multilink. Maps to include a key! Can the children use the positional and directional vocabulary to explain what is in their mapped school? (verbally or in writing). **Evidence:** Wider Curriculum books – school maps.	Map Aerial view Symbol Key Feature Direction Position North South East West	
L.O: To use a map/Google Earth to locate this village and some of the local landmarks and neighbouring places. **To use positional and directional vocabulary to describe the features on a map.**	Southwater is the name of the village the academy is in. Horsham is the bigger town nearby. A village is a collection of homes and other buildings smaller than a town within a rural area. Google Earth is an online map using satellite photos and aerial views to represent the earth as a 3d globe.	**Lesson 4: My Community** Discuss the local area. What is the name of this village? Who lives in Southwater? Who lives nearby? Can we find the village/your villages on a map/google earth? Look at maps of local area and locate the village, the academy, perhaps look at the homes of children living in surrounding villages? What is in Southwater? Can we find Lintot Square? The Country Park? The church? Etc. What is your address? The name of your road? Can we find it? What does your house look like?	Village Town Rural landmark Google Earth Address	

		Challenge the children to draw a picture of their home and label it with their address. **Evidence:** Wider Curriculum Books – labelled pictures of homes.		
LO: To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	The UK is made up of four different countries. These are England, Scotland, Northern Ireland and Wales. The seas around the UK are the North Sea, Atlantic Ocean and the Irish sea. Each country has a capital city. A capital city is the main centre of a country where the government leads from. A landmark is a very famous building or key feature of a country or city.	**Lesson 5: London Landmarks** **Literacy link to London topic and key texts used:** *Paddington, Katie in London, This is London, Paddington goes to London, My first book of London, London for children, We completely must go to London, See Inside London….* Look at a map of the UK and locate Scotland, Wales, Northern Ireland and England. Discuss what a capital city is and locate the four capitals. Look for and name the surrounding seas of the UK. Focus on London and link to texts read already and previous learning from this topic. Discuss what children have already learnt/already know about London. What is a landmark? (Book in Geography resource cupboard) Discuss and look at examples. What landmarks are in London? What have we seen in the books set in London we have read? Look at photos and discuss their significance. Children to complete labelling activity of London landmarks. **Evidence:** labelled maps in Wider Curriculum Books.	United Kingdom UK England Scotland Northern Ireland Wales London Edinburgh Belfast Cardiff Irish Sea Atlantic Ocean English Channel Capital city landmark	

LO: To identify seasonal and daily weather patterns in the United Kingdom.	There are four different seasons in sequence each year – Autumn, Winter, Spring and Summer. Seasonal changes happen in the natural world as we move from one season to the next. The weather varies across the different seasons. Day length changes across the four seasons of the year.	**Other Autumn Term sessions under other curriculum areas – SCIENCE/ART/ENGLISH LINKS – See separate schemes of work** Observe changes across the 4 seasons and associated weather – write Autumn poetry, draw Autumnal pictures, go on a 'Winter Walk'. Evidence: Home challenge - begin completing a diary/log about day length – children to fill in at 4 points in the year to record how light it is at certain times of day. Could also include some record of the types of weather in given months.	Autumn Winter Spring Summer Seasonal changes Weather patterns Day Length	

Year 1 – Spring

Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment

LO: To name and locate the world's seven continents and five oceans using maps, globes and atlases	A continent is a large solid land mass. There are separate countries within each continent. Europe is the continent we live in. The others are Asia, India, North America, South America, Antarctica, Africa and Oceania. There are five oceans around the globe - the Atlantic, Pacific, Indian, and Arctic and Southern oceans. This is where the continents/oceans are to be found on a map.	**Lesson 1: Continents and Oceans** (Cross Curricular link – music) Look at a world map and elicit existing knowledge from the children. Can they locate the UK? What countries have they visited/do they know people from? Where are they on the map? What is a continent? What is an ocean? Define and explain these terms and point out the seven continents and five oceans. Watch videos and learn the continents songs eg… https://www.youtube.com/watch?v=gFIS3aLQPfs https://www.youtube.com/watch?v=K6DSMZ8b3LE Using a selection of puzzles, games, atlases and globes (geography cupboard) children to work in groups to explore world maps and the location of continents and oceans. **Evidence:** Tapestry observations.	Globe Continent Ocean Atlantic ocean Pacific ocean Indian ocean Arctic ocean Southern ocean Europe Asia India North America South America Antarctica Africa Oceania	World explorers – Christopher Colombus, James Cook – what did they discover/map? Why was it important?

LO: To name and locate the world's seven continents and five oceans using maps, globes and atlases	A continent is a large solid land mass. There are separate countries within each continent. Europe is the continent we live in. The others are Asia, India, North America, South America, Antarctica, Africa and Oceania. There are five oceans around the globe - the Atlantic, Pacific, Indian, and Arctic and Southern oceans. This is where the continents/oceans are to be found on a map.	**Lesson 2: Continents and Oceans 2** Recap learning from last session – sing the continents and oceans song/s learnt previously. Eg. https://www.youtube.com/watch?v=gFIS3aLQPfs https://www.youtube.com/watch?v=K6DSMZ8b3LE Remind each other of the definition of continent/ocean. Looking at a map with the labels missing can we label the continents and oceans using what we learnt before. Children to join in using the wipe clean board world maps (geography resource cupboard) and work in pairs to label their own maps. Challenge children to complete their own labelled map using knowledge introduced and rehearsed. **Evidence:** Wider Curriculum books.	Globe Continent Ocean Atlantic ocean Pacific ocean Indian ocean Arctic ocean Southern ocean Europe Asia India North America South America Antarctica Africa Oceania	

LO: To understand that different continents are home to different types of animals for different reasons based on the characteristics of that continent.	Different continents are different in different ways. The climate varies from continent to continent. The land is different in different continents. Different continents have different geographical features. Different animals live in different continents.	**Lesson 3: Animals from around the world** Link to children's takeaway tasks and computing. Sing Continents and Oceans song. What animals have we found out about through children's takeaway tasks? As a class list the animals that have been featured in children's take away tasks and then research online together where in the world they are found. On a class map use post it notes to label what is from where. Ie. Put the correct animal name in the correct continent using one of the big world map mats on the carpet (in geography cupboard). Begin to discuss why each animal lives in each place – what adaptations have they made? How are the animals who live in Antarctica different to those from Africa and why etc? As in animal markings on zebras, leopards to camouflage them, thick fur and blubber on polar bears and seals to keep them warm. Link seasonal and daily weather patterns in relation to Equator and North and South Pole – Compare our weather and world location to that of some of the other continents we have looked at. Relate to our learning on the animals that live in different countries. **Evidence:** Tapestry/in Learning Journal. Videos on tapestry of children sharing their takeaway tasks. Class Map showing where the different animals we have learnt about live. Photo on Tapestry	Continent. Geographical features. Land. Adaptation. Climate. Weather. Species. Camouflage.	

LO: To understand that different continents are home to different types of animals for different reasons based on the characteristics of that continent.	Different continents are different in different ways. The climate varies from continent to continent. The land is different in different continents. Different continents have different geographical features. Different animals live in different continents. Animals are adapted in different ways to suit the habitats they live in.	**Lesson 4: Animal adaptations** **Science link** Sing Continents and Oceans song. Recap learning from last session. Which animals and adaptations did we discuss? Focus in on (for example) the continent of Australia (resources available) – where is it? Locate on world map, what countries are there? what is it like there? What is the weather like? Take a more detailed look at the animals that come from there and how they have adapted to suit the environment they live in within the continent's different habitats. https://www.youtube.com/watch?v=TkCq54_ho-A Children to work in groups to match the animals to their adaptations then work individually to cut and stick a matching activity matching the animal to the adaptation fact. **Evidence:** Animal Fact sorting – linking the animal to the adaptation. Learning Journals.	Continent. Geographical features. Land. Adaptation. Climate. Weather. Habitat	

LO: To identify countries and continents on world maps in different contexts. **To understand some differences between continents in terms of climate and Fairtrade produce.**	The characteristics of different continents affect the produce of that continent and the ways of life there. The weather in different countries will affect the plants and crops that grow.	**Lesson 5: Fairtrade** (PSHEC link – part of curriculum focus Fairtrade Fortnight) Recap learning so far on Fairtrade/introduction to Fairtrade. Refer back to learning in EYFS/from Fairtrade Fortnight launch assembly. Introduce a variety of photos of Fairtrade products and discuss where they come from. Throughout the fortnight when completing cross curricular Fairtrade activities refer to world maps and identify, name and locate countries and continents where fairtrade products come from. For example – when watching *Pablo the Banana* as a stimulus identify Brazil on a world map and discuss it's location in South America… what is the country like? What is the weather like there? Etc. Show children a selection of Fairtrade products – eg. Coffee, bananas, tea and chocolate. Find out where they come from and locate their countries of origin on a world map. Place products on a large scale map to show where they come from. **Evidence:** Photos of class/group maps using Fairtrade products/Messy Maps. Tapestry/Learning Journals	Continent. Geographical features. Land. Adaptation. Climate. Weather. Habitat Fairtrade Fair Crops Produce Farming	Baking activities – enterprise and fundraising. Edna Ruth Byler – began the Fairtrade movement and laid the groundwork for the first Fairtrade organisation.

LO: To understand that the seasons effect the weather patterns.	The weather patterns in the UK change in different seasons. Day length is longer in the Summer than the winter. The world around us looks different in different seasons and effects the way we dress and how we live our daily lives.	**Other Spring Term sessions under other curriculum areas – (Science link - see science scheme of work)** Observe changes Winter to Spring – sort signs of Spring into different categories. Discuss and describe weather associated with the seasons and look at how day length varies. Home challenge: Continue completing a diary/log about day length – children to fill in at 4 points in the year to record how light it is at certain times of day. Could also include some record of the types of weather in given months. **Evidence**: Sorting sheet recording the things that change in Spring with regard to clothes, weather, things to spot etc. Home challenge weather/daylight table – continued from last term Wider Curriculum book	Season Spring Summer Autumn Winter Day length Daylight Climate Weather Temperature Rain fall	

Year 1 - Summer

Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment

LO: To know that we live in the UK which is made up of four countries each with their own capital city.	We live in the United Kingdom which is sometimes known as the UK. The UK is in the continent of Europe. There are four countries in the United Kingdom – England, Scotland, Wales and Northern Ireland. Each country has its own capital city. A capital city is where the government for that country meets and works from. The government are the people voted for by that country who are in charge of making decisions and laws about different aspects of life in that country. Belfast is the capital city of Northern Ireland. Cardiff is the capital city of Wales. Edinburgh is the capital city of Scotland.	**Lesson 1: The UK - Countries** Where do we live? What is the name of our country? What continent is it in? Which countries are next/near to us? Where in the UK have you been/do you know people who live? Identify the UK on a world map and discuss it's position using geographical language. Which countries make up the UK? Watch video clips eg. https://www.youtube.com/watch?v=ncqDJW4EhmE Can they help label a giant class map? With the map play 'Kim's game' – which label/country is missing from the map? Timed challenge - Use laminated UK Map boards (in Geography resource cupboard) and whiteboard pens to challenge children to label what they can with a partner in 60 seconds. Challenge children to colour and label a blank UK map to show the 4 different countries. **Evidence:** Coloured and labelled map of the UK. Wider Curriculum books	Country Continent Capital city Government United Kingdom England Scotland Wales Northern Ireland Republic of Ireland London Belfast Cardiff Edinburgh North South East West Above Below Next to	

	London is the capital city of England. The rest of Ireland is called the Republic of Ireland and is not part of the UK. The location of each country and capital city.			
LO: To learn the capital cities and flags of the four nations of the United Kingdom.	We live in the United Kingdom which is sometimes known as the UK. The UK is in the continent of Europe. There are four countries in the United Kingdom – England, Scotland, Wales and Northern Ireland. Each country has its own capital city. A capital city is where the government for that country meets and works from. The government are the people voted for by that country who are in charge of making decisions and laws	**Lesson 2: The UK – Cities and Flags** Recap learning from last session – which countries are in the UK. Label map together. Rewatch clips from last session. What is a capital city? Do we know the capital of England, Scotland, Wales, Northern Ireland… Elicit existing knowledge, show location on a map. Watch video such as – https://www.youtube.com/watch?v=p6vmFlNIEPE Label class map - Play 'Kim's game' – which label/capital/country is missing from the map? Discuss flags – what does our flag look like? Look at the flag of the four nations. Match the correct flag to its corresponding country on our map. Children to add capital city labels to their UK mas from last session and then complete cut and stick flag to country matching activity. **Evidence**: Cut and stick flag colouring and matching activity.	Country Continent Capital city Government United Kingdom England Scotland Wales Northern Ireland Republic of Ireland London Belfast Cardiff Edinburgh North South East West Above Below Next to Flag Union Jack	

	about different aspects of life in that country. Belfast is the capital city of Northern Ireland. Cardiff is the capital city of Wales. Edinburgh is the capital city of Scotland. London is the capital city of England. The rest of Ireland is called the Republic of Ireland and is not part of the UK. The location of each country and capital city. Each country has its own flag. The flag of the UK is called the Union flag – sometimes referred to as the Union Jack.	Wider Curriculum books	Union Flag St Andrews flag Baner Cymru	

LO: To know some features of the local village and recognise the changes in land use over time.	Land use means the way the land in a place is used. Land use changes over time. The village of Southwater has changed over time and will continue to change in the future. There are more people living in Southwater than there were a hundred years ago so there are more houses, shops and schools.	**Lesson 3: The Village of Southwater** (History link and a recap from Autumn) Share existing knowledge/recap work from Autumn term – what do children already know about Southwater? Southwater places then and now – Children to discuss the places they know in Southwater and compare to places in the Victorian times What changes are happening in the village? What may it look like in the future? **Evidence**: Draw and write activity. Wider Curriculum books	Village Centre Shops Housing Development School road Land use Past Present Future history	
L.O: To compare from different periods in time to identify changes in this village of Southwater.	Looking at maps created at different times can show us how things have changed over history. The use of land in a place will change throughout history.	**Lesson 4: Changes over time – how can we see this on a map? (History link)** Recap discusions from last session – what is in the village of Southwater? What would we see on a map? Compare an old and a current map of the village. How has it changed? What is new? What has been here for longer? How has the village grown – how can we see that on maps? What changes/new developments are happening now? Interview a staff member/parent/grandparent who has lived in Southwater for a long time – ask them about what changes they have seen.	History Land use Development	

L.O: To map the route walked into the village centre and the landmarks seen. To describe the features using geographical positional and directional language.	We can map out a route taken to show a journey and the geographical features along the way.	**Lesson 5: Walk to Lintot Square (History link)** Children to walk from the academy down to Lintot Square. Have children complete a treasure hunt/eye spy tick list of landmarks we see along the route. (to include new developments eg. Housing, Lintot Square and older features eg. The old school house/post office) After the walk look with children at a map of the village and work out together the route they walked pointing out landmarks seen along the way. Encourage use of vocabulary previously introduced. Model how we could create our own map showing the route walked and the landmarks seen. Children to create their own map of their walk. **Evidence:** photos of trip, Tapestry post, maps of walk in Wider Curriculum Books.	Route Landmark Journey	Walk to Lintot Square

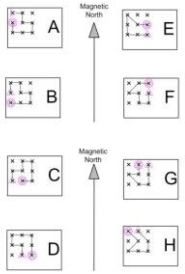
		Lessons 6 - 13 : ORIENTEERING (PE link) See separate scheme of work (below), lesson plans and resources. Learn about and apply knowledge of maps, routes, keys and geographical features to orienteering activities. Year group competition.		
LO: To understand how the changing seasons effect weather patterns in the UK.	The weather patterns in the UK change in different seasons. Day length is longer in the Summer than the winter. The world around us looks different in different seasons and effects the way we dress and how we live our daily lives.	**Other Summer Term sessions** **(Science link - see science scheme of work)** Compare Summer and Winter and discuss the differences. Home challenge: Finish completing a diary/log about day length – children to fill in at 4 points in the year to record how light it is at certain times of day. Could also include some record of the types of weather in given months. **Evidence**: Sorting sheet recording the things that change in Summer with regard to clothes, weather, things to spot etc. Home challenge weather/daylight table Nuts & Bolts book Science Book/Wider Curriculum books	Season Spring Summer Autumn Winter Day length Daylight Climate Weather Temperature Rain fall	

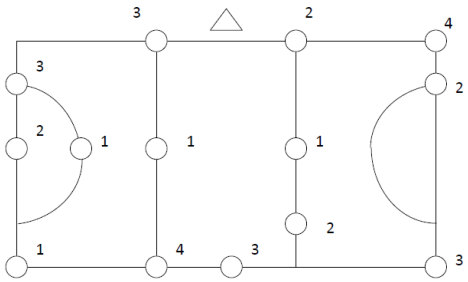
Year One – Orienteering

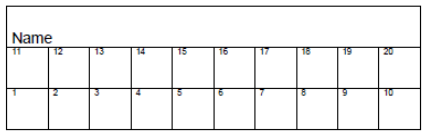
Key skills (NC references for all sessions) Lesson objectives	Key Questions & Vocabulary	Suggested Activities	Resources All on server plus in resource pack
• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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. **To understand a map as a birds eye view.**	What is a map? What does a map show? What view is a map drawn by? Has anyone used or seen a map before? What is orienteering?	**Session 1: Table Top Plans** **Introduction - What is orienteering?** Discuss orienteering with the children. What do we already know? Watch a short film introduction to the sport - https://www.youtube.com/watch?v=CZ3B5ifFP6U https://www.youtube.com/watch?v=OZOI9kKuA4I https://www.youtube.com/watch?v=AIbiMCPsZBc Show children examples of orienteering maps including school map and explain school course. Go on a short walk around the school grounds to spot orienteering controls. **In classroom - Birds eye views** Layout some simple objects on the table of different shapes and sizes. Ask the children to imagine they are a bird flying above the table looking down; Show them what it would look like on a map. As symbols or pictures of objects. Use ipad for a child to take a photo from above to show what the bird would see. Demonstrate how to set the map/ipad photo so that what is on the right on the desk is to the right on the map. Move objects into different positions. Can the children draw the map of where the shapes are now?	IWB Orienteering maps Selection of objects Paper and pencils ipad

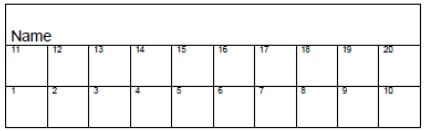
		With the children's maps/one correct example move to a different side of the table; is the map correct now? Practice moving around the map to keep the map correctly set to match the objects.	
To introduce an orienteering map. **To create own maps understanding location and symbols.**	What can we see on the map? What does yellow/green/brown etc mean? What is the title? Why is it there? What is a compass? What does it do? Which way is north/south etc?	**Session 2: Introduction to the map** **Introduction - Orienteering maps** Give out orienteering maps or show one on IWB. (See AN for resources) Discuss the map - Point out features on the map: **The title** - what does it mean? Why do we have one? **The key** - what does it show? Go through objects on the key asking the children what they mean eg. What does yellow on a map mean? Discuss compass directions and look at an orienteering compass (See AN). **Mapping activity** – Explain that we will be mapping our own imaginary island. Use masking tape on floor/chalk on playground to mark out 'island' area and sit children around the edge. Give each child a map sheet-  Decide which way is north and make sure all children orientate thei map the correct way. Explain the arrow indicates north and that it must always point that way. Explain that they will be placing objects on the island to be the features in the key of the map. e.g. a cone is the treasure chest etc. Choose children to place each object somewhere on the island.	Orienteering maps Orienteering compass Island map worksheets Chalk/tape Objects to map (cones, logiblocks? Stepping stone shapes?)

		Guide the children through drawing the features in the correct positions on their island map (individually or in pairs A3/groups on large sugar paper). Encourage children/pairs/groups to add a title to their maps.	
To know what symbols on maps represent. **To be able to hold the map the right way around and follow a planned course.**	What could this symbol mean? What would it mean if you saw this on an orienteering map?	**Session 3: Map symbols** **Introduction - map symbols** Show the children the orienteering map again and recap the idea that different colours and shapes represent different things... Symbol quiz corners game - Using the symbol sheet (Josh Jenner planning)  Label different corners of the room/ball space with A, B, C. Show children the symbols on large sheets one at a time, for each symbol the children run to the corner for the answer they believe is correct. Teacher to reveal the correct answer! Recap symbols and their meanings at the end. What can children remember from the game?	Signs – A, B, C Symbol sheet Symbols on large paper
		Session 4: Holding the map	

To develop spatial awareness and transfer what is seen on a map to the ground.	What way should the map face? Which way is north? Where do you need to walk next? What does the triangle mean? What does the circle mean? What is 'thumbing the map'? How do orienteers keep track of where they are on the map?	**Cones activity - holding the map** Lay out a grid (or maybe two/three) of nine evenly spaced cones of the same colour. Put the children into pairs and tell them which way north is (junior school field!). Show the children a cone map and demonstrate how to follow the map to move around the grid keeping the arrow on the map pointing north at all times. Explain that the triangle symbolises the start and the circle the end of the course.  Using separate maps-(not all on one sheet as example above) and give pairs of children a go at completing different courses working together and practising turning the map to north as they move. • Show children how to use 'thumbing the map' to help them keep track - in orienteering this is used to keep track of where you are on the course. Let the children try thumbing the map as they move around a course. **Session 5: Developing spatial awareness** **The ball space needs to be set up as in the diagram:**	Cones Cone route maps

To introduce visiting one control and then returning.	What does the triangle mean on an orienteering map? Where should we start? Which way should the map go? Where is north? Can you 'thumb the map' to help you follow the course?	 The start triangle needs to be clearly marked with red cones. Put the children into mixed ability pairs and explain the course, emphasising the red triangle as the start. In each pair one child is the map reader and one the mathematician. The mathematician will add up the numbers on the cones the pair passes. They may need a whiteboard and pen to keep track! Show the class an example map and, with a child as your partner, demonstrate how to follow the map and add up the numbers. Revisit previous learning about north and 'thumbing the map'. Give each pair a map to work through (a variety so the children do not bump into each other!), children to return to you after each course is complete to check their maths. Swap maps as children complete each course so everyone tries a variety of courses. Children to alternate roles of map reader and mathematician.	Ball space maps (Josh Jenner planning) Cones (numbered)  Red cones for a start triangle Mini whiteboards and pens

To introduce navigating between a series of controls.	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start? How do we thumb the map? What does the control look like? **Be aware that the numbers on the map & control card refer to the order of the controls and will not match the number marked on the control. Children need to understand they just need to write down the letter in the box.**	**Session 6: Star Exercise** **Introduction -Show children the school map on IWB before going outside. Look at colours and symbols, look for familiar landmarks.** **Outside - Begin under the canopy between yellow and green wing.** (There are maps for this activity which use the permanent controls around the school site- however if you feel more it is more appropriate to keep the children within your sight at this stage you could set out your own controls and mark where they are on blank maps to use. Alternatively you could move as a class or in large groups if you have additional adults.) Using one star map as an example - recap prior learning about map symbols and map orientation to the north. Walk the route as a group reminding children about the start triangle (where the teacher will stay) and the circle being the control they are travelling to. Put the children into mixed ability pairs/groups and give each pair a star map to one control (give a variety out so the groups don't all follow each other!) Also give each pair a control card to mark each time they visit a control. The maps will need numbering so the children know which box to mark on their control card and you know if they went to the right one! •  •	School orienteering course and permanent controls. (or your own control markers to set out in a smaller area) School orienteering star maps x8 (or your own marked with purple circles for controls and lines from the start triangle – see example). 

		Send the pairs/groups off to visit their control and mark their card (with the letter displayed there) to prove they have found the correct one. The children then return to you to collect another map to a different control. •	Control cards. Clipboards and pencils
To use skills learnt in the context of a competition using the whole of the school course.	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start? How do we thumb the map? What does the control look like? Which control should you visit first/second etc? **Be aware that the numbers on the map & control card refer to the order of the controls and will not match the number marked on the control. Children need to**	**Session 7: Loops Exercise** **Begin under the canopy between yellow and green wing.** (As with previous session this session there are loop maps for this activity which use the permanent controls around the school site- however if you feel more it is more appropriate to keep the children within your sight at this stage you could set out your own controls and mark where they are on blank maps to use. Alternatively you could move as a class or in large groups if you have additional adults.) Using one loop map as an example - recap prior learning about map symbols and map orientation to the north. Remind children about last session's experience of moving between the start and one control and then returning. Walk the route on the example map as a group reminding children about the start triangle (where the teacher will stay), the lines showing the route between controls and the circles being the controls they are travelling between. Put the children into mixed ability pairs/groups and give each pair a loop map (again give a variety out so the groups don't all follow each other!) Also give each group a control card to mark each time they visit a control. •  •	School loop maps x6  Control cards Clipboards and pencils Answer sheet

	understand they just need to write down the letter in the box.	Send the pairs/groups off to follow their route and mark their card (with the letter there) to prove they have found the correct ones. The children then return to you to collect another loop map of a different route. Children wtihin the groups should swap roles so they take it in turns to hold the map/help navigate/mark the control card. Children may need more than one session to complete all **Session 8: Final competition!** **Begin by looking at the whole school course on the IWB, discuss the route and recap the symbols, landmarks etc..** (This session also could begin with or be preceded by the opportunity to try out the whole orienteering course if you feel the children are not yet confident enough to navigate the whole course.)	Whole course school map
	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start/finish? How do we thumb the map? What does the control look like? What 'top tips' can we give each other? What did we do well?	Arrange children into mixed ability pairs or groups. Recap prior learning about symbols and map orientation. Remind the children about their experiences with the star and loop maps. Explain the competition and the element of timing/speed. Do the children have any 'top tips' for each other? Give out the maps and control cards to the groups that show the whole course. Send the groups off at 30 second intervals to follow the course, mark their control cards and return to the start. Time each group by recording start and finish times. Calculate the time each group took and tell the children the results. Celebrate success (in different areas- speed, effort, map reading, team work etc) and congratulate winning group!	Control cards Clipboards and pencils

	How could we improve if we follow the course again?	This session could be followed by a visit to Southwater Country Park to apply the skills they have learnt to the permanent course there. Opportunities to be given to try the course again if possible.	

Year 2 – Autumn

Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
L.O: To ask and answer geographical questions such as: what is this place like? What or who will I see in this	A continent is a large solid land mass Europe is the continent we live in	**Lesson 1: European Day of languages** **(Cross Curricular day of celebration – links with MFL, Art, DT, computing, English, PSHE/RE)** Children spend the morning in their own classroom learning about their class' focus European country (teacher's choice). Children come to school dressed	Region Continent Country Europe Language National flag	(significant individuals will depend on country chosen) Languages, customs and traditions of selected country.

place? What do people do in this place?	Languages spoken in Europe include: French, Spanish, German and others Countries have their own national flags Different European countries have different customs and traditions Countries have traditional foods sometimes called national dishes.	in the colours of the focus country's flag. Throughout the day children will engage in activities such as – • Identifying the continent of Europe on a world Map. • Identifying the focus country on a map/globe/in an atlas. • Researching facts online/in books/atlases. • Identifying the country's flag and making their own. • Learning a few words and phrases in the country's language. • Making/tasting traditional food from the country. • Learning about cultural/religious customs of the country. Children to rotate around the different classes in their year group in the afternoon to engage in activities focussed on different European countries.	Customs and traditions Landmark National Dish	
L.O: To use maps to recognise landmarks and basic physical features. To use positional and directional vocabulary to describe the features on a map. To devise a simple imaginary map using basic symbols and a key.	We use maps to find different locations and to see their position in relation to each other. A key on a map tells you which features the symbols on a map represent. We can use geographical/positional and directional language to describe the features on a map. A map can feature a compass and compass directions to help it's use and interpretation.	**Lesson 2: What is a map?** **(My Imaginary Planet)** Ask the children what a map is? How is it used? What is it for? Look at some examples – of the school, the village etc. Point out the key and discuss it's use. Use geographical language to discuss features and their position. Possible link to - Relate to topic learning on planets and challenge children to create their own map of an imaginary planet. Model the idea to the class using a collection of children's ideas to map out a planet on the board demonstrating how a key is used and how to add the compass directions to the map. Ask children to use geographical language to describe where features have been placed. Eg. The sea is next to the mountains which are to the North of the river. Children to create their own maps using their knowledge of real life maps to inform the symbols and key used.	Map Location Position Compass direction Geographical feature Key Symbol North South East West North East North West South South East South West	

		Evidence: Compass direction activity sheets in Wider curriculum books. Possible maps of imaginary planets using keys and map symbols.		
LO: To name and locate the world's seven continents and five oceans on a world map.	A continent is a large solid land mass. There are separate countries within each continent. Europe is the continent we live in. The others are Asia, India, North America, South America, Antarctica, Africa and Oceania. There are five oceans around the globe - the Atlantic, Pacific, Indian, and Arctic and Southern oceans.	**Lesson 3: Continents and Oceans recap** Start by looking at an image of the Earth from Space. Discuss what can be seen (the land, sea etc). Talk about the shape of the Earth being spherical and then look at a globe. What is marked on here? What do the different colours mean? How does it relate to a flat world map? Recap learning from Year One about the seven continents and five oceans. Sing continents/oceans songs: eg. https://www.youtube.com/watch?v=gFIS3aLQPfs https://www.youtube.com/watch?v=K6DSMZ8b3LE Spend time at tables looking at globes, atlases, map puzzles etc. Group matching activity – children to work on their tables with a large unlabelled world map – can they work together to add labels?/match given labels to the right continents and oceans. Children to label and colour their own maps showing the oceans and continents. **Evidence:** Tapestry photos.	Globe Spherical Continent Ocean Atlantic ocean Pacific ocean Indian ocean Arctic ocean Southern ocean Europe Asia India North America South America Antarctica Africa Oceania	World explorers – Christopher Colombus, James Cook – what did they discover/map? Why was it important?
LO: To label a map of the UK showing the names of the countries and capital cities.	The UK is made up of four different countries. These are England, Scotland, Northern Ireland and Wales.	**Lesson 4: The UK recap** Recap learning on the UK, look at a blank map, what countries/capitals/seas do children know? Add labels the children remember. Watch clip such as: https://www.youtube.com/watch?v=ncqDJW4EhmE https://www.youtube.com/watch?v=p6vmFlNIEPE	United Kingdom UK England Scotland Northern Ireland Wales London Edinburgh	

	The seas around the UK are the North Sea, Atlantic Ocean and the Irish sea. Each country has a capital city. A capital city is the main centre of a country where the government leads from. A landmark is a very famous building or key feature of a country or city.	Can children fill in any blanks now? Timed Challenge: In pairs using blank UK map laminates (Geography cupboard) how many labels can the children remember and add in two minutes? Children to colour and label/cut & stick to label their own UK maps.	Belfast Cardiff Irish Sea Atlantic Ocean English Channel Capital city landmark	
LO: To identify key landmarks across the UK	The UK is made up of four different countries. These are England, Scotland, Northern Ireland and Wales. The seas around the UK are the North Sea, Atlantic Ocean and the Irish sea. Each country has a capital city. A capital city is the main centre of a country where the government leads from. A landmark is a very famous building or key feature of a country or city.	**Lesson 5/6: The UK - landmarks** Reconnect to last session's learning about the geography of the UK. Focus on three landmarks from each country in the UK. Model locating them on a UK map using geographical language. Challenge children in groups to sort pictures and descriptions of key landmarks from Scotland and England (session 5) and Northern Ireland and Wales (Session 6). . **Evidence:** Tapestry	United Kingdom UK England Scotland Northern Ireland Wales London Edinburgh Belfast Cardiff Irish Sea Atlantic Ocean English Channel Capital city Landmark names	

LO: To identify key landmarks across the UK using their locational knowledge.	The UK is made up of four different countries. These are England, Scotland, Northern Ireland and Wales. The seas around the UK are the North Sea, Atlantic Ocean and the Irish sea. Each country has a capital city. A capital city is the main centre of a country where the government leads from. A landmark is a very famous building or key feature of a country or city.	**Lesson 8:** Recap sticky knowledge about the UK & reconnect to learning from past few weeks – capitals, landmarks, flags etc. Challenge children to complete a factsheet sharing their learning about the UK over the past few sessions. **Evidence:** Factsheets in Wider Curriculum books.	United Kingdom UK England Scotland Northern Ireland Wales London Edinburgh Belfast Cardiff Irish Sea Atlantic Ocean English Channel Capital city Landmark names	
LO: To identify seasonal and daily weather patterns in the United Kingdom.	There are four different seasons in sequence each year – Autumn (September, October, November), Winter (December, January, February), Spring (March, April, May) and Summer (June, July, August). Seasonal changes happen in the natural world as we move from one season to the next. The weather varies across the different seasons. Day length changes across the four seasons of the year.	**Other Autumn Term sessions ONGOING** Observe changes across the 4 seasons and associated weather: In the classroom use a daily weather calendar – discussing seasons and local/UK weather patterns. Link knowledge to our location in the world and our proximity to the Equator and the Poles. Later in the year contrast to other regions studied and link weather differences to world locations near/far from the Equator/Poles.	Autumn Winter Spring Summer Seasonal changes Weather patterns Day Length Pole Equator	

	Proximity to the Equator/Pole effects the climate in a country.			

Year 2 – Spring

Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
LO: To understand geographical similarities and differences In the human and physical geography between our area of the UK and the rainforest.	Physical geography is in relation to natural geographic features. These were created by nature and not humans. Human Geography is the study of how humans interact with Physical Geography, as well as how we create structures around us. The climate of a country is affected by it's distance from the equator.	**Lesson 1: The Rainforest** **(in addition will be spread over other sessions from different curricular areas)** (Cross Curricular topic links with Art, science, English, PSHE/RE) What is the Equator? Discuss tropical regions, location, weather and climate. What is a rainforest? Where are they found in the world? Link to previous knowledge of continents. What is the weather like there? Why? What animals live there? What humans? What is life like? Why is the rainforest important? How is it in danger? What is the environmental impact?	Physical geography Physical features Human geography Human features Rainforest Central America South America Western and central Africa Western India Southeast Asia Australia Climate Weather	Who was Anita Roddick? – local activist for the preservation of the Rainforests of South America and business woman/owner of the body shop – how did she help raise awareness? What can we do?

	The Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles. It is based on the Earth's axis of rotation and its orbit around the sun. The average temperature in tropical rainforests ranges from 70 to 85°F (21 to 30°C). The environment is pretty wet in tropical rainforests, maintaining a high humidity of 77% to 88% year-round. The yearly rainfall ranges from 80 to 400 inches (200 to 1000 cm), and it can rain hard. Different areas in the world are hugely different in both human and physical geography. This is affected by climate, land types and human activity. This then effects the land use, ways of life and animal populations and plant growth. Rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia.	* **COMPARISON TO UK -** How is the land different to the UK? The animals? The settlements? Ways of human life? etc Children to mark the locations of the world's rainforests onto a world map and write a factfile to record their learning **(English link).** **Evidence**: Labelled world map showing the locations of the world's rainforests. Rainforest Fact file? **Also** Rainforest art work, posters about deforestation Learning Journals	Equator. Land Use Soil Vegetation City Town Village Settlement North Pole South Pole Habitat Animal species	

LO: To identify and understand the features of the physical geography of the rainforest.	The rainforest is made up of four layers. These layers are called the emergent layer, the canopy, the understorey and the forest floor. These layers have different features which make them suitable for different species of animal. The average temperature in tropical rainforests ranges from 70 to 85°F (21 to 30°C). The environment is pretty wet in tropical rainforests, maintaining a high humidity of 77% to 88% year-round. The yearly rainfall ranges from 80 to 400 inches (200 to 1000 cm), and it can rain hard. Rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia.	**Lesson 2: The physical geography of the Rainforest** Reconnect to our knowledge about the location and climate of the rainforest. What animals live there? Learn about the layers of the rainforest and the different species of animal that live there and why. **Evidence:** Class poster showing the four layers – labelled with animal life and descriptive words.	Layers Emergent Canopy Understory Forest floor Physical geography Physical features Human geography Human features Rainforest Central America South America Western and central Africa Western India Southeast Asia Australia Climate Weather Equator. Land Use Soil Vegetation City Town Village Settlement North Pole South Pole Habitat Animal species names	
LO: To describe and understand the key features of the human and	China is the largest country in the continent of Asia and has the largest population of any country	**Lesson 3: China** **(Link to RE and Chinese New Year)** Reconnect to recent learning in RE about Chinese New Year.	UK China Town City	Chinese New Year

physical geography of china.	in the world, with 1.3 billion people. China has very diverse physical features – including deserts, mountains and fertile river basins. The North of China is cold and mountainous, the South is hot and full of jungles. Central China is mountainous. Beijing is the capital city of China, but Shanghai is the biggest city in the country, with a population of over 26 million people.	Look at the location of China on a world map, discuss the population, climate, culture, human and physical features. Reconnect to our knowledge of the UK and compare similarities/differences. Group task – Children to be given post it notes to record key facts learnt about China/UK to stick on a class outline of UK/China. **Evidence:** Tapestry.	Village Country Continent Fertile River basin Population Mountain Desert Jungle Himalayas Beijing Shanghai	
LO: To understand geographical similarities and differences In the human and physical geography between our area of the UK /the rainforest in comparison to the Polar regions.	Physical geography is in relation to natural geographic features. These were created by nature and not humans. Human geography is the study of how humans interact with Physical Geography, as well as how we create structures around us. The climate of a country is affected by it's distance from the equator. The Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles. It is based on	**Lesson 4/ongoing: The Polar Regions** **(in addition will be spread over other sessions from different curricular areas)** (Cross Curricular topic links with Art, DT, science, computing, history, English, PSHE/RE) What is a polar region? Where are they found in the world? Link to previous knowledge of continents. What is the weather like there? Why? What animals live there? What humans? What is life like? How are these regions in danger? Why? What is the environmental impact? * **COMPARISON TO UK -** How is the land different to the UK? The animals? The settlements? Ways of human life? Etc How is it different from the Rainforest – compare and contrast. Visit from Polar explorer Dr Morley/research his blogs – where has he explored? Children to mark the locations of the polar regions onto a world map.	Human features Physical features Rainforest Climate Weather Equator. Land Use Soil Vegetation City Town Village Settlement North Pole South Pole Polar regions The Arctic Antarctica Average temperature	Visit from Dr Morley - Polar explorer. Historical Polar Explorers: Roald Amundsen/ Captain Scott – who were they? What did they do/discover? How is polar exploration different/the same now and then?

	the Earth's axis of rotation and its orbit around the sun. Different areas in the world are hugely different in both human and physical geography. This is affected by climate, land types and human activity. This then effects the land use, ways of life and animal populations and plant growth. The polar regions are found at the top and bottom of the Earth. The North Pole is in The Arctic, and the South Pole is in Antarctica. They are characterised by their extremely cold climates, making them an important ecosystem with distinct physical characteristics, plant life and animals. In polar regions, in summer the sun doesn't set and in winter the sun doesn't rise, leaving them in darkness for months on end. The average temperature in the Arctic is 0 °C in summer and -40 °C in winter. In Antarctica, it's -28 °C in summer and a chilly -60 °C in winter.	**Evidence**: Labelled world map showing the locations of the polar regions. **Also** creative writing, letters to Dr Morley, historical research about explorers, posters about melting ice caps. Learning Journals	Habitat Species	

LO: To explore and compare the contrasting physical geography of different areas in the world.	Physical geography is in relation to natural geographic features. These were created by nature and not humans. Google Earth provides a birds eye view of an area made up of satellite images clearly showing us the physical features of an area. Different areas in the world are hugely different in both human and physical geography. This is affected by climate, land types and human activity. This then effects the land use, ways of life and animal populations and plant growth.	**Lesson 4/5: Comparison of physical & human geography** Link to prior learning on Google Earth. Recap how to use it to look at different areas – where in the world are the Polar regions found? The rainforests? Can we find them? Recap the terms 'physical geography' and 'human geography'. What is the physical geography of this area? What does it look like on these maps? Compare to what our area of the UK is like and appears like? What are the differences/similarities? Children to spend two lessons demonstrating their learning about the UK and the rainforests by producing a simple fact sheet comparing key physical and human geographical features. **Evidence:** Wider Curriculum book	Physical geography Physical features Google Earth key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Polar regions Rainforests Birds eye view Satellite image	
LO: To understand geographical similarities and differences in the climate between our area of the UK /the rainforest in comparison to the Polar regions.	The climate of a country is affected by it's distance from the equator. The Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles. It is based on the Earth's axis of rotation and its orbit around the sun. In polar regions, in summer the sun doesn't set and in winter the sun doesn't rise, leaving them in darkness for months on end. The	**Lesson 6: Weather comparisons** What have we learnt about the rainforests and polar regions? Where are they found? What is the weather like? Compare and contrast weather in a rainforest and polar area linking the location and proximity to the poles/equator to the weather patterns observed there. Research weather conditions together. **Evidence**: Weather Forecasts – children to produce own weather maps/reports from a polar/rainforest region. Tapestry	Climate Weather Weather patterns Conditions Equator. North Pole South Pole Polar regions The Arctic Antarctica Average temperature Day length Daylight hours	

	average temperature in the Arctic is 0 °C in summer and -40 °C in winter. In Antarctica, it's -28 °C in summer and a chilly -60 °C in winter. The average temperature in tropical rainforests ranges from 70 to 85°F (21 to 30°C). The environment is pretty wet in tropical rainforests, maintaining a high humidity of 77% to 88% year-round. The yearly rainfall ranges from 80 to 400 inches (200 to 1000 cm), and it can rain hard.			
LO: To identify countries and continents on world maps in different contexts. To understand some differences between continents in terms of climate and Fairtrade produce.	The characteristics of different continents affect the produce of that continent and the ways of life there. The weather in different countries will affect the plants and crops that grow.	**Lesson 7: Fairtrade** **(PSHEC link – part of curriculum focus Fairtrade Fortnight)** Recap learning so far on Fairtrade/introduction to Fairtrade. Refer back to learning in EYFS & year 1/from Fairtrade Fortnight launch assembly. Identify a range of Fairtrade products and look at their countries of origin on a world map – discuss the continents they are in and what the weather is like there in relation to the proximity to the Equator. Discuss questions such as – could we grow bananas in the UK? Why not? Where are they grown? Why? Links to other subject areas (English, art) - Write persuasive letters, create art work, posters etc. Fairtrade linked art work, posters, persuasive letters. Evidence: Wider curriculum books Children to mark on a map where some Fairtrade products are grown/produced.	Continent Country Geographical features. Land. Adaptation. Climate. Physical Features Weather. Habitat Fairtrade Fair Product Country of origin Export Culture Responsibility Consumer Crops	Baking activities – enterprise and fundraising. Edna Ruth Byler – began the Fairtrade movement and laid the groundwork for the first Fairtrade organisation.

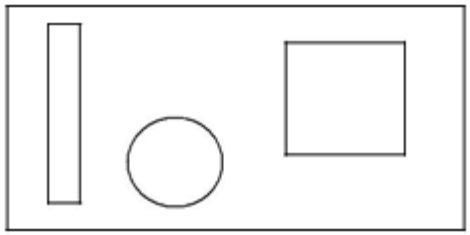
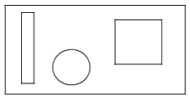
			Produce Farming	
LO: To identify seasonal and daily weather patterns in the United Kingdom in the context of day to day life and the patterns of the seasons based on first hand observation.	The weather patterns in the UK change in different seasons. Day length is longer in the Summer than the winter. The world around us looks different in different seasons and effects the way we dress and how we live our daily lives. We can use equipment such as thermometers, rain gauges etc to monitor daily weather.	**Other Spring Term sessions ONGOING** Science Links Observe changes across the 4 seasons and associated weather: In the classroom use a daily weather calendar – discussing seasons and local/UK weather patterns. Link knowledge to our location in the world and our proximity to the Equator/the Poles. Later in the year contrast to other regions studied and link weather differences to world locations near/far from the Equator/the Poles. **Evidence**: Tapestry Photos Children to use classroom calendar to discuss local weather and seasonal patterns.	Season Spring Summer Autumn Winter Day length Daylight Climate Weather Temperature Rain fall Rain gauge Thermometer Monitor Average temperature Average rainfall	

Year 2 – Summer

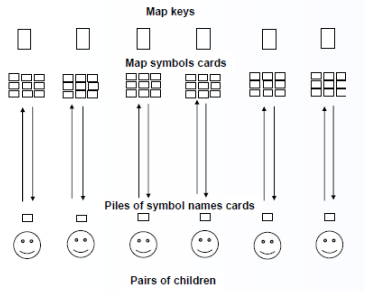
Skills and Objectives	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
		Lessons 1- 6: Orienteering (PE link) See separate scheme of work below, lesson plans and resources. Learn about and apply knowledge of maps, routes, keys and geographical features to orienteering activities. Year group competition.		
LO: To create a map of the school grounds.	Geographical features can be plotted onto a map of a specific area. We can use specific symbols and colours to represent different features. A key will tell us what the different colours represent and symbols stand for. A compass on a map shows us which way is North and indicates	**Lesson 7/8: Creating own orienteering maps** Evaluate what we have learnt from our orienteering sessions. Do children feel more confident using maps/compass directions? Think about the school site – what are the human and physical features? Look at the school map together – what features can we spot? How did we use them? Discuss the symbols, key, colours, compass etc. Challenge children to have a go at creating their own map of the Academy and grounds using some of the features they are now familiar with. Provide a scaffold if necessary!	Symbol Key Compass North South East West Direction Feature Building Fence Trees Pond Path	

	the way that the map should be held.	**Evidence**: Wider Curriculum books Children to create their own map of the school site in the style of orienteering maps they have been studying		
LO: To understand how the changing seasons effect weather patterns in the UK and how this is different to other regions of the world because of their proximity to the Equator and North and South Poles.	The weather patterns in the UK change in different seasons. Day length is longer in the Summer than the winter. The world around us looks different in different seasons and effects the way we dress and how we live our daily lives. We can use equipment such as thermometers, rain gauges etc to monitor daily weather.	**Other Summer Term sessions ONGOING** Science Links Observe changes across the 4 seasons and associated weather: In the classroom use a daily weather calendar – discussing seasons and local/UK weather patterns. Link knowledge to our location in the world and our proximity to the Equator/the Poles. Later in the year contrast to other regions studied and link weather differences to world locations near/far from the Equator/the Poles. **Evidence**: Tapestry Photos Children to use classroom calendar to discuss local weather and seasonal patterns.	Season Spring Summer Autumn Winter Day length Daylight Climate Weather Temperature Rain fall Rain gauge Thermometer Monitor Average temperature Average rainfall	

Year Two – Orienteering

Key skills (NC references for all sessions) Lesson objectives	Key Questions & Vocabulary	Suggested Activities	Resources All on server plus in resource pack
• 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. **To understand a map as a birds eye view.**	What is a map? What does a map show? What view is a map drawn by? Has anyone used or seen a map before? What is orienteering? What did we learn last year? What does an orienteering control look like? Where are you on the map? Where do you need to place the marker? What way up does the map go? How do we set the map?	**Session 1: Recap** **Simple map refresher** **Introduction - What is orienteering?** Discuss orienteering with the children. What did we learn in Year One? Do you remember our tournament on World Orienteering day? Watch a short film introduction to recap the sport - https://www.youtube.com/watch?v=CZ3B5ifFP6U https://www.youtube.com/watch?v=OZOI9kKuA4I https://www.youtube.com/watch?v=AIbiMCPsZBc Show children examples of orienteering maps remind them of the school map and course. Go on a short walk around the school grounds to spot orienteering controls. **In hall/outside** Layout the objects as per the plan.... 	•3 simple shapes (crash mat, bench, hoop, or shapes made with cones or newspaper) •Maps - One copy of the map below for each child.  Marker per pair — coloured shape/spot etc.

		1. Sit children in pairs around the edge of the area. Four chairs in the corners can help mark out the area. 2. Match the map to the ground. i.e. orientate or 'set' the map. 3. Point to where they are on the map. 4. Teacher/leader walks around the shapes, children follow with finger. 5. Give each pair a marker. One from each pair points on the map where to place the marker. Other places it and returns. Retrieved by partner to check correctly placed. Swap over. 6. One of the pair faces away from the area and the other places marker as in 5 above. Show partner on map for them to retrieve. Did they get it correct or did they have to search for it? 7. Practice moving around the edge of the area, keeping the map set at each turn.	

To recap an orienteering map **To know what symbols on maps represent.**			
	What can we see on the map? What does yellow/green/brown etc mean? What does this symbol mean? What is a compass? What does it do? Which way is north/south etc? What could this symbol mean? What would it mean if you saw this on an orienteering map?	**Session 2: Map symbols game** **Introduction - Orienteering maps** Give out orienteering maps or show one on IWB. (See AN for resources) Discuss the map - Point out features on the map: **The title** - what does it mean? Why do we have one? **The key** - what does it show? Go through objects on the key asking the children what they mean eg. What does yellow on a map mean? Discuss compass directions and look at an orienteering compass (See AN). Show children the symbols key recapping what the different symbols mean on a map. **Symbols activity** – Set up as shown.  	Symbols cards. Symbol word cards. Symbols key.

<table>
<tr>
<td rowspan="2">To be able to hold the map the right way around and follow a planned course.

To develop spatial awareness and transfer what is seen on a map to the ground.</td>
<td></td>
<td>A key of symbols can be placed just beyond the cards for consultation if the children are unsure of the symbols.
First child in pair or team picks up a name card, runs to the symbol cards, and returns with the correct matching card.
Each returning runner places the 2 cards (symbol and name) next to each other beside the team for easy checking.
Runners then take it in turn to run to pick up a card, return, match it and so on until all the cards have been matched up.
Leaders to check cards are correctly matched when finished.</td>
<td></td>
</tr>
<tr>
<td>What way should the map face?
Which way is north?

Where do you need to walk next?

What does the triangle mean?
What does the circle mean?

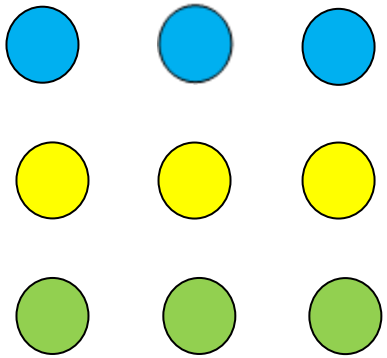
What is ‘thumbing the map’?

How do orienteers keep track of where they are on the map?

What does the triangle mean on an orienteering map?

Where should we start?</td>
<td>Session 3:
<u>Preparation:</u>

• Set out the 12 cones in a grid as below. Leave a space of 2 metres between each cone.

  </td>
<td>3 blue cones, 3 yellow cones, 3 green cones and 3 white cones.

Cone maps. For a class of 30 you will need one copy of map 1 for each pair and 3 copies of maps 2-6.</td>
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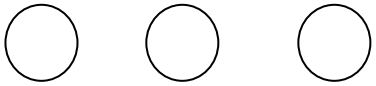
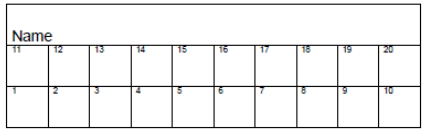
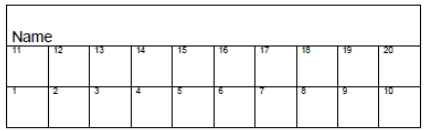
To practice visiting one control and then returning.	Which way should the map go?
	
	Where is north?
	
	Can you 'thumb the map' to help you follow the course?
		
		
		• Put children into pairs.
		
		1. Practice map
		
		  • Give each pair a copy of map 1.
		
		  • Discuss map orientation and ask each pair to set the map to the cones on the ground.
		
		  • Ask each pair to go to the start cone (red triangle on map).
		
		  • Discuss - is everyone in the correct place? Recap how to 'thumb the map' moving your thumb and the map as you move around the course.
		
		  • Select one pair to lead the class to the next cone, discuss location and if correct continue until the class reach the finish cone at the double red circle.
		
		2. Pair work
		
		  • Give each pair one map numbered between 2 and 6.
		
		  • Each pair starts at the cone marked on their map. They navigate to each control until the finish.
		
		  • You check they have finished on the correct cone.
		
		  • Swap maps and repeat.	

To practice navigating between a series of controls.	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start? How do we thumb the map? What does the control look like? **Be aware that the numbers on the map & control card refer to the order of the controls and will not match the number marked on the control. Children need to understand they just need to write down the letter in the box.**	**Session 4: Course recap, 'Starburst game'.** Show school map and discuss landmarks and symbols used. **Outside - Begin under the canopy between yellow and green wing.** Using one star map as an example - recap prior learning about map symbols and map orientation to the north. Walk the route as a group reminding children about the start triangle (where the teacher will stay) and the circle being the control they are travelling to. Emphasise that the north is always the junior school field. Put the children into mixed ability pairs/groups and give each pair a star map to one control (give a variety out so the groups don't all follow each other!) Also give each pair a control card to mark each time they visit a control. The maps will need numbering so the children know which box to mark on their control card and you know if they went to the right one! • • 	School orienteering course and permanent controls. (or your own control markers to set out in a smaller area) School orienteering star maps x8  Control cards.

To use skills learnt in the context of a competition using the whole of the school course.	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start? How do we thumb the map? What does the control look like? Which control should you visit first/second etc?	Send the pairs/groups off to visit their control and mark their card (with the letter displayed there) to prove they have found the correct one. The children then return to you to collect another map to a different control. **Session 5: Loops game** **Begin under the canopy between yellow and green wing.** Using one loop map as an example - recap prior learning about map symbols and map orientation to the north. Remind children about last session's experience of moving between the start and one control and then returning. Walk the route on the example map as a group reminding children about the start triangle (where the teacher will stay), the lines showing the route between controls and the circles being the controls they are travelling between. Put the children into mixed ability pairs/groups and give each pair a loop map (again give a variety out so the groups don't all follow each other!) Also give each group a control card to mark each time they visit a control. •  •	Clipboards and pencils School loop maps x6  Control cards Clipboards and pencils Answer sheet

	Where is the north? What way should the map face? What does the ...symbol mean? Where do we start/finish? How do we thumb the map? What does the control look like? What 'top tips' can we give each other? What did we do well?	Send the pairs/groups off to follow their route and mark their card (with the letter there) to prove they have found the correct ones. The children then return to you to collect another loop map of a different route. Children wtihin the groups should swap roles so they take it in turns to hold the map/help navigate/mark the control card. Children may need more than one session to complete all the maps. **Session 6: Final competition - Inter class challenge!** **Begin by looking at the whole school course on the IWB, discuss the route and recap the symbols, landmarks etc..** (This session also could begin with or be preceded by the opportunity to try out the whole orienteering course if you feel the children are not yet confident enough to navigate the whole course.) Arrange children into mixed ability pairs or groups. Recap prior learning about symbols and map orientation. Remind the children about their experiences with the star and loop maps. Explain the competition and the element of timing/speed. Do the children have any 'top tips' for each other? Give out the maps and control cards to the groups that show the whole course. Send the groups off at 30 second intervals to follow the course, mark their control cards and return to the start. Time each group by recording start and finish times. Calculate the time each group took and tell the children the results. Celebrate success (in different areas- speed, effort, map reading, team work etc) and congratulate winning group!	Whole course school map Control cards Clipboards and pencils

	How could we improve if we follow the course again?	**Extension ideas for further sessions:** **- Children could map their own course using the permanent controls to challenge each other.** **- Children could set out their own controls and create their own maps to trial.** **- Take a trip to the Country Park to try out the course there!**	

Progression Documents

Essential Characteristics
By the end of Key Stage One a successful geographer will have… • A clear knowledge of where places are and what they are like (as studied at this Key Stage). • A growing understanding of the ways in which places are interconnected and how human and physical environments are interrelated. • A secure base knowledge of appropriate geographical knowledge and vocabulary. • Developing skills of geographical enquiry and a growing ability to apply questioning skills and use different presentational techniques. • The ability to reach clear conclusions and develop a reasoned argument to explain findings. • Developed and frequently applied fieldwork and other geographical skills and techniques. • An enthusiasm for the subject, and a real sense of curiosity to find out about the world and the people who live there. • A growing ability to express well-balanced opinions, rooted in their beginning knowledge and understanding about current and contemporary issues in society and the environment.

EYFS	Area	Year 1	Year 2
Understanding the World – People, Culture & Communities Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos (3-4 years) Is able to draw information from a simple map Understands that some places are special to members of his/her community Recognises some similarities and differences between life in this country and life in other countries Describes his/her immediate environment using knowledge	***Investigate Places*** **(Locational/place knowledge)**	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.

from observation, discussion, stories, non-fiction texts and maps (ELG) Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG) ***Understanding the World – The Natural World*** Recognises some environments that are different to the one in which he/she lives Explores the natural world around him/her	***Investigate Patterns*** **(Human & Physical Geography)**	• Identify seasonal and daily weather patterns in the United Kingdom. • Identify land use around the school.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. • Describe geographical similarities and differences between countries.
Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)		Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG) ***Maths – Numerical Pattern*** Understands position through words alone, e.g. "The bag is under the table," - with no pointing (3-4 years) Can describe a familiar route (3-4 years) Is able to discuss routes and locations, using words like 'in front of' and 'behind' (3-4 years)	***Communicate Geographically*** **(Geographical Skills & Fieldwork)**	• **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key.	• **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes. • **human geography**, including: settlements and land use. • Devise a simple map; and use and construct basic symbols in a key.