Geography

Year 1 and 2

Autumn 1

Topic Sir David Attenborough (Continents and Maps)

Rationale

Creating the cross-curricular link between the study of Sir David Attenborough as a significant figure in History and the study of animals in their habitats in Science, this topic is designed to teach the children about the different continents and oceans in the world. The children will have the opportunity to learn about the different continents and oceans Sir David has visited as well as being able to name some of the animals from those specific habitats.
This will ensure that the children are able to consider the continents in context as opposed to names on a map or globe.
Use Twinkl Unit 'What a Wonderful World' as the basis of unit.

NC Objective

- Name and locate the world's seven continents.
- Identify hot and cold areas of the world in relation to the equator and the North and South Poles.
- Use world maps, atlases and globes to identify continents and oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small are of the UK and a small area in a contrasting non-European country.

Links to other Subject/Topics.

Science – All Living things and their Habitats and Animals Including Humans.
History – Sir David Attenborough
Computing - Spark

Inspiration for Aspiration

Explorer, Cartographer, Environmentalist, Ecologist, Environmental warden, River Warden, Conservation officer, Eco-Schools, Travel journalist,

Key Content

- What are the names and locations of the world's seven continents? Can I use world maps, atlases and globes as a reference to label them onto blank maps of the world?
- What are the hot and cold areas of the world in relation to the equator and the North and South Poles? (This can be linked with science and habitats and how animals adapt for example camels and polar bears). Can I use temperature maps, world maps, atlases and globes to identify them?
- What are the geographical similarities and differences of the human and physical geography of a small area of the UK (Where we live) and a small area in a contrasting non-European country (A rural village in Africa)
- Can I make 'Journeys' around the globe identifying continents and oceans as I travel?

Concepts

Geography	1	2	3	4	5	6
Location and Place						
Space						
Sustainability and the Environment						
Change						

EYFS Skills and Knowledge

- Begin to name and locate some places in their locality and the UK
- Begin to link their homes with other places in the local community
  Use the local area for exploring both the built and the natural environment
  Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Year 1/2 Skills and Knowledge

- Name and locate the world's seven continents
- Use basic geographical vocabulary
- 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 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

• Find out about the environment by talking to people, examining photographs, and visiting local places • Begin to use a range of sources such as simple maps, photographs, magnifiers. and visiting local places • Begin to have an awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks • Begin to draw and create their own maps using real objects, and/or pictures and symbols • Begin to use a simple map with symbols to spot features in the school grounds or in the local community • Use maps, globes, maps of the classroom/school, local town, park, zoo, museum etc, story maps. •		
EYFS Vocabulary map globe land sea house / home community people local environment school town	**Year 1/2 Topic Vocabulary** Continents (Europe, Africa, Asia, North America, South America, Antarctica, Australasia) countries, equator, North Pole, South Pole, human features, physical features, United Kingdom, UK Journey Globe Climate Climate Zones Comparison Similarities Differences	**Year 1/2 Geographical Vocabulary** Beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm
By the end of the topic Y1 children will be able to successfully answer the following questions: - • What are the names and locations of the world's seven continents? • What are the hot and cold areas of the world in relation to the equator and the North and South Poles? • What are the geographical similarities and differences of the human and physical geography of a small area of the UK (Where we live) and a small area in a contrasting non-European country (Inuit People of the North?	**By the end of the topic Y2 children will be able to successfully answer the following questions: -** • What are the names and locations of the world's seven continents? • What are the hot and cold areas of the world in relation to the equator and the North and South Poles? • What are the geographical similarities and differences of the human and physical geography of a small area of the UK (Where we live) and a small area in a contrasting non-European country (Inuit People of the North? • Can I make 'Journeys' around the globe identifying continents and oceans as I travel?	
Assessment Formative assessment of the end points during lessons. Short Assessment task. Labelling continents and hot and cold places. Extension to label continents on a journey. Sort human and physical features of an area by differences.		