Geography

Year 1 and 2

Spring

Topic **What a Wonderful World (Using Twinkl What a wonderful world as a basis for the unit).**

Rationale

The children will learn about the world, specifically the continent of Europe and hot and cold climates. Throughout this topic the children will build upon the geographical skills and knowledge learned during the first term.

NC Objective

- 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 (near and far, left and right) to describe the location of features and routes on a map.
- 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.
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Links to other Subject/Topics.

English – Writing to inform.

Science – Animals including humans

Inspiration for Aspiration

Travel agent, travel writer, travel vlogger, explorer, Geography teacher

Key Content Year 1

- What are the oceans and continents?
- What are the key features of the continents?
- What is a journey?
- Where are the hot and cold climates in the world?
- Where and what is Europe?
- What is an aerial view/photograph?

Key Content Year 2

- What are the oceans and continents?
- What are the key features of the continents?
- What is a journey?
- Where are the hot and cold climates in the world?
- Where and what is Europe?
- What is an aerial view/photograph?

Concepts

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

Skills and Knowledge EYFS

- Name and locate different parts of the local community
- 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.
- Find out about the environment by talking to people, examining

Skills and Knowledge Year 1 with support

- 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 seven continents and five oceans
- Name, describe and compare familiar places
- Link their homes with other places in the local community
- Identify seasonal and daily weather patterns in the United Kingdom

Skills and Knowledge Year 2

- 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 seven continents and five oceans
- Name, describe and compare familiar places
- Link their homes with other places in the local community
- Identify seasonal and daily weather patterns in the United Kingdom

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	• Human features, including city, town, village, factory, farm, house, office • 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 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. • To understand the human/physical geography of a cold area of the world in the context of The Artic	• Human features, including city, town, village, factory, farm, house, office • 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 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. • To understand the human/physical geography of a cold area of the world in the context of The Artic
EYFS Vocabulary • Town • Map	**Year 1 and 2 Geographical Vocabulary** Journey Continent Globe Ocean Spherical Pole Climate Physical feature Human feature Map Atlas Europe Arctic Antarctic France	
By the end of the topic <u>Year 1</u> children will with support:- • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it?	**By the end of the topic <u>Year 2</u> children will: -** • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it? • Compare and contrast the human and physical features of the main continents of the world. • Name and locate a range of countries of the	

	world and begin to explain simple human and physical features of these countries. • Describe and explain a journey line incorporating a range of countries, continents and oceans. • Locate and name countries within climate zones with reasoning for their location. • Identify a range of human and physical features in aerial photographs. • Follow routes with increasing detail • Compare and contrast the key features of different place.
Assessment	