

	Year:	Year 1/2	Unit:	God Save the King What do we mean by the United Kingdom?
	What will I learn? National Curriculum – Geography Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography Use basic geographical vocabulary to refer to key physical and key human features Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries (Mapping) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key (Mapping)			

Key Vocabulary		What will I learn in this unit?	What should I already know?
Physical Features		Geographical enquiry I will learn to: answer some questions using different resources, such as maps, diagrams, globes, aerial photographs, atlases and Geographical Information Systems (GIS)	I can talk about the similarities and differences between ourselves and other communities. (EYFS)
ocean	A large area of salt water		I can tell you the similarities and differences there are in relation to places. (EYFS)
coast	The part of the land adjoining or near the sea	Physical Geography I will learn to: identify key physical features of the UK	I can talk about the features of my own environment and tell you how environments might vary from one another. (EYFS)
sea	Smaller than an ocean. They are usually where the land and ocean meet		I can identify human features such as schools, office, supermarket, church.
map symbol	It is a small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.	Locational knowledge I will learn to: - identify the UK and its countries - identify surrounding seas - locate the capital cities of the UK	Sticky Learning Sticky Knowledge about British villages, towns and cities
United Kingdom	The United Kingdom is made up of England, Scotland, Wales and Northern Ireland	Skills - Mapping I will learn to: devise a simple map with a simple key	A village is usually associated with the countryside and is smaller than a town
country	A nation with its own government, occupying a particular territory		Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street.
city	A large town		There are many signs on the roads to help drivers use the highway code properly. There are different shaped signs to help drivers know what to do.
town	A built-up area with a name and defined boundaries. Smaller than a city, bigger than a village		London is our capital city and has a population of more than 8 million.
village	A group of houses, smaller than a town		Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code.
address	Locates exactly where someone lives by having street and town names.		London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.
post code	This locates exactly where a street or a place is by using letters and numbers.	What will I learn next?	
urban	A busy location which has lots of houses and usually shops and offices.		
rural	It is a location in the country. It is not usually as busy as an urban place.		
		Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	

**** For teachers planning**

Geography – KLIPS

End of Year Expectations

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 2	Name and locate significant places in their locality, the UK and wider world. WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX	- Describe places and features using simple geographical vocabulary. - Make observations about features that give places their character.	- Ask and answer simple geographical questions when investigating different places and environments. - Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	- Identify seasonal and daily weather patterns. - Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. - Use simple compass directions as well as locational and directional language when describing features and routes.	- Express views about the environment and can recognise how people sometimes affect the environment. - Create their own simple maps and symbols.

Word Aware Vocabulary to be taught directly			Recommended Reads
May cross over depending on year group and previous experiences			
Tier 1	Tier 2	Tier 3	
sea ocean busy important	landmark island coast bustling compare connected shallow perspective significant surrounded distance	isolated	

The national curriculum for **geography aims** to ensure that all pupils:

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge		Place knowledge	Human and Physical Geography	
- Name and locate the world’s seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		- Small area of the United Kingdom. - Small area in 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. - Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
- Use a range of maps and globes (including picture maps) at different scales. - Use vocabulary such as bigger/smaller, near/far. - Know that maps give information about places in the world (where/what?). - Locate land and sea on maps. - Use large scale maps and aerial photos of the school and local area. - Recognise simple features on maps e.g. buildings, roads and fields. - Follow a route on a map starting with a picture map of the school. - Recognise that maps need titles. - Recognise landmarks and basic human features on aerial photos. - Know which direction is North on an OS map. - Draw a simple map e.g. of a garden, route map, place in a story. - Use and construct basic symbols in a map key. - Know that symbols mean something on maps. - Find a given OS symbol on a map with support - Begin to realise why maps need a key. - Look down on objects and make a plan e.g. of the classroom or playground.	- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. - Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. - Use simple compass directions (NSEW). - Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX Right through the unit	- Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ - Investigate through observation and description. - Recognise differences between their own and others’ lives.	- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. - Notice and describe patterns. - Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. - Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) - Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. - Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	- Use simple electronic globes/maps. - Do simple searches within specific geographic software. - Use a postcode to find a place on a digital map. - Add simple labels to a digital map. - Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. - Use programmable toys or sprites to move around a course/screen following simple directional instructions. - Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. - Describe and label electronic images produced.

