

Year 1/2 Geography intent Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name:	<u>Coastline/Beach Hut</u>		<u>Scented Garden</u>	<u>Movers and Shakers</u>	<u>Magnificent monarchs</u>	<u>Wriggle and crawl</u>
<u>Lesson name and curriculum link-</u>	<p><u>1ab/4a- Introductory Knowledge</u> Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p>			<p><u>2a rainforest Flora</u> Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country</p>	<p><u>4c- Royal Homes</u> Draw or read a range of simple maps that use symbols and a key</p>	
Skill-	<p><u>4d- Option 2 - Alternative Start</u> Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p><u>4b- Map Readers</u> Use simple compass directions to describe the location of features or a route on a map.</p> <p><u>4c- Reading Keys</u> <u>4c- Coastal rescue</u> Draw or read a range of simple maps that use symbols and a key</p> <p><u>4d- Human Features of a Coastal Town</u> Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books)</p> <p><u>3b-Saltwick Nab</u> Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>					

<u>National curriculum links.</u>	(2) Place knowledge	(3) Human and physical geography	(4) Geographical skills and fieldwork
<p data-bbox="152 229 421 256">(1) Locational knowledge</p> <p data-bbox="107 300 490 352">1a- Name and locate the world's seven continents and five oceans.</p> <p data-bbox="107 395 510 512">1b -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p data-bbox="539 229 976 376">2a- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p data-bbox="1012 229 1581 344">3a- 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</p> <p data-bbox="1012 387 1473 413">Use basic geographical vocabulary to refer to:</p> <p data-bbox="1012 456 1570 541">3b- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p data-bbox="1012 584 1541 639">3c- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p data-bbox="1626 229 2130 344">4a- 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.</p> <p data-bbox="1626 387 2123 533">4b- 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.</p> <p data-bbox="1626 576 2136 691">4c- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p data-bbox="1626 734 2114 849">4d- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>