



ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>In this topic children will start with their immediate locality. They will develop a geographical understanding of their school and wider Shrivenham through map work, looking at photos and fieldwork. The children will begin to look at the 4 compass points and start using these to describe the position of different things within the village. They will also look at the weather in their local area, identifying the different ways we can measure and record it.</p> <p>The children will extend their skills and knowledge to the United Kingdom – identifying where the countries are located, their capital cities and some of the key physical and human geography of each country.</p>	<p>In EYFS, the children talk about past and present events in their own lives and in the lives of family members.</p>	<p>In Year 2 the children will need to name and locate the continents of the world, identifying hot and cold places in relation to the Equator. They will extend their knowledge of their local area by identify physical and human features of the Vale of the White Horse and Salento by carrying out in-depth studies.</p>	<p>Ariel Birdseye Map Plan Key Symbol Town Village City Country</p>	<p>Capital Globe Map Atlas World Hill Wood Field Shop Canal Road</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE			
<p>National Curriculum Coverage for Geography:</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas • Use world maps, atlases and globes to identify the UK and its countries • Use basic geographical vocabulary to refer to: - Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, ford, stream, copse, housing estate - key human features including, city, town, village, factory, farm, house, office, shop • 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature; devise a 	<p><u>How can I give directions to people as a geographer?</u> Know how to use locational and directional language as well as the compass points of North, East, South and West to describe where things are in the classroom and to direct each other - signpost mapping. Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features</p> <p><u>What is the weather like in Shrivenham?</u> Be able to recognise the different seasons and the weather that links to them. Identify the different ways we can measure and record weather. Begin weather diary which will be completed weekly. Identify seasonal and daily weather patterns in the UK. Observe and record the weather in their local area.</p> <p><u>How do simple maps and plans show the things I can see?</u> Understand how the classroom could be represented as a birds-eye view plan. Be able to match an object to a birds-eye of the same object and draw something looking down on it. Be able to use a plan of the classroom to locate and describe where things are or follow a route. Use simple fieldwork and observational skills to study the geography of their classroom. Describe the key features of their classroom.</p>		 	

simple map; and use and construct basic symbols in a key

- Use compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map

What is the geography of my school like?

Identify key features of the school and grounds – language of physical and human features.

Understand that places can be represented on a map using symbols and that keys are used to understand what is on the map.

Use simple fieldwork and observational skills to study the geography of their classroom and school.

Devise simple maps and construct basic symbols in a key.

What is the place I live in like?

Use aerial photos to identify features that children recognise in their local area

Locate key human and physical features of Shrivenham comparing a simple map with an aerial photo, linking to their understanding of how objects are represented on plans.

Use aerial photographs to recognise landmarks and basic human and physical features.

Devise simple maps and construct basic symbols in a key.

Be able to plan a simple walk around the village using the key landmarks and NSEW directions.

Follow a simple map to navigate a walk.

Use simple compass directions (North, South, East and West),

What is the United Kingdom like?

Know the country that we live in is England and the capital city is London and where that is on a map compared to Shrivenham.

Find the United Kingdom on a world map and on a globe and identify that the United Kingdom is an island and name the surrounding seas.

Identify and name the other countries that make up the United Kingdom and their capital cities. Be able to name and identify some key characteristics of each country in the UK.

Use world maps, atlases and globes to locate the UK and its countries.



CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM

BY THE END OF THIS UNIT...

By the end of the unit most children will be able to recognise the different seasons and types of weather that link to these. They will be able to identify different ways of measuring and recording the weather and will be able to complete a weather diary. The children will be able to give simple directions using the points of the compass and give instructions using directional language. They will also be able to describe the geography of the school and the surrounding area and know the difference between human and physical features and be able to identify some of these during fieldwork as well as in

photographs. They will be able to use simple maps and aerial photographs to identify local landmarks and human/physical features and be able to draw their own simple maps and plans of their classroom and school grounds. The children will also be able to locate on a world map and on a globe the United Kingdom and name the other countries and their capital cities which make up the United Kingdom as well as the seas that surround it.