

Belswains School Geography Curriculum and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Knowledge Skills	<p>Let's Explore</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Exploring the school environment).</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Coming to England- Trinidad and Tobago compared to London. Exploring different environments around the world- what would we need to pack if we were visiting them? Explorers of the Past- My First Heroes</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Sensory walk).</p> <p>-Drawing maps: We're going on a Bear Hunt Their journey to school Our local Community- beebots map</p>		<p>Long Ago</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Me on the map- a map of their bedrooms</p> <p>-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Diversity area</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter One Year with Kipper- the seasons and weather.</p>	<p>Ready Steady Grow</p> <p>Food production and Farming</p> <p>Using Atlases</p> <p>Exploring Mountains during CIL</p> <p>Tourism- Travel agents role play</p> <p>Mother earth is weeping- climate change around the world and sustainability</p>	<p>Animal Safari</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Similarities and differences between different habitats around the world. Finding these on a map. Links to our trip to Paradise Wildlife Park where children will observe animals from different countries.</p>	<p>On the Beach</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Coastal habitats- Human and physical features. Comparing similarities and differences between coastal areas and Hemel Hempstead. Writing postcards. Map making- beaches</p> <p>Ocean habitats- finding oceans on maps/globes. Plastic pollution of the oceans.</p>
Vocab	community explore journey map globe route school grounds England Trinidad and Tobago Local Observe Environments		Seasons Winter Spring Summer Autumn Weather Change	Farming Food production Atlas Mountains Tourism Travel Flags Climate change Deforestation Coral reef Pollution	Compare Same Different Wildlife Habitats Observe Continents Countries Endangered Conservation Climate	coral reef Earth land ocean Pacific Ocean salt water sea UK beach seashore beach cliff rock pool litter protect

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					recycle
Year 1 Topics	<u>Childhood</u>	<u>Our wonderful world</u> (mini project)	<u>Bright lights, big city</u>	<u>School days</u>	<u>Street view</u> (mini project)
Locational Knowledge			-Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		
Place knowledge			-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Kuala Lumpur).		
Human and physical geography	-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	-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.	-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. <u>Seasonal changes</u> (mini project) -Identify seasonal and daily weather patterns in the UK 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 human features, including: city, town, village, factory, farm, house, office, port, harbour, and shop.

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<p>Geography skills and fieldwork</p>		<p>-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 (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>-Use world maps (google maps), atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (London); devise a simple map; and use and construct basic symbols in a key.</p>	<p>-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 features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>-Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>
<p>Vocab</p>	<p>cause change effect land use</p>	<p>World Different Same physical feature human feature</p>	<p>capital city London United Kingdom England Scotland Wales Ireland Villages Cities Towns Equator Weather seasons</p>	<p>Locality Map physical feature human feature compare observe record</p>	<p>North South East West near far left right</p>
<p>Year 2 Topics</p>	<p><u>Movers and shakers</u></p>	<p><u>Let's explore the world (mini project)</u></p>	<p><u>Coastline</u></p>	<p><u>Magnificent monarchs</u></p>	

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Locational knowledge		<p>-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 UK and its surrounding seas.</p>	<p>-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 UK and its surrounding seas</p>	<p>-Has a focus on Christopher Columbus and countries and seas. As well as local significant people. -Develop contextual knowledge of the location of globally significant places.</p>
Place knowledge			<p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Whitby), and of a small area in a contrasting non-European country (Somalia).</p>	
Human and physical geography	<p>-Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>-Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time (erosion).</p>	

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<p>Geography skills and fieldwork</p>		<p>-Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>-Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -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 (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>-Map/key reading. Animal Survival -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>
<p>Vocab</p>	<p>Significant globally</p>	<p>Map Globe Ocean Equator World continent Northern hemisphere Southern hemisphere temperate</p>	<p>Atlantic Ocean English Channel Irish Sea North Sea Erosion Landmark Tourism compass harbour beach cliff Physical features Human features</p>	<p>key map symbol castle palace residence Observe Compare record</p>