

Ashtree Primary School and Nursery Medium Term Plan for Geography

Year 1/2 Autumn Term – UK study and Non – European Study

Prior Place and Location Knowledge – Reception

To listen to stories from other places and locate them on a globe with support. To find familiar places on a map with support. They are able to name the town they live in and at least two other towns familiar to them. Draw information from a simple map.

Prior Place and Location Knowledge – Year 1

Pupils can name and locate three (Europe, Africa, North America) of the seven continents of the world. Pupils can name and locate two (Atlantic and Pacific) of the five oceans of the world. Pupils can identify that they live in England in the UK and name the capital city.

Prior Human and Physical Geography – Reception - Children begin to recognise similarities and differences between themselves and others and among people, cultures and communities within the natural world. To identify reusable and recyclable materials in Art, classroom organisation. To identify changes in the environment around them and begin to explain them, e.g. changes in the outdoor area layout. Understand some important processes and changes in the natural world around them, including the seasons.

Prior Human and Physical Geography – Year 1 - Pupils can identify seasonal patterns (link to seasonal change in Science) in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles. Pupils are beginning to use basic geographical vocabulary to refer to human features and physical features (specific examples found on the curriculum).

Key Vocabulary – Continents – Antarctica, Asia, Europe, Africa, North America, South America, Australasia (Oceania). Physical Geography, Human Geography, London, Caribbean Islands, Trinidad and Tobago.

Lessons

Year 1 - Reactivation and pre teaching from EYFS - To be completed over 1 or 2 weeks.

1. To discuss where they live and what town they live in.
2. To ask if any children went on holiday over the summer. Where did they go? How did they get there? Did they have to get on a plane? A boat?
3. Have they visited a different country? Can we find this on a map? Where is this compared to England? Does it look far away on a map?
4. Explain that different countries are on different **continents** and what a continent is.

Step 1 - To locate the United Kingdom and name the countries that make up the UK and their capital cities. (Year 1 to know that England is the country that we live in and London is the capital city)

Step 2 - **To consolidate the understanding of a continent.** To name continents in the world (3 for Year 1 children - Europe, North America and South America.) (Year 2- Australasia, Antarctica, Asia, Africa)

Step 3 - To understand what human and physical features are. Year 1 to use phrases towards this e.g. man-made, nature, natural.

Step 4 - To investigate the human features of London. Year 1 to use phrases towards this e.g. man-made, nature, natural.

Step 5 - To investigate the physical features of London. Year 1 to use phrases towards this e.g. man-made, nature, natural.

Step 6 - To compare London to a contrasting Non-European country (Caribbean Islands? Trinidad and Tobago?)

Location Knowledge = Red **Place Knowledge = Blue**

Human/Physical Geography = Green **Fieldwork and Map skills = Black**

Step 1 - Year 2 - Pupils can name and locate the four countries of the United Kingdom. Pupils can name the four capital cities of the United Kingdom. Year 1 - England and London.

Step 2 - Pupils can name and locate the seven continents of the world. Year 1 - Pupils can name and locate three of the seven continents of the world.

Step 3 - Pupils can use a wide range of basic geographical vocabulary to refer to human features and physical features. Year 1 - Beginning to use phrases.

Step 4 - Pupils have studied a small area in the U.K (London). Pupils can use a wide range of basic geographical vocabulary to refer to human features and physical features. Year 1 - Beginning to use phrases.

Step 5 - Pupils have studied a small area in the U.K (London). Pupils can use a wide range of basic geographical vocabulary to refer to human features and physical features. Year 1 - Beginning to use phrases.

Step 6 - Pupils have studied a small area in the U.K (London) and in a non-European country and are able to identify similarities and differences in human geography and physical geography.

Curriculum Enhancements

- Visit London
- Playground 'tour' looking at different physical and human features
- Google maps

Misconceptions

- Russia is in both Europe and Asia,
- North America is the continent, The USA is a country in North America.
- Arctic circle is an ocean, Antarctica is land and a continent.

Suggested Activities

S1 – Using an atlas/globe to find the specific places

S2 - Using an atlas/globe to find the specific places

S3 – Looking at physical and human features outside of the classroom e.g. playground will help with understanding.

S4&5 – Using google maps and pictures to look at places around London to compare physical and human features.

S6 – To compare the physical and human features of London with a different place. Use google maps/images to support.

This will lead to . . .

- Pupils can locate countries in Europe, North and South America on a map (including the location of Russia).
- Pupils can, with increasing accuracy, locate cities and rivers of the United Kingdom
- Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
- Pupils have studied a small area in the U.K (London) and in a European country (Italy) and are able to understand similarities and differences in human geography and physical geography
- Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.
- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently
- Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key
- Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies