

| | Term 1 | Term 2 | Term 3 |
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| Unit of work | Jamaica | The United Kingdom | Weather |
| Link to Programme of study | <p>National Curriculum statement covered in planning: Pupils should be taught about: <u>Locational knowledge</u> name and locate the world’s seven continents and five oceans name, locate surrounding seas of the UK <u>Place knowledge</u> 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 <u>Human and physical geography</u> identify seasonal and daily weather patterns in the United Kingdom- termly weather watch recording temp and diagrams + comparison of seasons (link to science) 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 - Key skills covered: Understand and use basic subject specific vocabulary Use world maps, atlases & globes (UK & countries plus countries, continents and oceans studied at KS1) Use simple compass directions (N, S, E & W) and locational and directional language to describe the locations of features or routes on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key 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> | | |
| Composite knowledge | <ul style="list-style-type: none"> • What are the similarities between Jamaica and the UK? • What are the differences between Jamaica and the UK? | <ul style="list-style-type: none"> • What are the capital cities of the four countries of the UK? • What are mountains, rivers and lakes? | <ul style="list-style-type: none"> • What is the weather • What are the seasons and how do they affect the weather? • Where are the poles and the equator? • How is weather different in different parts of the world (e.g. UK and Jamaica)? |
| Intentional knowledge they need to understand (Component knowledge) | <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name, locate and identify Jamaica and the Caribbean Sea in relation to the United Kingdom and Atlantic Ocean on a world map, globe and atlas. • <p>Human and physical geography:</p> <ul style="list-style-type: none"> • Identify physical features of Jamaica. • Compare and contrast the human and physical features of Jamaica and the UK and how these might attract tourists to the island. | <p>Locational knowledge:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography:</p> <ul style="list-style-type: none"> • 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 Everest in Nepal <p>Skills and fieldwork:</p> | <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Where are the UK, North and South Poles and the Equator on a globe and map. <p>Place knowledge:</p> <ul style="list-style-type: none"> - Compare weather in London, the North Pole, the South Pole and Jamaica <p>Human and physical geography:</p> <ul style="list-style-type: none"> - How does weather affect landscape – What is drought/flooding? <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> - Weather observation – weather diaries, rainfall measuring, temperature |

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| | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in London and Kingston. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> Understand and use basic subject specific vocabulary Use world maps, atlases & globes Use aerial photos to recognise landmarks. | <ul style="list-style-type: none"> Use world maps, atlases & globes Use simple compass directions (N, S, E & W) and locational and directional language to describe the locations of features or routes on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features | measurement. Understand and use basic subject specific vocabulary |
| Vocabulary | Locate, place, map, world, continent beach, forest, hill, , ocean, , weather/climate, environment, island, village, town, city ,farm, plantation, harbour, tourism, landmarks, Kingston, Caribbean, London, UK | Mountain, river, lake, valley, vegetation, season, weather | Weather (Sunny, rain, windy, snow, cloudy) , Seasons (Spring Summer Autumn Winter), North and South Pole, Equator, Hot, Cold, Temperature, Far (from the sun), Close (to the sun) |
| Links to prior knowledge | Year 1 continents and oceans | Year 1 four countries of the UK | . Y1 Science (Seasons) |
| Key knowledge for assessment | Children will be know what an island is. They will be able to compare and contrast geographical features of Jamaica and the UK. | Children will know what mountains, rivers and lakes are and be able to name some in the UK. They will know that Mount Everest is the highest mountain in the world. | Children will be able to explain what weather is and some types of weather. They will compare different weather patterns across the world and explore. |
| Cross-curricular links | Year 2 History- Mary Seacole Literacy link 'Gregory Cool' – visiting family in the Caribbean | Computing – Bee Bots on a floor map of the UK. Art – Modroc to make a 3D landscape of mountains, rivers and lakes. | Y1 Science (Seasons) |
| Oracy & Outdoor learning links | <p>Opportunities to ask questions. Children to work together practising good oracy skills by showing active listening, taking turns, justifying their thinking, being prepared to accept others views and change their minds if necessary.</p> <p>Outdoor fact run matching photos of physical and human features from Jamaica and the UK to large maps of the two islands.</p> | <p>TTYP and trio opportunities. Reporting research. Must collaborate in mixed ability pairs.</p> <p>Opportunities to ask questions. Children to work together practising good oracy skills by showing active listening, taking turns, justifying their thinking, being prepared to accept others views and change their minds if necessary.</p> | <p>Opportunities to ask questions. Children to work together practising good oracy skills by showing active listening, taking turns, justifying their thinking, being prepared to accept others views and change their minds if necessary.</p> <p>Outdoor weather station recording a weeks' worth of weather and comparing with a country with a different climate.</p> |