

	Term 1	Term 2	Term 3
Unit of work	Continents, Oceans & The British Isles (Locational Knowledge)	The Town Mouse and Country Mouse (Human & Physical Geography)	Beside the Seaside (Geographical skills & fieldwork)
Link to Programme of study	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 (Autumn 2) name, locate surrounding seas of the UK (Autumn 2) <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 (Year 2) <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 - looking at the differences between the town and country / sorting activity and story (The Town and Country Mouse) Key skills covered: Understand and use basic subject specific vocabulary (all topics) Use world maps, atlases & globes (UK & countries plus countries, continents and oceans studied at KS1) (all topics) 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 - Link to Madrid (contrasting country) for aerial landmarks 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. – Aerial view of the school with a key and features to draw on.		
Composite knowledge	What are the countries and surrounding seas of the United Kingdom? -What is the difference between a country and a continent? -What are the seven continents of the world? -What are the major oceans of the world?	Can you name some differences between the countryside and a town? - What is the difference between the country and a town? - What are the similarities? What belongs in both? - Where do you live what landmarks are in our local area? - What is an aerial view? - What landmarks are in London and how can we plot them on a travel line? - What does our school look like on a map and how can we add to it?	How is the seaside different to Edmonton? -What is a coastline? -What are the human and physical features of a coastline? -Where is a coastline on a map? -What are the differences between the coast and the town?
Intentional knowledge they	Locational knowledge: Know what a map is and how to use it.	Locational knowledge: To understand our own environment.	Locational knowledge: To name some coastal towns.

need to understand (Component knowledge)	Understand the difference between a country and a continent Know the 7 continents and locate on map Know what an ocean is and name the 5 oceans Locate the 5 oceans on a map Know some facts about each continent/ocean eg. climate Human and physical geography: Compare and contrast an area in the UK (Edmonton/London) with Nepal Key ideas-<i>Compare climate, town/village, different jobs</i> Population (Busy city/rural etc) Main physical features of London/Nepal eg. Mountains, buildings, ports, cities etc Skills and fieldwork: Using world maps and atlas'/how to read a map Simple field word of local areas (describe local area)	To know the differences between a town and the countryside. To be able to use and interpret a venn diagram. To identify landmarks within their own locality and in London. Human and physical geography: To compare and contrast a town and the country. To identify landmarks from an aerial view. Skills and fieldwork: To use a map of a small, localised area. To fill in aerial maps of the school with labels and diagrams. To make a journey line.	To locate some coastal towns on a map. Human and physical geography: To identify the key features of a coastline. To compare and contrast a coastal area with an inland country/town area (Edmonton and St Ives). Skills and fieldwork: To create a seaside environment – plot, plan and map out an area for us to have a seaside experience.
Vocab	Continents: Europe, Asia, North America, South America, Australasia/Oceania, Antarctica, Ocean: Pacific, Atlantic, Indian, Southern, Arctic British Isles: Great Britain, Ireland, England, Wales, Scotland, Northern Ireland <i>Retrieval from EY: Africa, United Kingdom (UK), globe, map, world, land, sea, ocean,</i>	City, town, village, countryside, lakes, capital city, beach, aerial view, birds eye view, landmarks, capital city <i>Retrieval from EY: farm, mountain, rivers, lakes</i>	coastline, seaside, cliff, shingle/ pebble, harbour, port, rock pool, beach, shore, pier, pollution <i>Retrieval from EY: sand</i>
Links to prior knowledge	Reception and Nursery have maps of the world in each classroom and discuss countries linked to families.	Reception have small play areas for the children to discover towns and farms.	Reception have a sensory outdoor area with sand and water trays.
Key knowledge for assessment	Identify the British Isles. Name the 7 continents and the oceans.	Name the differences between a town and the country. Identify areas on a simple map. Understand what a journey line is showing.	Identify the key areas of a coastal town. Interpret and follow a map.
Cross-curricular links	Maths – shape and space	Literacy – text	Art – seascape drawings
Oracy & Outdoor learning links	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.	TTYP and trio opportunities. Reporting research. Must collaborate in mixed ability pairs. 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.	Vocabulary to describe sensory experience of pretend seaside at school compared to trip to seaside. Expressing opinion – Did you like trip to the seaside? Why? Why not?