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| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 1  YEAR B | SCOPE:  What’s it like where we live? | CONTENT / INTENT:  Develop knowledge about the locality  Use simple fieldwork and observational skills in the school, its grounds and surroundings  Know the differences between a map, plan and aerial photograph  Recognise landmarks and basic human and physical features  Use locational and directional language to describe the location of features and routes on a map  Use basic geographical vocabulary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; | LO: To describe the places that they go often and rarely and what they see on the way to school | LO: To understand what is near to school, far away and to gain a sense of place | LO: To use and understand a simple plan of the classroom | LO: To understand and use a local area map | LO: To identify the destination of their fieldtrip and recall the journey to get there | LO: To be able to remember a local journey and the stages in order | use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3  -Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan |
| SC:I can say where I go often.  -I can say where I go rarely.  -I can say what I see on the way to school. | SC: I know what is near.  -I know what is far. -I know the furthest that I have travelled. | SC: I can understand a plan of the classroom.  - can hold the plan the right way up.  -I can add items to the plan. | SC: I understand a map of the local area.  -I can use the map to get around.  -I can add items to the map. | SC: I know where the nearest green space is.  -I am able to locate it on an aerial photo and identify it.  -I can recall the journey and put landmarks in sequence. | SC: I can remember a journey.  -I can recreate a part of the journey.  -I can create symbols for a map |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Common, dunes, far, forest, key, map, near, north, south, east, west, often, park, plan, rarely, school, symbol, wetland, wild, wood | | | | | | |

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| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1/2 | Half term:  Spring term 1 YEAR B | SCOPE:  What will we see on our journey around the world? | CONTENT / INTENT:  Name and locate the world’s seven continents and five oceans  Learn about the human and physical geography of a small area in (several) non-European countries  Read images, maps, atlases and globes  Ask and answer questions  Use basic geographical vocabulary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| 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. | LO:To describe the location and place that they live in as part of the UK | LO:To understand what the coast is like, and to see it through the eyes of someone who lives there | LO:To understand what living in a rainforest is like, and to compare it with our own lives | LO:To understand how and why different buildings are built to suit different places, using the example of Timbuktu | LO:To understand what a city is, and to locate world cities on a map | LO:To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like | - Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan  use basic geographical vocabulary to refer to:    key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| SC:I know which country of the UK I live in.  -I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area.  -I can describe the main characteristics of the part of the UK that I live in | SC:know what a beach is and where my nearest coastline is.  -I know what life might be like there, and the jobs of a lifeguard.  -I can draw and/or describe being by the seaside. | SC;I know what a rainforest is and can name a significant one in the world.  - I know what life might be like for people who live in a rainforest.  -I can describe an imaginary visit to a rainforest. | SC:I can understand how (and why) different buildings are built in different places.  -I can describe the building materials and important buildings in Timbuktu, Mali.  -I can compare it with how my school was built | SC: I know what is similar about three cities that are found in different continents.  -I can explain where in the world these cities are.  -I understand what a capital city is. | SC:I can explain the reasons for going on a journey to one of the four countries and continents.  -I can describe the landscape and people in this place.  -I can be part of a role play in imagining what a journey would be like. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Compass point, country, seaside, desert, remote, equator, passport | | | | | | |

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| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1/2 | Half term:  Summer term 1 YEAR B | SCOPE:  Where do different animals live? | CONTENT / INTENT:  Name and locate the world’s seven continents and five oceans  Use world maps, atlases and globes to identify countries, continents and oceans  Use simple fieldwork and observational skills. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; | LO: To locate and describe the home of Emperor penguins | LO: To locate and describe the home of the Asia panda | LO: To describe specific place knowledge about the location of a significant animal | LO: To locate a significant animal and describe the African landscape in Namibia | LO: To understand an animal’s yearly movements and describe the countries it passes over | LO: To explain and understand the locations and places studied in the different continents | Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan  -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 |
| SC: I understand what a continent is and can locate one. - I can imagine life as a penguin in Antarctica.  - I can describe the specific landscape of the Antarctic penguin. | SC: I understand what a continent is and can locate one.  - I can say the sorts of landscapes that are found in this continent, and why these are suitable for pandas.  -I can describe the specific landscape of the Asian panda. | SC: I know where Oceania is.  - I can explain what is under the sea.  - I can say where the whale shark migrates to | SC: I can describe an African rural landscape.  - I can imagine I am an elephant in the rural landscape.  - I can describe a day-in the-life of an elephant in Namibia | SC: I know what a swallow is and understand animal migration.  - I can give reasons why animals travel huge distances.  - I can explain the continents and landscapes that a swallow passes over in its yearly migration | SC: I can describe some detail of the physical geography of a non-European country.  -I can work with others to create a ‘place in a box’ to represent an animal habitat.  - I can assess my own work and others’, and make improvements. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Antarctic, arctic, continent, equator, endangered, migration, north, south, east, west, not pole, ocean, south pole | | | | | | |