|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 1  YEAR A | SCOPE:  What are seasons? | CONTENT / INTENT: Develop locational and place knowledge about their locality, and the UK as a whole  Understand basic subject-specific vocabulary relating to physical geography  Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world  Use simple fieldwork and observational skills in their school, its grounds and surroundings  Use and construct basic symbols in a key. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | LO: To describe different types of weather, make observations and understand changes around them | LO: I can observe the weather and understand weather data from pictures, words and symbols | LO: To understand why weather changes and know that there are different types of wind which bring about these changes | LO: To understand that there are four seasons in the UK | LO: I know the parts of the UK and the capital cities and can talk about the weather there | LO To demonstrate understanding of the weather, seasons and different parts of the UK | -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America  -Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan |
| SC: -I understand that the weather changes.  -I can observe different kinds of weather.  -I know that people predict the weather. | SC: -I can choose the word or symbol to represent a type of weather.  -I can describe the change in weather over a week.  -I can interpret data in a chart or graph. | SC: -I understand what wind is.  -I understand it blows from different directions and this causes changes in the weather.  -I know the points of the compass. | SC: I know there are four seasons.  -I can describe the different seasons.  -I can use role play and geographical vocabulary to explain the differences. | SC: I can write geographical questions about the weather.  -I can use weather vocabulary. | SC: I can identify changes related to the four seasons.  -I can identify daily and seasonal weather patterns in the UK.  -I understand weather symbols.  -I can identify hot and cold areas of the world. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Clock, red, brown, yellow, green, warm, cold, cool, dry, hot, season, autumn, winter, spring, summer, sun, rain, colours, rainbow. Any other words associated with seasons depending on children’s knowledge | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Spring term 1  YEAR A | SCOPE:  Where does our food come from? | CONTENT / INTENT  Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production  Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| -use world maps, atlases and globes to identify the United Kingdom 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 [for example, near and far; left and right], to describe the location of features and routes on a map | LO:To know where food comes from plant or animal | LO: To understand what farming is, what a farmer does and where the plants we eat come from | LO: To understand that some traditional foods originate in the UK | LO: To understand where world foods are produced | LO: To understand the original source of a food and then produce it | LO: To be able to write the process of bread making | -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Continue to reflect on - Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan |
| SC I know my food comes from plants or animals.  -I can describe some of the steps in producing food.  -I can describe how foods have been changed | SC: I understand what farming is.  -I understand what a farmer does.  -I understand where the plants that we eat come from. | SC: -I understand the parts of the UK and their traditional foods.  -I know where Wales and Scotland are located.  -I can mix and combine foods to make it into different products. | SC:- I understand that food can be produced from all around the world  -I understand the different climates for food to grow  -I understand that world foods are not seasonal to the UK | SC:I understand that all foods have an original source  -I understand that some foods are change in their production  - | SC: \_I can explain the process of bread making form its original source  -I know that bread is processed |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Bakery, butcher, farm, fast food, high street, newsagent, plant, processed, supermarket | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen GEOGRAPHY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Summer 1 YEAR A | SCOPE:  What are the seven wonders of our world? | CONTENT / INTENT  Name, locate and identify characteristics of the seven continents and oceans  Use world maps, atlases and globes  Understand geographical similarities and differences when studying both human and physical geography Identify the locations of hot and cold areas around the world  Use basic vocabulary to refer to physical and human features  Develop knowledge about the world. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| -name and locate the world’s seven continents and five oceans  - Use world maps, atlases and globes | LO: To revise the human and physical geography of our local area and identify the UK’s ‘wonders’ | LO:To identify and describe the world’s highest mountain, giving reasons why it is a physical wonder | LO:To identify the major rivers and desert areas in different continents of the world | LO:To identify ancient world wonders, and compare them with those built in the last hundred years | LO:To identify new world wonders in the UK and beyond | LO:To explain and describe the world wonders that the children have learned about | -Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| SC: I understand what human and physical geographical elements there are in my local area and the UK.  -I know what a ‘wonderful’ place might contain.  -I can compare and contrast different places | SC: I know where the high places are in the world.  -I know what the world’s highest mountain is called.  -I know what animals live there, and how they survive.  -To identify and describe the world’s highest mountain, giving reasons why it is a physical wonder | SC:I know what a desert is.  -I know what a river is.  -I can name some of the world’s major rivers and deserts | SC:I can name an ‘ancient’ and old world wonder.  -I can locate the ‘modern’ world wonders.  -I can compare the ancient world wonders with those built in the last hundred years | SC:I know where major landmarks are in the UK.  -I know where major world landmarks are across the world.  -I understand what these landmarks were built for. | SC:I know where the wonders of the human and physical world are.  -I know the difference between the world wonders and I can compare them.  -I can explain and present what I have learned about the world wonders. |
| See previous year groups vocabulary | **Vocabulary:**  Ancient, compass points, continent, country, man-made, modern, natural | | | | | | |