



Geography – Year 1 and 2 - Cycle A

Year 1 and 2 will complete the same baseline of work. [Please refer to Previous Years' Geography assessment documents linked to hierarchies](#)
 There will be additional challenges tied in to the objectives for year 2, planned by class teachers and subject leads. There will be significant differences in the expectations of the way that the different year groups record their work.
[Link to geography enquiry questioning](#) – [Link to geography association guidance](#)

By the End of EYFS children will know:

Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.

National Curriculum

Purpose - Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims - The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
- ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
N/C	<ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<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 	<ul style="list-style-type: none"> ♣ 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 ♣ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ 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 ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and 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.

Unit 1	Unit 2	Unit 3
<p>What features make Caythorpe unique? My school in my town Revision for Y2 from Cycle B: What is a map? What does it tell us? What symbols does it use? Points of the compass and direction</p>	<p>What makes a capital city? All about the UK Revise from Term 1 and Cycle B Compass points and directions Human and physical features of maps and landscapes</p>	<p>How do we all fit on Earth? The wider world Revised from Cycle B: The location of an environment impacts on its climate and the human and both its physical features. How climate impacts on food, clothing, buildings and human needs.</p>

Hierarchies	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Investigate patterns G10: Identify land use around the school.</p> <p>To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features. G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</p>	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G7: Name and locate the world’s continents and oceans.</p> <p>Investigate patterns G9: 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. G10: Identify land use around the school.</p> <p>To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>
Vocabulary	Map, satellite, physical features, local, shop, public house, post office, school, church, man-made, natural, grid reference, local, symbol, compass, north, south, east, west, village, city, local, near, far, journey, travel, street, junction,	United Kingdom, England, Scotland, Wales and N.Ireland) London, Edinburg, Cardiff, Belfast, sea, North Sea, Irish Sea, English Channel, climate, weather, country, village, city, local,	Earth, equator, world, globe, sphere, land, sea, ocean, continent, North Pole, South Pole, United Kingdom, Europe, South America, North America, Australasia, Antarctica, Africa, Asia, English Channel, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, weather, climate, season, autumn, spring, summer, winter, local, near, far
Opportunities for writing	labels instructions	Labels Holiday/visit landmarks adverts	Explanation Weather reports
Flashback	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; That a map is as a 2D drawing of a space as if from above. Symbols are used to denote features of the landscape How to use comparative language when looking at different landscapes to compare features of the landscape Know compass directions of N, E, S, W How to use simple grid references to locate features To recognise and categorise both in their own environment and on pictures and maps and describe features inc sims and diffs. That features of landscape can be divided into human and physical and what they both mean 	<ul style="list-style-type: none"> That the UK is an island is a land mass surrounded by sea, The names of the countries that make up the British Isles and the UK. The capital city of each country. The UK has patterns of weather (seasonal changes) and our climate means that we have plants and animals that are adapted to live here. The 4 points of the compass and an understanding of how this relates to the UK. The location of the UK means we have certain weather systems, and these form our climate. Our climate influences our lives – food, homes, travel etc. 	<ul style="list-style-type: none"> The Earth is a sphere Find the UK on a globe The Earth is split into two invisible halves by the Equator The difference between land and sea on a globe the differences in features of life in the selected contrasting locality in comparison to own locality How to sort human and physical features in contrasting locality from photographs, maps and satellite images. How climate impacts on needs such as clothes, accessories, and human features of the environment by talking about the learning from studying the contrasting locality`

1	<p>WALT: know what a map is for Provide children with an atlas to observe maps from around the world. Challenge children to find local area. Provide children with map of school and local area and quiz them to find roads, rivers and railways and children to identify them.</p> <p>Children will know: Y1 – what a map is and what it shows by looking at a map of the school and grounds. Y2 –how to interpret features of a map of the local area including roads, rivers and railways.</p>	<p>WALT: know the shape of the United Kingdom and that it is surrounded by sea Show children images of different land masses, some of which are surrounded by the sea and others which are not. Children to sort into groups and then discuss difference between an island and a land locked country. Provide map of the United Kingdom and use aerial images to show that the UK is surrounded by the sea. Children to also use a range of atlases to find the UK and see it in different formats. Children to make notes in book to explain how the UK is described as an island and why.</p> <p>Children will know: Y1 – the recognisable shape of the islands and they are surrounded by sea. Y2 – how to recognise the shape of the islands and how to recognise these on a range of maps including globes and in atlases.</p>	<p>WALT: know the Earth is a sphere Ask the children about the Earth. Can they consider its shape? Show the children using Google Earth how it is a sphere and that a globe is a map of the Earth. Use a globe and challenge children to find different locations on it, including the UK. Provide children with atlases and ask them to find location and ensure that understand that a map is a flattened version of the Earth.</p> <p>Children will know: Y1- The Earth is a sphere That a globe is a map of the Earth how a globe works and where UK is on a globe. How the map on a page relates to the real shape of the Earth Y2 – The globe is a representation of the Earth as a sphere. That maps are flattened versions of the sphere, so the Pacific Ocean carries on.</p>
2	<p>WALT: know how to use a map Provide children with an example map with varying features. Model to children how symbols are used on maps to show different features. Children to make key from map to show what symbols represent. Introduce concept of human and physical features to children and explain the different. Children to then label features spotted from map with a H or P for human and physical features.</p> <p>Children will know: Y1 – how to follow a map of the school to locate features and that features on a map use symbols to show you what they are. Y2 – that features shown on a map are either made by people (human) or natural (physical). To know examples of each from their own environment</p>	<p>WALT: know the countries that make up the United Kingdom Recap knowledge from previous lesson and ensure children can recall why the UK is an island. Show visuals of the UK with the countries and ensure children can name the four countries which make up the UK. Ensure children are clear on why Ireland is part of the British Isles but is not part of the UK. Children to use a key and a map to identify four countries and then also identify the capital cities of each country in the UK.</p> <p>Children will know: Y1/2 - The United Kingdom is made up of England, Scotland, Wales and Northern Island Y1 - the countries that make up the British Islands and where they are located on the map. Y2 - The names of their capital cities.</p>	<p>WALT: know where the UK is in the world Run through presentation/visual/video explaining how the world can be split into parts using the equator line. Children to label a world map, locate the UK on a map and suggest why it has the climate it does.</p> <p>Children will know: Y1 – that the Equator splits the earth in half around the middle Y2 – that the globe is split into two halves by an imaginary line called the equator. The Earth is at its hottest there, then it cools as you get further away from the equator To locate the UK on a globe and explain why our climate is as it is.</p>
3	<p>WALT: know what symbols mean on a map Recap knowledge of physical and human features with children. Children to draw their own map of local environment. Children to use correct symbols for features and include a key to represent these.</p> <p>Children will know: Y1- that they can make maps with symbols to represent features in the school grounds, to help locate certain places in the school. Y2 – how to find human and physical features in their own environment and draw them on their own maps</p>	<p>WALT: know London is the Capital city of England and name some famous buildings there. Recap prior learning with children and ask them to identify the capital city of England from their maps the previous lesson. Inform children that London is also considered the capital of the UK too. Show visuals/video clips of a tour of London so children can see what the city looks like. Ask children to identify the different landmarks they can see. Provide children with a simple map of London and children to add images of landmarks onto the map in the correct location. Children to label them as human and physical features.</p> <p>Children will know: Y1 – that London is the capital city of England and it has famous features. Y2 – that London is the capital city of England and it has very famous human and physical features.</p>	<p>WALT: know the seven continents of the world Explain that today they will be looking at the oceans and continents of the world. Show them the video/song to help with remembering these. https://www.youtube.com/watch?v=xXUY8KP54u4 Children to use an atlas to study them in more detail and see which ocean(s) they are near and other countries. Children to label blank map with continents.</p> <p>Children will know: Y1 – the difference between land and sea on the globe. Y2 – identify some key land masses on the globe. That there are 7 continents and name them and locate them</p>
4	<p>WALT: know how to follow a map to a specific location Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Take children into local area and ask them to go to different locations. As children get to the different locations, they can keep a note on their sheet of whether it is a physical or human feature.</p> <p>Children will know: Y1 – to follow a map to go outside the school environment to a specific location i.e. the Church. Y2 – how to categorise and sort human and physical features from photographs of the village and in real life on a walk</p>	<p>WALT: know the physical features of the United Kingdom Recap difference between physical and human features with the children and explain that today they will be focussing on the physical features. Show children visuals/video clips of the UK and its physical features. Provide children with large template of the UK. Children to draw/place images of the physical landmarks around the UK.</p> <p>Children will know: Y1 – that the UK has very different contrasting environments Y2 – the locations of contrasting physical features in the UK such as rivers, mountains, lakes, hills, beaches</p>	<p>WALT: know the names of the Earth's oceans Rewatch clip from previous week and refresh memory of continents and oceans. Children to add the ocean names to their maps from the previous lesson. Children to create lists to show which countries surround the different oceans.</p> <p>Children will know: Y1 – that water makes up the vast majority of the earth's surface. Find and name some of the key oceans Y2 – to know and locate the 5 oceans on the globe and find some of the countries that touch on them,</p>

5	<p>WALT: know symbols on a published map Provide children with some published maps and see if they can identify the roads and rivers using the key. Provide children with a satellite map and see if they can identify the human and physical features from this. Children will know: Y1 – that published maps use a set of symbols to represent features on a map i.e. roads and rivers. Y2 - how to use satellite map online of the village to look at the physical and human features from the air, to understand how the map would represent them.</p>	<p>WALT: know and name famous land marks of the United Kingdom Children will look at the locations of a range of different features that have been constructed at very different times for different purposes i.e. The Eden Project, The Angel of the North, The Falkirk Wheel, Stonehenge Children to add these to large templates from the last lesson. Ensure children are able to identify the physical and human features. Children will know: Y1 – that people have made structures to use for a purpose and these are different from the features that were there naturally. Y2 – in the UK there are key human features that have been put there to serve a purpose.</p>	<p>WALT: know where hot places and cold places are in the world Explore the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children to complete sorting activity of countries which are on the equator and ones which are not. Children will know: Y1 – that some countries round the world have very different features to our own and compare the extremes Y2 – to know where famous and important physical and human landmarks from around the world are located. Use maps and satellite images to find them and look at them.</p>
6	<p>WALT: know how to create a map Recap all prior learning with children about features on a map and how symbols are used with a key to make maps easier to understand. Children to use their satellite image from previous week to create their own map of the village which uses symbols and a key for roads, rivers and other features e.g. school, church, pub etc. Children to also indicate which symbols are human features and which are physical. Children will know: Y1 – how to use the symbols to create a map of their immediate local environment using the support of aerial photographs Y2 – how to locate and recognise human and physical features on a map of wider local environment beyond the school then represent them on a map of their own.</p>	<p>WALT: know how to identify physical features on a satellite image Recap difference between physical and human features with the children. Provide children with a range of satellite images as well as real maps and challenge them to locate physical and human features. Encourage them to use the key and symbols on the map to identify features. Ask children which is easier to spot. Once children have spotted the features on their maps and images ask children to think about why the feature may have been built where it is. Children will know: Y1 – how to spot human and physical features of the UK on a satellite image Y2 – how to use satellite mapping and real maps to locate and look at these features to describe their construction, location and purpose.</p>	<p>WALT: know there is a South and North Pole Children will know: Y1 – that the furthest places you can get away from the equator are called the Poles and there are north and south poles. Y2 – why the poles are so cold in relation to the physical geography of the globe.</p>
Key Knowledge	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • Know what a map is as a 2D drawing of a space as if from above. • Symbols are used to denote features of the landscape • Identify land use around the school. <p>Y2</p> <ul style="list-style-type: none"> • That features of landscape can be divided into human and physical and what they both mean • To recognise and categorise both in their own environment and on pictures and maps • Identify land use around the school. 	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • That the UK is an island is a land mass surrounded by sea, • The names of the countries that make up the British Isles and the UK. • That there are contrasting environments within the same land mass and to be able to describe some of them. • London is the capital city of England <p>Y2</p> <ul style="list-style-type: none"> • That the countries of the UK have capital cities and they know their names • That human features in the landscape have been put there to serve a purpose and to be able to predict and describe what that is. • To know a range of different types of physical features of the landscape and to know the areas of the country (broadly) where these are located. 	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • The Earth is a sphere • Find the UK on a globe • The Earth is split into two invisible halves by the Equator • Identify the difference between land and sea on a globe <p>Y2</p> <ul style="list-style-type: none"> • The names and locations of the seven continents • The location and names of the five oceans • Why the poles are so cold