



Learning objectives and skills

Advent		Lent		Pentecost	
The Wider World <i>Speaker from different Continent other than Europe</i>	How we learn about the World	Plastic Pollution <i>Trip to recycling centre</i>	Going to the Seaside	Passport to the world	Food facts
<ol style="list-style-type: none"> To know the Earth is sphere-shaped There is more sea than land <ul style="list-style-type: none"> Find land/sea on globe. What are continents? – identify and label <ul style="list-style-type: none"> Find land/sea on globe. What are the differences between the Continents e.g. size, climate, physical geography and animal life <ul style="list-style-type: none"> Use an infant atlas to locate places (with support). What is an Ocean? Identify and label. What are the differences between the Oceans e.g. depth, size, temperature and animal life. To understand the effect of plastic pollution on our Oceans <ul style="list-style-type: none"> Use non-fiction books, stories, maps, pictures/photos and internet as sources of information (Provided by children). 	<ol style="list-style-type: none"> What is a country? – understand main features. Locate and name on UK map Capital cities (revision from Year 1) <ul style="list-style-type: none"> Locate and name on UK Map, capital cities Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Understand North, South ,East and West. <ul style="list-style-type: none"> Follow directions (as yr 1 and incl. NSEW) Identify the hot and cold areas of the world in relation to the North and South Poles. What is the environment? How do our senses help us understand the environment? <ul style="list-style-type: none"> Investigate my surroundings To compare properties and uses of large and small scale maps <ul style="list-style-type: none"> Use an infant atlas to locate places (with support). Use large scale OS maps. Use an infant atlas (with some support) 	<ol style="list-style-type: none"> Examine everyday objects to see what they are made of. To understand everyday items can be reused or recycled. To know there are different ways and places for reusing and recycling To see where we can locate our nearest recycling facilities (visit one - Equivalent to 3 lessons) <ul style="list-style-type: none"> Use non-fiction books, stories, maps, pictures/photos and internet as sources of information (Provided by teacher). 	<ol style="list-style-type: none"> To locate seaside spots on a UK map. Do a survey about which we have visited. To understand geographical landscape features seen at the seaside e.g. which features are physical and which are human. (2 lessons) To understand how to identify physical and human features on a local map. To understand how seaside settlements originated and grew e.g. Brighton (2 lessons) <ul style="list-style-type: none"> Make appropriate observations about why things happen Use non-fiction books, stories, maps, pictures/photos and internet as sources of information (Provided by teacher but with suggestions from children). Ask simple geographical questions; where is it? What's it like? Think of ways they could find answers. Examine key features of a seaside town as a place of work and leisure Plan an imaginary seaside town, taking care to protect physical features. Make a map of the seaside town. Present to the class. (2 lessons) <ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key Use a plan view. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Look down on objects to make a plan view map. 	<ol style="list-style-type: none"> To compare local art in Amersham with that produced in Namochelia, Tanzania (Tingatinga artist's town) To compare Amersham with Namochelia, Tanzania (Tingatinga artist's town) Focus on music. To compare Amersham with Namochelia, Tanzania (Tingatinga artist's town) Focus on jobs. To compare Amersham with Namochelia, Tanzania (Tingatinga artist's town)Focus on terrain. To compare Amersham with Namochelia, Tanzania (Tingatinga artist's town) Focus on weather. <ul style="list-style-type: none"> Make appropriate observations about why things happen Ask simple geographical questions; where is it? What's it like? Think of ways they could find answers. Use non-fiction books, stories, maps, pictures/photos and internet as sources of information (Provided by teacher but with suggestions from children). Use JUNIOR atlas to locate places. Follow a route on a map. Use a plan view. Find land/sea on globe. 	<ol style="list-style-type: none"> To understand that food comes from many parts of the world To investigate which continents and countries our food comes from To understand that some fish and shellfish come from the sea To understand the stages in catching, processing and marketing fish- A fish' journey To understand that we need to consider the food miles that food travels to reach our plate. <ul style="list-style-type: none"> Ask simple geographical questions; where is it? What's it like? Think of ways they could find answers. Ask simple geographical questions; where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos and internet as sources of information (Provided by teacher but with suggestions from children). Use JUNIOR atlas to locate places. Follow a route on a map. Use a plan view. Look down on objects to make a plan view map.


#BTK and Links with other subjects

Literacy- Fact file about Africa, On Safari recount writing	History – Locate famous castles on map of UK	#BTK Understand the impact our actions have on the environment	X Curricular writing – Holiday Brochure from seaside town – real or imagined, Script about family on holiday	Maths- Calculate Food miles #BTK – Understand that our eating choices impact on the environment.	Footsteps
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#BTK- Distance children have to walk in a Ugandan village as no water pump in the village Art – Tingatinga Art focus	PE – North, South, East and West games.	X curricular writing – persuasive letter to parents to ask them to reduce plastic use.	History – The Victorians. How seaside towns grew in the Victorian era.		
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Vocabulary from Glossary

<ul style="list-style-type: none"> • Atlas • Border • Continent • Coral • Country • Environment 	<ul style="list-style-type: none"> • Artificial satellite • Aerial Photograph • Atlas • Compass • Map • Plan • Scale • Sense • Symbol • Traffic 	<ul style="list-style-type: none"> • Compost • Litter • Non- renewable resources • Pollution • Resources 	<ul style="list-style-type: none"> • Beach • Border • Breakwater • Capital • Cliff • Coast • Coastline • Dock • Harbour • Industry • Job • Port • Seaside • Settlement • Tourist • Town 	<ul style="list-style-type: none"> • City • Climate • Container • Dock • Equator • Passport • Temperature • Weather • Weather forecast 	<ul style="list-style-type: none"> • Ferry • Postal Service • Transport • Village • Town • Weather
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Geographical enquiry	<ul style="list-style-type: none"> • Ask simple geographical questions; where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. • Investigate my surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.
Direction/Location	<ul style="list-style-type: none"> • Follow directions (as yr 1 and inc'. NSEW)
Drawing maps	<ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
Representation	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.
Using maps	<ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.
Scale/Distance	<ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
Perspective	<ul style="list-style-type: none"> • Look down on objects to make a plan view map.



I can

Map knowledge

- Locate and name on UK map Capital cities.

Style of map

- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale OS maps.
- Use an infant atlas