Thomas Gray Primary Geography Scheme of Work (Key Learning) Year 1&2

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1/2 Cycle 1 | | | |
|  | Topic 1 | Topic 2 | Topic 3 |
|  | Where I live (Bootle)  (Link to The Great Outdoors/The place where I live) | Transport/Journeys  (Explorers) | Cities  (Family Album) |
| Location and Place knowledge | * Small area of the United Kingdom.   Locate Uk Liverpool/Bootle/home address on a map. Name and locate places in their locality. | * Name and locate the world’s seven continents and five oceans. * Small area in a contrasting non-European country. | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Name and locate Liverpool |
| Human and Physical  Geography | * Use basic geographical vocabulary to refer to key physical features **and** key human features. * Express their views on some features of their environment. | * Identify 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 key physical features and key human features (from the key learning). | * Use basic geographical vocabulary to refer to: * key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. * key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| Mapping | * Use a range of maps (including picture maps) at different scales. * Use vocabulary such as bigger/smaller, near/far. * Know that maps give information about places in the world (where/what?). * Use large scale maps and aerial photos of the school and local area. * Recognise simple features on maps e.g. buildings, roads and fields. * Recognise landmarks and basic human features on aerial photos. * Know that symbols mean something on maps. | * Use a range of maps and globes (including picture maps) at different scales. * Know that maps give information about places in the world (where/what?). * Recognise simple features on maps e.g. buildings, roads and fields. * Recognise that maps need titles. * Recognise landmarks and basic human features on aerial photos. | * Use a range of maps and globes (including picture maps) at different scales. * Use vocabulary such as bigger/smaller, near/far. * Know that maps give information about places in the world (where/what?). * Locate land and sea on maps. * Recognise simple features on maps e.g. buildings, roads and fields. * Recognise landmarks and basic human features on aerial photos. * Know that symbols mean something on maps. |
| Fieldwork /Trips | * Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. * Use simple compass directions as well as locational language when describing features and routes. * Use cameras and audio equipment to record geographical features. * Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. * Observe daily weather pattern.   Walk around local area/local park | Trip to Manchester Airport | * Use simple compass directions (NSEW).   Possible bus tour of Liverpool |
| Geographical  Enquiry and Investigation | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ * Investigate through observation and description. | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ * Investigate through observation and description. * Recognise differences between own and others’ lives. | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ * Describe some similarities, differences and pattern when comparing Capital Cities. |
| Communication | * Use maps and other images to talk about everyday life. Draw and write about simple geographical concepts. Express views about these environments and recognise how people sometimes affect the environment. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. * Use basic geographical vocabulary from the PoS. | * Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Notice and describe patterns. * Use basic geographical vocabulary relevant to the area being studied. * Use maps and other images to talk about everyday life. | * Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Notice and describe patterns. * Use basic geographical vocabulary from the Programme of Study as well as to describe specific local geographical features (tube station, canal etc). * Use maps and other images to talk about everyday life e.g. where we live etc. |
| Technology/ICT | * Use simple electronic globes/maps. * Do simple searches within specific geographic software. * Add simple labels to a digital map. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. | * Use simple electronic globes/maps. * Do simple searches within specific geographic software. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. | * Use simple electronic globes/maps. * Do simple searches within specific geographic software. * Add simple labels to a digital map. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. * Use programmable toys or sprites to move around a course/screen following simple directional instructions. |
| Year 1/2 Cycle 2 | | | |
|  | Topic 1 | Topic 2 | Topic 3 |
|  | Earth and Space  (Penguins, Possums and Pigs) | The Weather  (Wind in the Willows) | The Seaside |
| Location and Place  knowledge | * Name and locate the world’s the seven continents and five oceans. * Name and locate the North and South Pole and Equator. | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *(e.g. on a weather map).* | * Name and locate Formby/Southport. Name and locate the seas around the UK coast. * Locate places Children have been on holiday. |
| Human and Physical  Geography | * Identify seasonal and daily weather patterns in the United Kingdom. * Identify 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:   * Key physical features, including: land, sea, ocean, season and weather. * Key human features, including: city, town, village. | * Identify seasonal and daily weather patterns in the United Kingdom * Use basic geographical vocabulary to refer to key **physical** features including season and weather. | * Use basic geographical vocabulary to refer to: * key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. * key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| Mapping | * Use a range of maps and globes (including picture maps) at different scales. * Know that maps give information about places in the world (where/what?). * Locate land and sea on maps. | * Use a range of maps and globes (including picture maps) at different scales. * Know that maps give information about places in the world (where/what?). * Use large scale maps and aerial photos of the school and local area. * Recognise simple features on maps e.g. buildings, roads and fields. * Recognise that maps need titles. * Recognise landmarks and basic human features on aerial photos. * Use and construct basic symbols in a map key *(weather symbols).* * Know that symbols mean something on maps. * Begin to realise why maps need a key. | * Use a range of maps (including picture maps) at different scales. * Use vocabulary such as bigger/smaller, near/far. * Know that maps give information about places in the world (where/what?). * Use large scale maps and aerial photos of the school and local area. * Recognise simple features on maps e.g. buildings, roads and fields. * Recognise landmarks and basic human features on aerial photos. * Know that symbols mean something on maps. |
| Fieldwork/Trips | * Trip to planetarium/Space Dome in school | * Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features *(e.g. weather)* of its surrounding environment. * Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. * Use simple compass directions (NSEW). * Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | * Use simple fieldwork techniques such as observation and identification to study the key human and physical features of the local coastline (Formby/Southport) * Use simple compass directions as well as locational language when describing features and routes. * Use cameras and audio equipment to record geographical features. * Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. |
| Geographical  Enquiry and Investigation | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world. * Ask and answer simple geographical questions when investigating different places and environments. (hot and cold places). * Describe some similarities, differences and pattern when comparing hot and cold places of the world. * Recognise differences between their own and others’ lives. | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment *e.g. ‘What is the weather like here?’* * Investigate through observation and description. | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ * Investigate through observation and description. |
| Communication | * Speak and write about, draw, observe and describe simple geographical concepts. * Use basic geographical vocabulary. * Express views about these environments and recognise how people sometimes affect the environment. | * Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Notice and describe patterns *e.g. weather patterns*, *water in the school grounds*. * Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom *(e.g. weather symbols on a map*). * Use basic geographical vocabulary *(season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm etc).* * Use maps and other images to talk about everyday life e.g. where we live etc. | * Use maps and other images to talk about everyday life. Draw and write about simple geographical concepts. Express views about these environments and recognise how people sometimes affect the environment. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. * Create own imaginary maps. * Use basic geographical vocabulary from the PoS. |
| Technology/ICT | * Use simple electronic globes/maps. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. | * Use simple electronic globes/maps *e.g. Google Earth, Living Earth app.* * Add simple labels to a digital map *e.g. Digimap for Schools.* * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. * Use cameras and audio equipment to record own weather forecasts. * Describe and label electronic images produced. | * Use simple electronic globes/maps. * Do simple searches within specific geographic software. * Add simple labels to a digital map. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. |