

# Geography Learning Sequence Document - Year 1/2 - 2 Year Rolling Programme



Term	2021/2022			2022/2023		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Memory Box	Towers, Tunnels and Turrets	The Enchanted Forest	Splendid Skies	Moon Zoom	Land Ahoy!
Enquiry Questions:	How has our local area changed? What changes could happen to improve our local area? (Children choose focus area)	What is the best location for a castle? Where are the world's most impressive buildings? What makes a good bridge?	Which part of the world could the Enchanted Woodland be? How is the weather in the Enchanted Woodland? How do you find your way around the Enchanted Woodland?	Does it snow in the summer? How wild is the wind?	How does space help us understand our local environment?	What is the difference between an ocean and a sea? How do sailors navigate at sea? How do people stay safe at sea? How is our coastline changing?
Suggested Geography skills and knowledge coverage	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> <li>Use compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local environment, including the surrounding community.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use basic geographical vocabulary to refer to key physical features</li> <li>Use basic geographical vocabulary to refer to key human features</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local environment, including the surrounding community.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local environment, including the surrounding community.</li> <li>Identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local environment, including the surrounding community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans using two figure grid references.</li> <li>Use compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local environment, including the surrounding community.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Use compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use basic geographical vocabulary to refer to key physical features</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans</li> <li>Use compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct symbols in a key.</li> </ul>
Sequence of learning:	<ul style="list-style-type: none"> <li>Use digital mapping (digimaps) to compare maps of our local area. What are they key differences?</li> <li>Identify key human features that have changed over time.</li> <li>Carry out fieldwork to identify how our school grounds could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying human and physical features in the local environment (fieldwork)</li> <li>Plot notable castles on UK map identifying countries and capital cities.</li> <li>Compare physical geographical features of the location of 2 different UK castles.</li> <li>Explore great towers and notable structures from around the world</li> <li>Investigate bridges in the local area – identify map symbols for bridges. What are they made from? What shapes are they?</li> </ul>	<ul style="list-style-type: none"> <li>Explore local maps and aerial photographs to locate woodland areas.</li> <li>Compare woodland areas in different parts of the world. How would the weather or climate be different if the Enchanted woodland were in South America / The Arctic region?</li> <li>Use simple grid references to explore a map of a forest and begin identifying basic map symbols</li> <li>Create a fantasy map using basic symbols and compass directions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features in aerial photographs of different locations.</li> <li>Create sketch maps of an aerial view of part of the school</li> <li>Explore the seasons and monitor the weather. Is this weather typical for this time of year?</li> <li>Investigate extreme weather and its consequences</li> <li>Explore the equator and polar regions comparing the average weather at each.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse satellite images taken from space and identify human and physical geographical features.</li> <li>Use directional and positional language to give directions around a large scale space terrain. Introduce grid references to increase accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Use UK maps to identify and locate surrounding seas.</li> <li>Identify the worlds oceans and use positional language to describe their relationship to continents</li> <li>Use aerial photographs and maps to locate key human features around the coastline. How has the coastline changed?</li> <li>Explore coastal defences and their importance.</li> <li>Locate the RNLI stations around the UK</li> </ul>
End Point:	Developing knowledge of local area and how it links to the wider community and further afield	Knowledge of how humans interact with their environment and how human features impact the environment. Developing map reading skills at a range of scales.	Understanding of how aerial photographs are used to view different localities. Developing knowledge of climate zones around the globe.	Understanding of weather patterns in the UK, Developing fieldwork skills and map reading ability through interaction with a range of map and sources.	Knowledge of compass directions and directional language used to accurately locate landmarks and features on maps.	Knowledge of world oceans and UK seas. Developing understanding of wider climate issues relating to coast management and ocean health.
Vocabulary:	rural, urban, village, town, city, beach, farm, cliff, harbour, map, mine	Keep, bailey, moat, motte, bridge, coast, cliff, river, north, south, east, west. Hill,	Rural, woodland, weather, seasons, forest, river, soil, habitat, vegetation, polar	Weather, seasons, continent, ocean, spring, summer, autumn, winter, equator, flood, hemisphere, storm, forecast.	Satellite, coast, north, south, east, west, compass, grid reference	Continent, ocean, sea, coast, cliff, beach, lighthouse, navigator, lake, map, lifeboat, lifeguard