

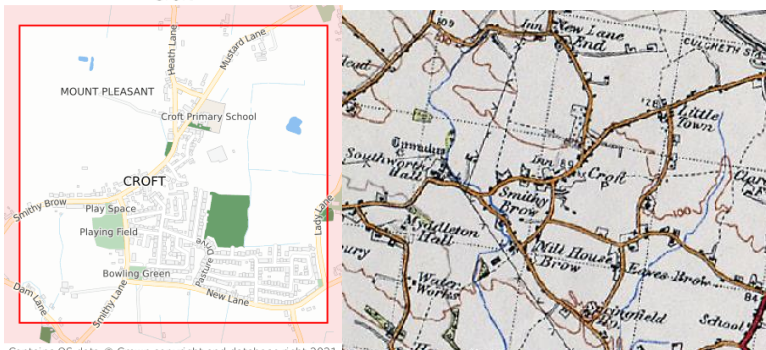


YEAR ONE / TWO

The geography of where I live

IMAGES (LINKED TO THIS TOPIC EG. MAPS)

Map showing the extent of Croft



KEY KNOWLEDGE

- Where do you live?
- Is our local area used mainly for residential, transport, (airports etc.), public services, schools, hospitals etc. or open space natural area?
- How has your local area changed over time?

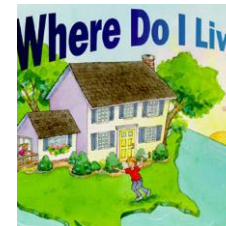
SIGNIFICANT PERSONS

Andy Burnham
Joseph Crosfield
Sir Gilbert Greenall

KEY VOCABULARY

Place; People; Environment;
Landscape; Community;
Natural; Physical geography;
Human geography; Global;
United Kingdom; Country;
Nation; City; Capital; Continent;
Ocean; Europe, Local area;
change.

LINKED TEXTS

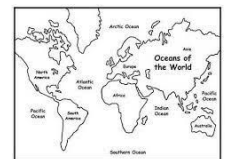


SUBJECT SPECIFIC SKILLS

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
- 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.

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

ELG – The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.





YEAR ONE / TWO

How does the weather affect our lives?

IMAGES (LINKED TO THIS TOPIC EG. MAPS)



KEY KNOWLEDGE

Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas.

From local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world.

SIGNIFICANT PERSONS

Weather presenters
Meteorologist

KEY VOCABULARY

Weather; Rainfall; Temperature;
Sunshine; Wind; Fog; Snow;
Tornado; Drought; Cloud,
Season; Winter; Spring;
Summer; Autumn;
Thunderstorm; Ice.

LINKED TEXTS



SUBJECT SPECIFIC SKILLS

- Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur.
- Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feeling.
- Identify and describe the basic atmospheric elements of the weather.

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

EYFS – All about our environment





YEAR ONE / TWO

The Seaside Why do we love being beside the sea so much?

IMAGES (LINKED TO THIS TOPIC EG. MAPS)



KEY KNOWLEDGE

- Features of the seaside including beach, sea, pier, cliffs, promenade, harbour, shops, cave, lighthouse, rockpool and bay.
- Describe popular activities undertaken at the seaside.
- Identify, describe and offer reasons for the presence of pollution on a beach.
- Modern day experiences of the seaside with those older members of their families or the Victorians.

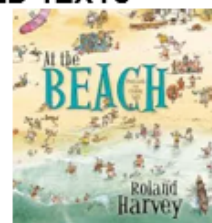
SIGNIFICANT PERSONS

Key jobs to do at the seaside

KEY VOCABULARY

Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment, Europe.

LINKED TEXTS



SUBJECT SPECIFIC SKILLS

- Name and locate the world's seven continents and five oceans.
- Identify daily and seasonal 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 key physical and human features.

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

EYFS – All about our environment

