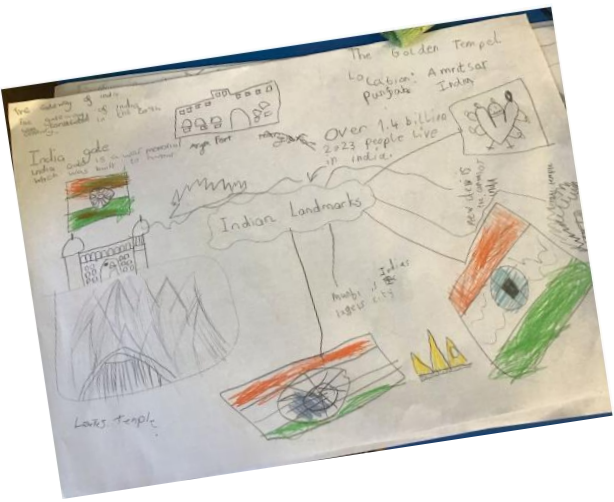


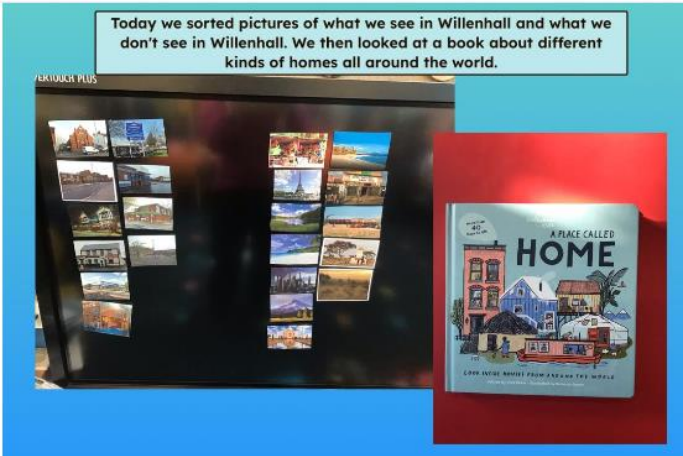
New Invention

INFANT SCHOOL

We can...we will...together



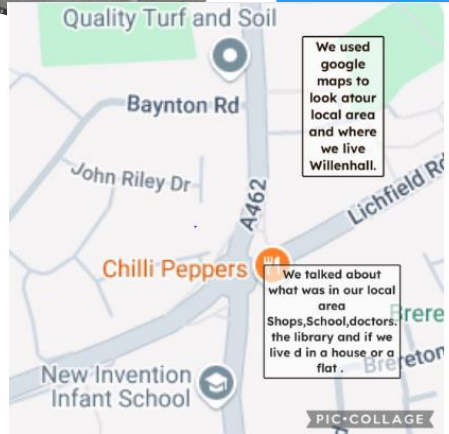
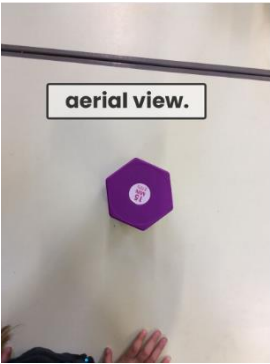
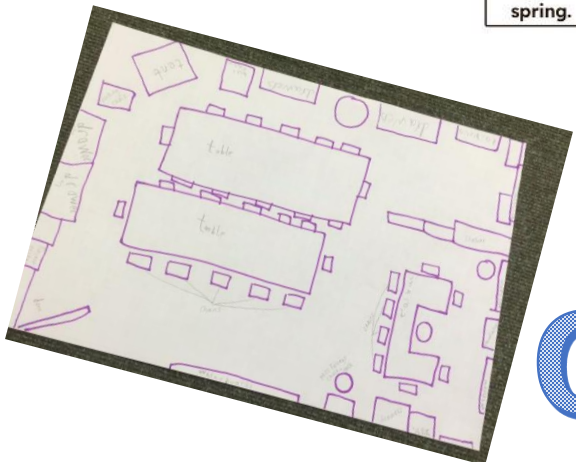
We have been looking at Wales and creating a poster as a group.



Today we sorted pictures of what we see in Willenhall and what we don't see in Willenhall. We then looked at a book about different kinds of homes all around the world.



We have been looking for signs of spring.



Geography Syllabus



To empower our children to be the change-makers of the future.

#WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.



They are compassionate, empathetic and supportive of others.



They strive for excellence in all that they do.



Everyone in our school community contributes and is both heard and valued.



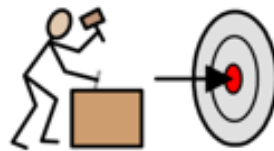
inclusivity

Diversity
Equity
Respect
Acceptance



integrity

Moral
Principles
Honesty
Fairness



tenacity

Resilience
Hard working
Perseverance
Never give up



collaboration

Partnerships
Working together
Supportive
'Families'



ambition

Excellence
High expectations
Creative
Innovative
Risk taking

How our Mission, Vision and Values are reflected in Geography



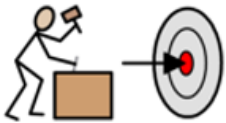
inclusivity

Inclusivity is embedded not only through the content of the geography curriculum itself, but also in the way it is taught and the teaching methods used. It emphasizes making geography accessible to all children, valuing diversity, and fostering a sense of empathy and global awareness. The key is to make sure every child, regardless of their background or ability, can engage with and benefit from the subject. Children will be given the tools to show respect and acceptance of the places in which different people live and the types of communities surrounding them. They will have opportunities to contribute in understanding the diversity within their local area and the wider world. Through this understanding children will have the skills to develop positive relationships in school and in later life.



integrity

Integrity is reflected in the values and behaviours encouraged through learning activities — such as honesty in recording data, respect for different places, and care for the environment. Children will become confident, articulate and resilient as a geographer by developing principles and opinions that are fair and supportive of others. Whilst building these geographical skills children will enhance their understanding of their morals in terms of making the right choices for their environment as well as being responsible for the world that we live in as they grow older.



tenacity

Tenacity in Geography is about embracing the process—persisting in observations, learning through mistakes, and nurturing curiosity through repeated exploration. Children learning geography at this stage are practicing mini-versions of what geographers do: asking questions, testing ideas, and discovering the world, one small step at a time. Being resilient will ensure that children can be the change-makers of the future in Geography. Whilst exploring the different aspects of Geography, children will persevere to try new skills and understand new subject specific vocabulary. We encourage the children to persevere at new skills and strive for excellence in their work.



collaboration

Children can show understanding local and global environments, collaboration helps young learners develop the interpersonal and thinking skills needed to explore the world meaningfully. Through Geography children will work together to observe, explore, question and compare aspects of Geography. They build their confidence in their geographical skills when working in partners, in groups and individually. Learners work with peers across cross-curricular activities, reinforcing geographic understanding while also developing social and academic skills.



ambition

Ambition in Geography is reflected in a broad and rich curriculum, opportunities for curiosity and critical thinking, high expectations and inclusive practice and global and local awareness. Children are encouraged to extend their subject specific vocabulary and draw upon prior knowledge when making observations and discussing the wider world. We welcome risk takers to share their ideas and knowledge in their lessons, whilst also taking risks using new equipment and skills in real life experiences, offered on school trips. Children are encouraged to use creative thinking to compare, contrast and discuss how they could solve problems for the future.

Geography Curriculum Intent

At New Invention Infant School we pride ourselves on a rich and engaging Geography curriculum, which promotes a sense of respect and value for the world. This is achieved by enabling children to grow as global citizens and to learn to appreciate the beauty, as well as the fragility, of the world in which they live. Geography is a crucial part of the Primary curriculum as it encourages children to understand and explore the world we live in. Our aim is to inspire children's curiosity and fascination about the world and to develop and deepen their geographical knowledge, understanding and skills. We want children to understand: where they are located within the world, to be able to use a range of tools to understand their location and the landscapes of contrasting environments, to describe and have a desire to conserve the differing environments of the world. Each child will have the opportunity to develop knowledge and understanding about their local and distant surroundings and the physical and human processes that form places. To become positive citizens in the world it is vital that children are taught to use and apply their geographical skills to inform how they respect and understand the multi-cultural world in which we live. We intend to motivate children to show a sense of care for the world and the people that live in it, as well as exploring how they can contribute to improving their environment. For future prospects it is important that we enable children to experience different environments by making the most of our local area and engaging in fieldwork, to extend their vocabulary and to use, draw and interpret maps and charts. Geography is the subject in which children learn to research, investigate, analyze and problem solve to then inform their own opinions. Geography enables children to develop conceptual understanding, along with knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development.

Geography

Implementation – (Areas of the Subject)

Locational/place
knowledge

Geographical skills
and Fieldwork

Human and
Physical Geography

Geography

Implementation

Locational Place and Knowledge

Nursery: with support, children to talk about where things are, where things go, where they live and places they have been before.

Reception: children to talk about where things go in the classroom, to talk about what does and doesn't belong in the classroom, to talk about where they live and how this area is the same and different to where others live, to talk about what is in their local area.

Year One: children to know what a town, village, city, country, ocean and continent is, to know what the four countries are and the four capital cities are in the UK, to locate the four countries of the UK on the map, to name the landmarks in these countries, to know the features of a seaside.

Year Two: to name the 5 oceans and 7 continents in the world, to know what the Earth's climate zones are and where they are, to know the key features, landmarks, symbols of each UK country are, to know the key features, landmarks, symbols of India are, to know the similarities and differences between the UK and New Dehli.

Geography

Implementation

Geographical Skills and Fieldwork

Nursery: with support, to talk what they can see in different areas, to place things in certain places e.g. in, on under, to draw a treasure map using their mark making skills.

Reception: to talk about what they see around them, to talk about what is in a garden, to know what features to include in a class fairy garden, to follow a map, to place things in certain places e.g. in front of, next to, under, above, to recognise features on an aerial view of a garden.

Year One: to know what a map is, what it is used for and how to use a map, to know what directions are and name some directions, to know the features of their local area on a map, to know what a compass is and the directions on a compass, to know what an aerial view and side view is, to draw a map

Year Two: to recall what a map is and what it is used for, to know different ways to find a location, to know what an Atlas is and how to use it, to know how to represent features on a map, to recognise human and physical features in the local area, to explore how to take routes.

Geography

Implementation

Human and Physical Geography

Nursery: to know what the weather is doing and which weather is their favourite, to know when they are feeling hot and cold, to know what shops are in the local area near school, to say what they can see on the playground/the science garden, to know where different people work, to talk about what they see at the farm, to talk about what they like, to talk about the external, simple features of a house.

Reception: to talk about the human and physical features they can see and say how they know, to talk about the kind of homes they live in and what their home looks like, to talk about the seasons and how they know, to talk about the weather in different seasons, to discuss the features of a farm and a garden and the difference between the features.

Year One: to recall what human and physical features are and to give examples of both as well as explaining how they know they are physical/human features, to understand and discuss the weather pattern day to day, in relation to seasons and as differences with other countries, to know what a valley, river, ocean, hill/mountain and equator is.

Year Two: to understand what makes features physical and human and to identify the human and physical features in their local area as well as giving many examples of human and physical features they know of.

Geography Curriculum Overview

	Autumn	Spring	Summer
Nursery	<p>Getting to know you Getting to know the classroom and outdoor area Talking about their own house and garden</p>	<p>People who help us Exploring different professions, what they do, where they work and what transport they use Introduction to the local area around school</p>	<p>Down on the farm Finding out what is on a farm Looking at the differences between features of a farm and a town</p>
Reception	<p>Nursery Rhyme Land Introducing the Classroom Human and Physical Features in immediate environment Signs of Autumn</p>	<p>Traditional Tales Learning about the Local Area Exploring different types of houses Exploring simple maps Signs of Spring</p>	<p>At the Bottom of the Garden Exploring the features of a garden Comparing environments – garden and farm Signs of Summer</p>
Year 1	<p>Toys and Me Comparing and contrasting human and physical features and similarities and differences of two environments in the UK Seasonal and daily weather in the UK Use maps to identify the UK and the countries within the UK</p>	<p>Once Upon a Time – Traditional Tales & Castles Learning about the UK and it's capital cities – flags, landmarks, national symbols, national animals Identify the UK's capital cities and human and physical features on a map</p>	<p>Over Land and Sea and the Seaside Identify surrounding seas of the UK on a map Discover the different seaside's within the UK Explore the human and physical features of a seaside and what they are used for</p>
Year 2	<p>Explorer's – Pirates Explore types of settlements Learning about directions using a compass Explore symbols and keys on a map</p>	<p>Pioneers and Campaigners Discover the seasonal and daily weather patterns within the UK Introduction to oceans and continents Exploring climates within the UK and around the world and learning about the equator</p>	<p>Beyond Britain Recapping all previous learning and using this knowledge to learn about India and how this country compares to the UK – including human and physical features, landmarks, coastal areas, houses, weather, climate, houses, maps</p>

Lesson/Activity Sequencing

Nursery

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Me and My Celebrations

Set up a display board and children can send in photographs of their holidays or places they have been and these can be taken from Seesaw and added to the display throughout the year and then talked about.

- Introductory days—Getting to know the classroom—What’s in our classroom and what’s not in our classroom? - features—what is in each area of the classroom? Naming parts of the room and naming the toys and equipment in each area of the room.

-Sorting job—where would we see an item? E.g. paintbrush. Photograph of classroom with some areas missing—sorting what items go where? What areas are missing? Widget signs for each area.

-Explore the outdoor area—hands on and using magnifying glasses—touch different leaves, bark, soil, rakes, pebbles, mud and talk about these. Look at toys, path, grass, shed—talk about how they are used, why they are used and the different materials.

-Talks about their house and garden in a simple way e.g. what have you got in your kitchen? Bedroom? Garden? Look at the book ‘In every house, on every street’ (just the pictures) and talk about what is in the different rooms in a house and what they might do in those rooms. Build different homes in the construction area and looking at photographs of different homes. Look at street view of what’s around where they live on google maps.

- See UTW pre-steps to Science for cross curricular links.

- Links to RE – Diwali – look at clothes, food, music from other cultures and the way people celebrate in different ways around the world.

People who help us

For each profession include a role play area, explore PWHU in pictures, videos, stories, play, songs and rhymes.

-Talk about the professional, name them. General talk about what the PWHU does. Visits from the police, vets, nurse to talk the children about their jobs. Show them their uniform, apparatus. For the vet it is a hands on petting experience. (where possible challenging gender stereotypes e.g. female police officer, male nurse or vet).

-Naming where they work, what do these building look like? What parts do they have? What shape are they? What’s inside them? And why?

-What modes of transport would the PWHU use? - police cars, police vans, ambulances, ambulance cars, delivery vans/lorries. Why do they need these vehicles? What do they look like? What might happen in them?

-Looking inside buildings what do parts of the building/rooms are there? What equipment would you see there? What do they do in those rooms? What might you do at these special buildings? Cross curricular link to EAD—DT.

-More detailed discussion using language that has been learned about the PWHU—Trip to Adventure Street to role play all the PWHU.

-Field work: Introduce the outside of our school, this is the local area where we live and where we come to school. It is called New Invention. In New Invention there are houses, shops and cars, vans and lorries on the road. Walk to the shop what do you see on the way, what vehicles do you see, what can you see around you? Speak to a shopkeeper and buy items from the shop—look around the shop, learn about the shop being organised in sections—where would you look for different things e.g. fridges, freezers, shelves etc.

-Look at an aerial view of the school and the local area

- Small world play – to look at people who help us

- Tesco – take photos of the route, place them in order, talk about what they saw, where they went and what they walked past, what directions did they go in.

- People who help us around the world – look at photographs of different occupations around the world compared to England e.g. police officers – what they where, place of work, vehicle they drive.

- See UTW pre-steps to Science for cross curricular links.

Down on the farm

For each profession include a role play area, explore PWHU in pictures, videos, stories, play, songs and rhymes.

-See PWHU but for farmers as a profession. Find out where a farmer lives and what he does.

-What is a farm? What does it look like? What might you see there? E.g. fields, fences, barns, different animals etc. Cross curricular link to pre steps to science. Chicks—life cycles.

-Trip to the farm. Talk about animals the children have observed and the features of the farm.

-Identifies differences between different features in the environment e.g. what would they see at the farm - tractor, barn, fields, pig sty. What wouldn’t you see? E.g. beach, police station, your house

- Build a farm with a variety of construction materials—outdoor big boxes and small world indoor and outdoor including enclosures for animals, fields, barns, fences.

-How is the weather important to a farmer? Cross curricular to UTW pre-steps to Science—looking at plants, growing plants and looking at where food comes from.

-Simple fieldwork: Help the farmer to keep a weather log of daily weather—widget symbols and the days of the week—look at what the weather has been like over the whole week.

- Compare a town sounds with countryside sounds – what would they hear?

- Talk about similarities and differences between a farm and a town.

- Knowing where food comes from – matching animals to where they live – on a farm, in the town

- Floor maps – move the animals to the different places on the farm – story – Rosie’s Walk

-See UTW pre-steps to Science for cross curricular links.

-Talks about places they have visited in their scrapbook and look at the display of places the children have visited. E.g. What did you see there? Did you go by train/plane/car, How did you get there? What did you see? Is that the same as what you’ve done? Everybody has different experiences and different families. Multi-cultural stories, role play, toys and celebrations.

-Explore the outdoor area—hands on and using magnifying glasses—touch different leaves, bark, soil, rakes, pebbles, mud and talk about these. Look at toys, path, grass, shed—talk about how they are used, why they are used and the different materials. Do rubbings on trees and different surfaces. How is it different to the Autumn term? How are features different e.g. leaves growing on trees, flowers beginning to grow?

Reception

Autumn 1		Spring 2	Summer 2
<p align="center"><u>Nursery Rhyme Land</u> Our school and the Square</p> <p>- Introductory days—Getting to know the classroom—What’s in our classroom and what’s not in our classroom? - features—what is in each area of the classroom? Naming parts of the room and naming the toys and equipment in each area of the room.</p> <p>-Sorting job—where would we see an item? E.g. paintbrush.</p> <p>-Photograph of classroom with some areas missing—sorting what items go where? What areas are missing? Widget signs for each area.</p> <p>-What’s in our school? Our school is on a street. What the name of the street is—Cannock Road. Outdoor—photographs of Human things (people have placed there) Draw pictures of human things. Look at an aerial view of the school—what do they notice? Do they recognise any human features? Indoor—look at the different features of what is in school in the classrooms, hall, dining hall, toilets etc. Look at where those places are and what we use them for.</p> <p>-Cannock road is in Willenhall. Our part of the town, Willenhall is called New Invention. In New Invention there are some shops called the Square.</p> <p>-Walk to the square — Encourage focused observations of the natural world, describe what they have seen—plants, animals, buildings etc. Look at the shops and what they are there for and who works there. Back at school—focus on similarities and differences between the post office and Greggs. Link to people who help us—supermarket, hairdressers, the Hive and what those different shops are actually for. There are also important special places that people go to for their religion in their local area—look on google maps—Holy Trinity Church, The Guru Nanak Gurdwara, a Mosque.</p> <p>- Talk about physical features - features that are already naturally there and they haven’t been put there—sort pictures of physical features, read stories highlighting the physical features within it e.g. stories about forests, countryside, seaside. Talk about what the purpose of these features are.</p> <p>-Autumn Walk to Lichfield Road—the old railway line —talking about weather, what we can see in the street, what we can see outside the shops, in the shops, in the meadow, identify the physical and human features on route. Name animals and familiar plants that they might see. Take magnifying glasses and use all senses to explore the environment. Talk about the weather, seasonal changes and how the animals and plants behave e.g. leaves falling off the trees, animals going to sleep for the Winter—hibernating. Start a weather log—children to arrive back at school and draw and label what the weather has been like this season.</p> <p>-Where did we see it job. Did we see specific features at the Square or on the walk to the park? Draw the features that they saw e.g. plants, animals, grass, trees etc. Share stories, poems about the seasonal changes.</p> <p>-Autumn songs—Autumn leaves are falling down, Rain rain go away, I hear thunder, Winter songs—Winter song—English and Pre-school learners, Winter—Wormhole Learning</p> <p>- Provision - Where to Nursery rhyme characters live and travel – small world scenes, follow a route for Jack and Jill, children to draw or follow simple maps linked to rhymes, look at home from different cultures – shoe house vs flats/houses – what’s real and what’s make believe?</p>	<p align="center"><u>Traditional Tales</u> Willenhall</p> <p>-Where do you live? What do you know about Willenhall? What is near your house? - talking job. Recap the school—do we live here? Where do you live? Look at google maps. Seesaw homework—looking at pictures.</p> <p>- Look at the book— A place called home. Look at different types of houses and talk about different types of houses e.g. detached, semi-detached, terraced, flats, bungalow. What kind of home do you live in? (homework—send in pictures on Seesaw) - Go on a walk down to Tesco—talking about the types of houses near school. Each group to count how many different types of houses they can see and then make a class chart.</p> <p>- Look at different types of houses again and match sentences—It is a ... It has a... They can then write the features of a home.</p> <p>- Take a character and then they go around the world to Africa and meet Handa. Adult in role as Handa and one as a character meeting each other. Handa reads the character her story with the character asking questions about her story. Why does your house look like that? Where is the grass? Is it hot here? Where are the pets? Where are the roads and pavements? – get a globe out – character on lollipop sticks. Link to stories and where they are set and how it compares to where we live and where others live – small world play e.g. forest – Little Red Riding Hood – human and physical features to be looked at in the stories. Mapping and sequences in the stories. Compare to our own journey’s.</p> <p>-Sorting activity - what does Handa see in her village? Seesaw video—what do I see on the way to my house to tell Handa? Comparisons of houses. What are their houses made of in comparison to our houses? Writing job– Write simple sentences about the differences between your house and another type of house e.g. My house is made of bricks. This house is made of mud. Sorting job—sorting pictures of what is near my house and what is near another house in another country. E.g. Near my house is a road, Near that house is a beach. At snack times look at different videos of places and children in different countries e.g where they live.</p> <p>-Introduce maps—Talk to the children about how a map is a picture or drawing of an area of land or sea. It can show us what a place is like, what human and physical features there are and can show a route to take e.g. satnav, google maps. Draw Handa’s route as she travels—step by step as a class—Starting at Handa’s village, finishing at Akeyo’s hut and plot the animals on the way—cut and stick. Compare Handa’s route (which the children have made) to a route we would take to the Square (already made—drawn out) —would we see the same things/animals/buildings etc on route? (beebots—computing).</p> <p>-Spring walk back to the railway line—talk about how it is different and discuss seasons and weather changes. Recap Autumn signs and compare to Spring. Talk about the weather, seasonal changes and how the animals and plants behave e.g. blossoms starting to grow, flowers will grow, animals waking up from hibernation. Share stories, poems about the seasonal changes. Continue a weather log—children to arrive back at school and draw and label what the weather has been like this season.</p> <p>- Spring songs—Spring fever, Spring into action, Incy Wincy, Mary Mary, I can sing a rainbow</p> <p>Choose another place to also compare with—a place with cold climate</p>	<p align="center"><u>At the Bottom of the Garden</u> -RSPB Centre trip—children to take their own pictures on the trip.</p> <p>-Introduce a garden. What can you see in a garden? What do we have around us? Look at features in a garden e.g. grass, flowers, shed, play equipment, path etc. Label the features of a garden.</p> <p>-Look at gardens in the local area—which features do they notice? Children to take photographs of these features. Compare the features from the photographs taken on the school trip to the photographs taken of the gardens.</p> <p>-Collage a picture of a garden Look at what features and animals and mini beasts we need in the garden. E.g. trees, pond, minibeasts, flowers. Talk about their picture using prepositional language.</p> <p>-Talking/sorting job—Look at differences and similarities between what’s in a garden and what’s in a farm E.g. A garden might have lots of trees but a farm has lots of fields. A farm has farmyard animals and a garden has more mini beats or pets. Write about what is at a farm/garden. E.g. It is a garden. I can see trees. Here is a farm. It has fields.</p> <p>-How do we look after our environment and take care of gardens? And why is it important? Read Jasper’s beanstalk—how do we look after plants and flowers?</p> <p>-Cross-curricular—wider maths—replicate and build gardens scenes.</p> <p>- Cross Curricular—EAD—fairy gardens—where have you placed features and why? Take photographs of these features and upload to Seesaw and label (cross curricular link to computing).</p> <p>- Cross curricular – Science – where do minibeasts live, look at habitats and what is there e.g. flower, soil, leaves, sort minibeasts by where they live. Bug hunt – draw maps/small world maps – placing minibeasts on the maps</p> <p>-Visulaise from different positions—small world and themselves—I can see... If I move now I can see... The...is Take photographs of science garden and playground from different angles, describe small world garden scenes of Jasper’s Garden from different positions and describe positions.</p> <p>-Share the stories ‘Martha Maps it out’ and ‘Me on the Map’. Explore different maps—local environment, school, aerial, pictorial, 3D models, world map.</p> <p>-Make a plan of a garden—outdoor pictorial, 3D construction/junk model/3D shapes, aerial view boxes drawn and labelled. Share I do, we do to model and then children choose a way to make a map of their own garden design.</p> <p>-Create a plan for your own garden—what things would we need to include in our fairy garden that we could then make? Talk about what a plan is and that it is a drawing from up above. Make an aerial view of a garden using building blocks and take a picture from above.</p> <p>-Summer Walk back to the railway line—talk about how it is different and discuss seasons and weather changes. Recap Autumn and Spring signs and compare to Summer. Talk about the weather, seasonal changes and how the animals and plants behave. Share stories, poems about the seasonal changes. Continue a weather log—children to arrive back at school and draw and label what the weather has been like this season.</p> <p>- Summer songs—The sun has got his hat on, Mr Golden sun</p>	

Year One

Autumn 1

Toys and Me

-Getting to know the classroom. What's in the classroom? Where do things go? The names of parts of the classroom. What is a map? Why is it used? They are used to identify places. Look at features of a map. Understanding of 'bird's eye' / plan view—explore how this looks practically. Look at globes, atlases and maps. Look at aerial views. Take pictures of objects from above and from the side. Matching activity—match the side and aerial views of an object and match images together.

-Recap learning about plan/aerial view and look at the maps book and discuss the shapes, features and layouts on the map. Recap what's in the classroom and use building blocks to map out where the furniture is. Draw around the blocks to then take away and see the plan and label it.

- Look at different Aerial maps and what they can see on different ones.

-Recap directional and positional language learnt in Reception. Introduce the points on a compass using the cardinal directions songs. Use locational, directional and positional language [for example, north, south, east, west, near and far; left and right, next to, behind, above], to describe the location of features and routes on their classroom map.

-Recap prior learning of maps, aerial view, locational, directional and positional language. Children to explore maps of the school grounds and describe the position, direction and location of features e.g. the playground is behind the school, the... is North, the wobbly bridge is in between the towers.

-Recap human and physical features—children to know that human features are something that has been created by people e.g. building, bridge, road, train track and physical features are part of the land that was no created by people e.g. rivers, lakes, fields, trees. Children to use simple fieldwork and observational skills to study the geography of their school environment and local area and the key human and physical features. E.g. types of houses, human and physical features—placement of shops etc in the locality—use flip pages to make a note of what they see, fill in checklist and tally.

-Recap the geographical features seen in the local area and discuss the purpose of these e.g. a bridge to help to cross the canal, children explore google maps, maps of the area surrounding school to discuss the purpose of different features in our locality. Introduce settlement as a place where people live and work, and can be big or small—talk about the features of settlements including homes, shops, roads and offices—link to stories based in different settlements to build on knowledge. Willenhall is a settlement called a town.

-Recap work on maps and discuss how maps can be used to show routes to places. Make a map of the route from our school to the church using photos of route from Christmas time. Work in teams to look at google maps and maps of the street and each group takes a piece of the route and draws it out as a map. Children to add physical and human features to the map using drawings and labels. Children will then use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. CCL to Computing Directional language—forwards, backwards, left , right, turn

- Application children make a map for Santa to get to our school from the square using their knowledge gained through the topic

Spring 1

Once upon a time—Traditional Tales and Castles

-Identifying where the UK countries are on a map (use this to add to each time they learn a new country). Using maps children to name, locate the four countries of the United Kingdom and to name their capital cities. Explain that a capital city is a city that is home to the government and ruler of a country. Explain that the UK and it's countries are made up of cities, towns and villages, as well as rural (countryside) areas. Recap the term settlement—explaining that each country has different types of settlement where people live and work. Listen to the United Kingdom song and look at the flags.

- Use directional language to describe where the countries are in relation to each other e.g. Scotland is above England. Recap a compass and use to explain where countries are positioned in the UK e.g. Scotland is to the North of England. Etc.

- Introduce England—look at Windsor Castle in London (introduce as capital city) —plot these onto the map. A city has many features, mostly made up of human features and capital cities have lots of landmarks—a landmark is a human feature that is used to mark an important place. Find out general things about the UK— use maps, aerial maps and photographs to identify different landmarks in London—Buckingham palace, Big Ben, Houses of Parliament, River Thames, Tower of London, St Pauls Cathedral, Natural History Museum, Kings Cross Station, Wembley Stadium, Discuss that it doesn't have as many physical features—as it is such a build up place. Look at flag, national symbol and national animal. Plot a simple route on a map between landmarks buildings.

- Recap previous work on capital cities. Introduce Scotland—look at Edinburgh Castle in Edinburgh (introduce as capital city) - plot these on the map. Find out general things about Scotland—it is split into an old town and a new town—use maps, aerial maps and photographs to identify different landmarks—Edinburgh Castle, Edinburgh castle commons, Arthur's seat, ancient volcano, Holyrood park, The Royal Mile, Scottish Parliament (compare to Downing street), National Monument of Scotland, The Royal Yacht Britannia Museum. Look at flag, national symbol and national animal. Sequence photos to create a route between landmarks as a group.

- Recap previous work on capital cities. Introduce Wales—look at Cardiff Castle in Cardiff (introduce as capital city) - plot these on the map. Find out general things about Wales— use maps, aerial maps and photographs to identify different landmarks—Principality Stadium, Cardiff Bay, Cardiff Castle, Roath Park Lake. Look at flag, national symbol and national animal. Plot a simple route on a map between landmarks buildings.

- Recap previous work on capital cities. Introduce Northern Ireland—look at Belfast Castle in Belfast (introduce as capital city) - plot these on the map. Find out general things about Northern Ireland— use maps, aerial maps and photographs to identify different landmarks—Titanic Museum, Parliament Buildings (compare to England and Scotland), St Patricks Church, Central Library. Look at flag, national symbol and national animal. Sequence photos to create a route between landmarks as a group.

-Create a come to visit - make a poster for one of the places they have been learning about to advertise going to visit. Include landmarks studied and make their own map on the poster to plot routes between landmarks.

- Cross curricular link to science—weather, seasonal and daily weather patterns, four seasons, weather patterns in seasons, types of weather, day length, symbols for weather

- Building landmarks with construction and label them, matching landmarks to each country, look at aerial images on google maps – compare them. Look at capital cities that are built up but also pinpoint the countryside's and compare towns/cities and countryside's story. Town mouse, country mouse

Summer 1

Over Land and Sea and the Seaside

-Recap previous work on the UK. Recognise that the UK is an island and is surrounded by the sea. Talk to the children about the term 'coastal' means a place by the sea. Identify surrounding seas of the United Kingdom on a map. Talk about what the children already know about the seaside and what they would see—mindmap and draw a picture. Talk to the children about Willenhall on a map—is it Coastal? No, because we are not by the sea—we live in the centre of England.

-Recap previous work on the UK being an island and coasts and recap symbols on a map. Children to choose their own symbol to identify where different beaches are in the UK and plot onto their own map — Look at Llandudno in Wales, Blackpool in England, Kinghorn Harbour Beach in Scotland, Magilligan Point Nature Reserve in Northern Ireland.

-Explore the features of the Seaside —recap and focus on features seen at the seaside—look at the We love the seaside story and Barnaby Bear video. Sorting physical and human features at the seaside. Using maps to identify where there are beaches, cliffs etc with images. Explain that cliffs is where the land is higher than the sea level.

-Look what the features are used for—sand, sea, light house, rock pools, sea breaks, lifeboat stations, wind turbines.

-Recap previous work on seascides/coastal areas. Children to do a case study of a seaside area—Blackpool, looking at Blackpool on a map, identifying different symbols for features, explore physical and human features.

-Recap previous learning on Blackpool. Make a non-fiction E-book about what you see in Blackpool based on their findings from their case study. Children to include maps, drawings, diagrams and text to inform others about the physical and human geography of Blackpool seaside town.

-Fieldwork— Why do people go to the beach? Children will compose and conduct a survey to the school community to explore why people go to the beach. They will then link this to their knowledge of physical and human geography of the seaside to discuss their findings.

- Cross Curricular link to Art/PSHE —human impact—plastics in the sea. How humans have affected the physical and human geography of the coast e.g. building beach huts, more shops, more roads, boats, litter.

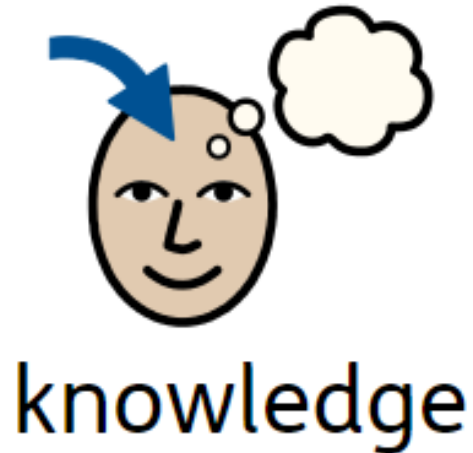
- Sketching and building landscapes

Year Two

Autumn 1			Spring 2		Summer 2
<u>Explorers—Pirates</u>		<u>Pioneers and Campaigners</u>		<u>Beyond Britain</u>	
<p>-Recap work on our local area from Year 1. Our area is a settlement where people live and work. Settlements are big or small depending on how many people live there. What physical and human features do we have in our local area? Walk around the local area. Take photos on route of the human and physical features in the local environment. Talk about the features observed and the type of settlement we live in—urban. Tallying up traffic on the journey.</p> <p>-Recap work on our local area and maps from Year 1—Explore maps of our local area today, what features can they see and locate on the map. Did our area always look like this? Cross Curricular link to History—exploring the New Invention area in the past using maps from the Early 1900's to compare our school and surrounding area by marking off what geographical features are the same and what's different onto maps. Discuss how the area has changed.</p> <p>-Recap work on maps from Year 1—A map is a drawing or picture of an area that can show physical and human features. Look at aerial photos of features observed on the walk of our area now and create a map of our settlement for the route taken and buildings/areas outlined</p> <p>-Look at symbols on a map and keys exploring that a key is the information needed to read a map and a symbol is an icon used to show a geographical feature. Children to plot symbols onto their map to show locations of human and physical features.</p> <p>-Recap work on the compass in Year 1 to describe location. which direction is North, South, East and West—different points in the classroom e.g. which direction is the whiteboard? Cardinal Directions song. Treasure hunt—use compass directions to find the treasure indoors or outdoors. Look at the location of physical and human features and use compass points to describe the location of different human and physical features in our settlement.</p> <p>-Recap work from the previous lesson and model using compass points and model using these to describe the direction of travel to get to different landmarks in our local area. Children to choose different landmarks and describe the route and direction to take using directional language including compass points.</p> <p>- Make a treasure map for a pirate to find treasure in our settlement—use symbols and a key on your map and write instructions using locational and directional vocabulary to find the treasure.</p> <p>Cross curricular links made to coding in computing for locational and directional language to move and debug programmable toys..</p>		<p>-Recap work on the UK from Year 1 briefly looking at the key characteristics of the United Kingdom - what is the weather like? How many people live here? What are the famous landmarks knowing that a capital city is a city that is home to the government and ruler of a country. Often royal residencies are found in capital cities</p> <p>- Look specifically at the seasonal and typical daily weather patterns in the United Kingdom (moderate climate—not too warm and not too cold). Introduction to climate and exploring the climate of the UK—over 2 sessions—one defining weather and climate , one creating seasonal weather maps for typical weather</p> <p>-Introduce Oceans and Continents—use 7 continents and 5 oceans song– talk about how a continent is a large area of land and oceans are large bodies of water surrounding the continents. Talk about how the UK is the continent Europe. Show this on different types of maps. Use maps and Atlases to identify the placement of different continents and oceans on a world map.</p> <p>-Talk about how continents have different climates depending on where they are in the world. Look at where the equator is and that this is an imaginary line around the world that splits it into two parts (Northern and Southern Hemisphere) Talk about how warmer areas are closer to the equator and colder areas are further away from the equator. Use atlases and maps to plot onto a world map where the different climate zones are and what they are called. Dress a paper doll for each location – hot and cold places.</p> <p>-Discuss how the climate of a place can be identified by the types of animals and plants and weather. Children to have images and objects of different environments, animals, plants and weather from Equatorial, polar and arid climate zones. Children to predict which climate zone they think these represent and why. Children label the map with animals and plants whose habitat is in these climate zones using symbols and a key</p> <p>- Look at where Amelia Earhart went on her flight and plot the continents she flew through onto a world map—write a postcard of what she might've seen on her travels and draw a picture of clothing you could pack if you were doing the same journey today.</p>		<p>-Children recap prior learning of continents and oceans. Children broadly recap geographical features of The UK to deepen understanding of key features and landmarks—in rural/city/seaside/town/village parts of the UK and key features and landmarks.</p> <p>-BBC—introduction to India—video—look at a general overview of what India is like. Children explore India— recap continent—maps, google earth, videos, pictures to investigate key features of the physical and human geography of India—housing, types of buildings, roads, rural areas, animals—what is it like living in different regions? Clink ENG—Make posters about visiting India</p> <p>-Recap characteristics of the UK and compare these to India - use maps, google earth, videos, pictures to investigate key features of the physical and human geography of India—housing, types of buildings, roads, rural areas, animals, population, climate, buildings, landmarks—what is it like living in different regions?</p> <p>-Recap cities in the UK and work completed looking at London. What physical and human features do the children remember. Look at Mumbai at a city in India. Explore physical and human geography, using google maps, atlas, images, maps, videos etc. Compare to the human and physical geography of London e.g. types of buildings, style of buildings, population, weather, etc.</p> <p>-Recap prior work on coastal areas and seaside towns in Year 1—Recap the human and physical features of this type of locality in the UK. Look at maps of India and locate the coastal areas on a map. Explore the features of Midnapore as a coastal area of India. What physical and human features can be observed from google maps, photos, videos, maps, etc.</p> <p>-Compare the coastal areas of the UK e.g. Blackpool and Midnapore in India. What is the human effect on the geography of coastlines? Children explore how humans affect coastal areas e.g. amusements, shops, traffic etc. Debate Do they think humans have a positive or negative affect on the coast and why?</p> <p>-Fieldwork—Do you go to a different continent on your holiday and why? Children will compose and conduct a survey to the school community to explore if people choose to take their holiday outside of the UK and why? They will then link this to their knowledge of climate and physical and human geography around the world to discuss their findings.</p> <p>CC link—Human effects on Wildlife—WWF campaign ENG</p>	

Breakdown of Knowledge

This document shows how **substantive, declarative (knows that)** and **procedural (knows how to)** knowledge develops in Computing across the school.



Knowledge Organisers



Geography



<p>Topic: Me and My Celebrations</p>	<p>Year group: Nursery</p>	<p>Strands: Place knowledge, Locational knowledge, Physical and Human Geography and Geographical Skills and Fieldwork</p>
--	--------------------------------	---

<p>My prior knowledge What I should already know before starting this topic:</p> <p>The children will know what is in their immediate environments at home and in some rooms e.g. their bedroom. They will know who they live with and places they have been to already in their lives. They may begin to discuss what they know about themselves and their own family and friends. The children may also be familiar with similar items they will find in their new classroom e.g. a teddy bear or in their outdoor classroom e.g. a scooter.</p>
--

What will I know by the end of this unit?	
To talk about their own experiences of places they have been to and what they have seen using photographs from home.	To talk about what is in their own house and gardens.
To name what is in the classroom and which area the items are in within the classroom.	To be able to build a house and garden using the construction.
To explore the outdoor area and to talk about the toys, why they are used, how they are used and the different materials.	To explore where they live and what's around where they live on Google maps—street view.



Curriculum Links
Locational Knowledge— Comments and asks questions about their familiar world.
Place Knowledge— Says something they have got in their garden/see on their journey to school.
Physical and Human Geography— Talks about some of the things they have observed.
Geographical skills and fieldwork— Explores immediate area within school grounds.

Classroom Areas

 Reading area	 Writing area	 Fine motor area
 Computing area	 Choosing area	 Maths area
 Role play area	 Construction area	 Small world area
 Discovery area	 Creative area	 Zen zone










Glossary	
Classroom	A learning space for children.
Area	A space within a place.
Photograph	A picture made using a camera.
Outdoor area	A space to play and learn outside of the school building.
House	A building where people live.
Garden	An outdoor space where you can see plants grow, play and discover nature.
Construction	Building things like houses, roads and bridges with lots of different media.



Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Exploring the indoor and outdoor classrooms using their senses.

Engagement motivation and thinking (CoL)
Engagement— Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.
Motivation— Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.
Thinking— Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

Look around the classroom and circle the areas you can see in your classroom.

 Reading area	 Writing area	 Fine motor area
 Computing area	 Choosing area	 Maths area
 Role play area	 Construction area	 Small world area
 Discovery area	 Creative area	 Zen zone

Start of unit:	End of unit:
----------------	--------------

Tick the objects you will find in your Nursery classroom.

 book	<input type="checkbox"/>	
 ball	<input type="checkbox"/>	
 glue stick	<input type="checkbox"/>	
 bike	<input type="checkbox"/>	

Tick the objects you will find in your Nursery outdoor classroom.

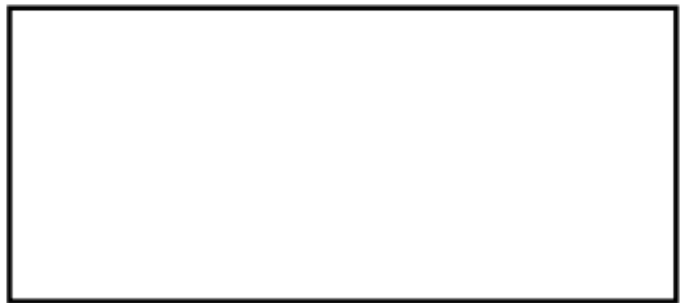
 book	<input type="checkbox"/>	
 ball	<input type="checkbox"/>	
 glue stick	<input type="checkbox"/>	
 bike	<input type="checkbox"/>	

Start of unit:	End of unit:
----------------	--------------

Say the name of your school, which family group you are in and who your teacher is.



Draw a picture of where you live.



Start of unit:	End of unit:
----------------	--------------



Geography



Topic: People who Help us	Year group: Nursery	Strand: Place knowledge, Locational knowledge, Physical and Human Geography and Geographical Skills and Fieldwork
------------------------------	------------------------	--

My prior knowledge What I should already know before starting this topic:
<p>The children will know what is in their immediate environments at home and in some rooms e.g. their bedroom. They will know who they live with and places they have been to already in their lives. They may begin to discuss what they know about themselves and their own family and friends. The children will know the areas in their indoor and outdoor classroom and the items within these areas. They will be able to talk about the toys, how they are used and why they are used. The children have had the opportunity to explore where they live and what is around where they live on Google Maps—street view, as well as building their own house and garden using the variety of construction materials in the Nursery.</p>

What will I know by the end of this unit?	
To be able to name the people who help us (how they help us), what their profession is, what they do, where they work, what transport they use and what uniform they wear.	To be able to use learnt vocabulary to talk about people who help us and to role play these people on a trip to Adventure Street.
To have met lots of different professionals.	To have seen an aerial view of the school and the local area.
To look at what equipment different people who help us use.	To find out what is in the local area on a walk to the local shop and to explore a shop and it's areas , including experiencing buying from a shopkeeper.



police officer



police officers



school crossing patrol



dentist



firefighters



firefighters



dentist



vet



paramedics



paramedics



vets



lifeguard



doctors



doctor



lifeboat crew



postal worker



nurse



teacher



teacher



teaching assistant











Curriculum Links
Locational Knowledge— Comments and asks questions about their familiar world.
Place Knowledge— Says something they have got in their garden/see on their journey to school.
Physical and Human Geography— Talks about some of the things they have observed.
Geographical skills and fieldwork— Explores immediate area within school grounds.











Glossary	
Job	Work that someone does to get paid.
Local area	The places that are close to where they live or go to school, like their street, neighbourhood or town.
Shop	A place where you can buy thing, like a toy shop or a supermarket.
Aerial view	A picture or viewpoint of something from high above, like a bird flying overhead.
School	A place where children go to learn new things from teachers, play with friends and have fun.
Transport	To move or carry people or things from one place to another.
Uniform	A set of clothing that all members of a group wear e.g. for school or for a job.
Building	A structure with walls e.g. a roof, a house, a school, a shop etc.

Geographical Skills and Fieldwork	
•	Visits from different people who help us—the police, vets, nurse to talk the children about their jobs. They will show them their uniform, apparatus etc. For the vet, it is a hands on petting experience.
•	Trip to Adventure Street to role play all the people who help us.
•	Introducing the outside of our school—this is the local area where we live and where we come to school. It is called New Invention. In New Invention there are houses, shops and cars, vans and lorries on the road. Walking to the shop—what do you see on the way, what vehicles do you see, what can you see around you? Speaking to a shopkeeper and buying items from the shop—looking around the shop, learning about the shop being organised in sections— where would you look for different things e.g. fridges, freezers, shelves etc.

Engagement motivation and thinking (CoL)	
Engagement—	Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.
Motivation—	Being involved and concentrating— gaining new knowledge and understanding of vocabulary and maps.
Thinking—	Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

What will a dentist help you with?	Start of unit:	End of unit:	Where would you see a lifeguard helping people?	Start of unit:	End of unit:
 eyes <input type="checkbox"/>			 school <input type="checkbox"/>		
 ears <input type="checkbox"/>			 beach <input type="checkbox"/>		
 teeth <input type="checkbox"/>			 hospital <input type="checkbox"/>		
 nose <input type="checkbox"/>			 home <input type="checkbox"/>		

What do paramedics drive?	Start of unit:	End of unit:	Which person will help you in a school?	Start of unit:	End of unit:
 ambulance <input type="checkbox"/>			 Vet <input type="checkbox"/>		
 police car <input type="checkbox"/>			 Lollipop man <input type="checkbox"/>		
 bike <input type="checkbox"/>			 Firefighter <input type="checkbox"/>		
 car <input type="checkbox"/>			 Teacher <input type="checkbox"/>		



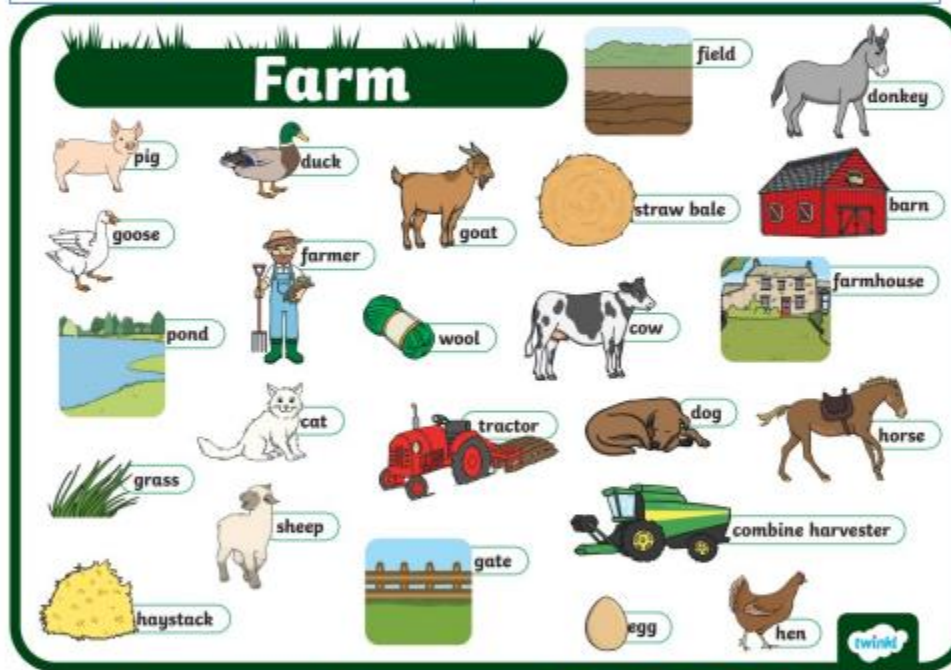
Geography



Topic: Down on the Farm	Year group: Nursery	Strand: Place knowledge, Locational knowledge, Physical and Human Geography and Geographical Skills and Fieldwork
----------------------------	------------------------	--

My prior knowledge What I should already know before starting this topic:
<p>The children will know what is in their immediate environments at home and in some rooms e.g. their bedroom. They will know who they live with and places they have been to already in their lives. They may begin to discuss what they know about themselves and their own family and friends. The children will know the areas in their indoor and outdoor classroom and the items within these areas. They will be able to talk about the toys, how they are used and why they are used. The children have had the opportunity to explore where they live and what is around where they live on Google Maps—street view, as well as building their own house and garden using the variety of construction materials in the Nursery. They have seen an aerial view of the local area and their school. The children have knowledge of people in the community who help us, what they are called, what they do, where they work, what they wear and the transport they use. The children have developed their geographical vocabulary throughout Nursery.</p>

What will I know by the end of this unit?	
To know what a farmer is and what a farmer does.	To be able to build a farm with a variety of materials in both the indoor and outdoor classroom environment.
To know what a farm is, what it looks like and what you will find there.	To understand why and how the weather is important to a farmer and to help a farmer by keeping a weather log.
To experience a trip to the farm and identify the features of a farm and the animals they have observed.	To compare the similarities and differences between a farm and a town.
To identify the differences between the different features on a farm e.g. what you would see on a farm and what you wouldn't see on a farm.	To be able to create a floor map of a farm by placing animals in different places.



Songs about farms

Baa Baa Black Sheep

Baa, baa, black sheep,
Have you any wool?
"Yes sir, yes sir,
Three bags full!"
One for the master,
And one for the little boy,
And one for the little girl,
Who lives down the lane.

The Farmer's in His Den

The farmer's in his den,
The farmer's in his den,
The farmer's in his den,
The farmer's in his den,
The pig wants a slice,
The pig wants a slice,
The pig wants a slice,
The pig wants a slice,
The dog wants a bone,
The dog wants a bone,
The dog wants a bone,
The dog wants a bone.

Old MacDonald

Old MacDonald had a farm, E-I-O, E-I-O,
And on that farm he had a cow, E-I-O, E-I-O,
With a moo-moo sound, E-I-O, E-I-O,
And a "baa, baa" sound,
Here a "baa," there a "moo,"
Here a "baa," there a "moo,"
With a moo-moo sound,
And a "baa, baa" sound,
Old MacDonald had a farm, E-I-O, E-I-O,
Repeat with different animals e.g.
cow (moo), pig (oink), sheep (baa), horse (neigh), chicken (cluck), duck (quack), etc.

B-I-N-G-O

The farmer's in his den,
The farmer's in his den,
The farmer's in his den,
The farmer's in his den,
The pig wants a slice,
The pig wants a slice,
The pig wants a slice,
The pig wants a slice,
The dog wants a bone,
The dog wants a bone,
The dog wants a bone,
The dog wants a bone.

Curriculum Links
Locational Knowledge— Comments and asks questions about their familiar world.
Place Knowledge— Says something they have got in their garden/see on their journey to school.
Physical and Human Geography— Talks about some of the things they have observed.
Geographical skills and fieldwork— Explores immediate area within school grounds.

Glossary	
Farm	A piece of land used to grow crops, and raise animals for produce.
Farmer	A person who grows plants and raises animals for food and other materials.
Same	When two things are exactly alike or identical, with no differences.
Different	When two things are not the same.
Town	A place where people live, work and play.
Weather	What the air outside feels like on a particular day such as hot, cold, sunny, rainy or windy.



Geographical Skills and Fieldwork
<ul style="list-style-type: none"> A trip to the farm—talking about the animals they have observed and the features of a farm. Keeping a weather log for a farmer by logging daily weather over a whole week.

Engagement motivation and thinking (CoL)
Engagement— Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.
Motivation— Being involved and concentrating— gaining new knowledge and understanding of vocabulary and maps.
Thinking— Making links—finding similarities and differences between two different places, as well as



Start of unit:

End of unit:

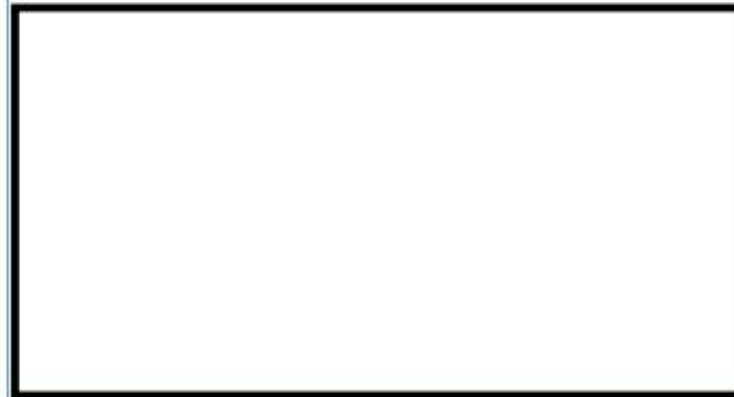
Tick what you would see on a farm.

Start of unit:

End of unit:

 lion	<input type="checkbox"/>		
 sheep	<input type="checkbox"/>		
 cow	<input type="checkbox"/>		
 tractor	<input type="checkbox"/>		
 monkey	<input type="checkbox"/>		
 duck	<input type="checkbox"/>		
 hag	<input type="checkbox"/>		
 zebra	<input type="checkbox"/>		
 farmer	<input type="checkbox"/>		

Draw a farm and your 3 favourite farm animals.



Start of unit:

End of unit:



Geography



Topic: Nursery Rhyme Land—Our School and the Square	Year group: Reception	Strand: Human and Physical
---	--------------------------	-------------------------------

My prior knowledge What I should already know before starting this topic:
Children will already know the human and physical features within their immediate environments such as their previous classroom and the outdoor environment. Children will already have a basic knowledge of the features within their homes and gardens. Children will have an understanding of different professions, what they do, where they work and what transport they use. Children will have already explored what is within their local area, surrounding school. Children will know how to compare the similarities and differences of two familiar places—a farm and a town. Children will recognise the different types of weather.

What will I know by the end of this unit?	
To recognise the features, areas and items within their new Reception classroom.	To explore similarities and differences between two places within the New Invention square e.g. Post office and Greggs.
To recognise the human features within the indoor and outdoor areas in school.	To explore the local environment on an Autumn walk, recognising human and physical features on route.
To understand that New Invention is a town in Willenhall and what they will find in New Invention square e.g. special places, professional places.	To recognise the signs of Autumn—weather, seasonal and facts about animals and plants at Autumn time.

New Classroom Areas

Reading area	Writing area	Fine motor area
Computing area	Choosing area	Maths area
Role play area	Construction area	Small world area
Discovery area	Creative area	Zen zone

Greggs



Post Office



Human Features



Physical Features



Signs of Autumn

Red leaves 	Brown leaves 	Yellow leaves 	Acorns
Orange leaves 	Conker husks 	Conkers 	Seeds
Pine cones 	Leaves on the ground 	Blackberries 	Mushrooms



Curriculum Links

Locational Knowledge—To talk about features in their immediate environment and to know how environments may vary from each other.

Place Knowledge— To know similarities and differences in relation to places.

Physical and Human Geography— To talk about and make observations of and explain why some things occur, talking about changes.

Geographical skills and fieldwork— To explore the local environment and talk about what they saw.



Glossary

Classroom	A learning space for children
Area	A space within a place
Human feature	An environment that has been created or built by people e.g. buildings, roads and cities
Physical feature	A natural, non-human characteristic of a place e.g. a mountain, river or forest
Town	A built up area with a name that is larger than a village and smaller than a city
Similarities	When things are alike
Differences	When things are not alike
Autumn	The season between Summer and Winter, with cooler temperatures and shorter days

Geographical Skills and Fieldwork

- Walk to the square — making observations of the natural world, describing what they have seen—plants, animals, buildings etc. Looking at the shops and what they are there for and who works there. Back at school—focussing on similarities and differences between the post office and Greggs. Linking to people who help us—supermarket, hairdressers, the Hive and what those different shops are actually for. There are also important special places that people go to for their religion in their local area—looking on google maps—Holy Trinity Church, The Guru Nanak Gurdwara, a Mosque.
- Autumn Walk to Lichfield Road—the old railway line —talking about weather, what we can see in the street, what we can see outside the shops, in the shops, in the meadow, identifying the physical and human features on route. Naming animals and familiar plants that they might see. Taking magnifying glasses and using all senses to explore the environment. Talking about the weather, seasonal changes and how the animals and plants behave e.g. leaves falling off the trees, animals going to sleep for the Winter—hibernating. Starting a weather log—arrive back at school and draw and label what the weather has been like this season.

Engagement motivation and thinking (CoL)

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.









Motivation— Being involved and concentrating— gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as

Match the object to the area it belongs to in the classroom.

 Pencil	 Maths area
 Apron	 Construction area
 Toy train	 Role play area
 Magnifying glass	 Writing area
 Counters	 Creative area
 Lego	 Reading area
 Puppet	 Discovery area
 Book	 Small world area

Start of unit: _____
End of unit: _____

Tick the human features.		Start of unit:	End of unit:
 Town	<input type="checkbox"/>		
 Weather	<input type="checkbox"/>		
 Seasons	<input type="checkbox"/>		
 House	<input type="checkbox"/>		
Tick the physical features.		Start of unit:	End of unit:
 City	<input type="checkbox"/>		
 Shop	<input type="checkbox"/>		
 Weather	<input type="checkbox"/>		
 Seasons	<input type="checkbox"/>		

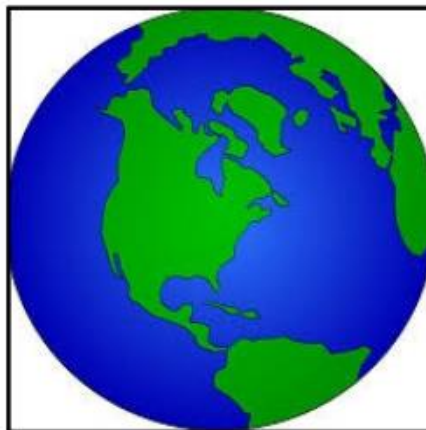
Circle the signs of Autumn in the picture.



Start of unit: _____
End of unit: _____



Geography



Topic: Traditional Tales	Year group: Reception	Strand: Locational and Place Knowledge—Willenhall
-----------------------------	--------------------------	---

My prior knowledge What I should already know before starting this topic:
Children will already know the human and physical features within their immediate environments such as their classroom, school and local area. They will know what a town is. Children will already have some knowledge of the features within their homes and gardens as well as an understanding of similarities and differences between two familiar places. Children will have an understanding of different professions, what they do, where they work and what transport they use. Children will recognise the different types of weather and knowledge of the signs of Autumn.

What will I know by the end of this unit?	
To know where they live and that they live in a town.	To begin to understand what a map is, what it is for and recognise human and physical features on a map.
To know different types of homes that people may live in.	To compare routes taken in two places—a place familiar to us e.g. Our school to the Square and a place from a story e.g. a route that a character takes.
To be able to compare the homes we live in compared to homes others live in in another country.	To explore the local environment on a Spring walk, recognising human and physical features on route.
To be able to compare the environments we live in compared to environments others live in in another country.	To recognise the signs of Spring —weather, seasonal and facts about animals and plants at Spring time.

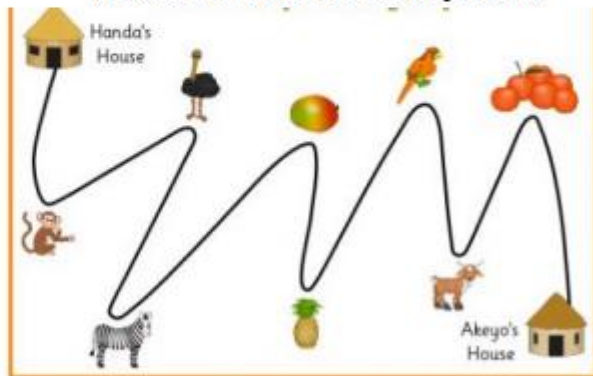
Different types of Homes



A hut in a Kenyan Tribal Village



Handa's route from her home to Akeyo's home



Signs of Spring



Curriculum Links

Locational Knowledge—To talk about features in their immediate environment and to know how environments may vary from each other.

Place Knowledge— To know similarities and differences in relation to places.

Physical and Human Geography— To talk about and make observations of and explain why some things occur, talking about changes.

Geographical skills and fieldwork— To explore the local environment and talk about what they saw.

Our route from School to the New Invention Square



Geographical Skills and Fieldwork

- A walk down to the local Tesco—talking about the types of houses near school. Each group will count how many different types of houses they can see and then make a class chart.
- A Spring walk back to the railway line—talking about how it is different and discussing seasons and weather changes. Recapping Autumn signs and comparing to Spring. Talking about the weather, seasonal changes and how the animals and plants behave e.g. blossoms starting to grow, flowers will grow, animals waking up from hibernation. Sharing stories and poems about the seasonal changes. Continuing a weather log—when arriving back at school, drawing and labelling what the weather has been like this season.

Engagement motivation and thinking (CoL)





Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation— Being involved and concentrating— gaining new knowledge and understanding of vocabulary and maps.

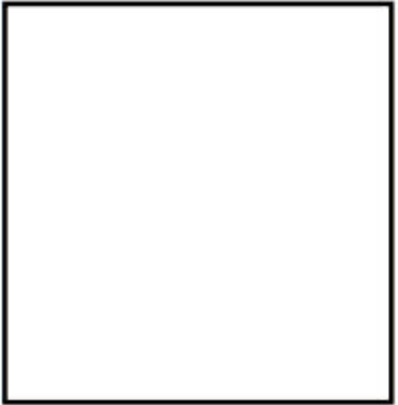
Thinking—Making links—finding similarities and differences between two different places, as well as compar-


Glossary

Home	The place where someone lives
Town	A built up area with a name that is larger than a village and smaller than a city
Map	A picture that shows where things are, like a drawing of your neighbourhood, a city or even the whole world
Route	A special way to get from one place to another
Human feature	An environment that has been created or built by people e.g. buildings, roads and cities
Physical feature	A natural, non-human characteristic of a place e.g. a mountain, river or forest
Spring	The season that comes after Winter and before Summer, when the weather starts to get warmer.
Similarities	When things are alike
Differences	When things are not alike

Which homes will you see around where you live?	Start of unit:	End of unit:
 Semi-detached house <input type="checkbox"/>		
 Hut <input type="checkbox"/>		
 Flat <input type="checkbox"/>		
 Igloo <input type="checkbox"/>		

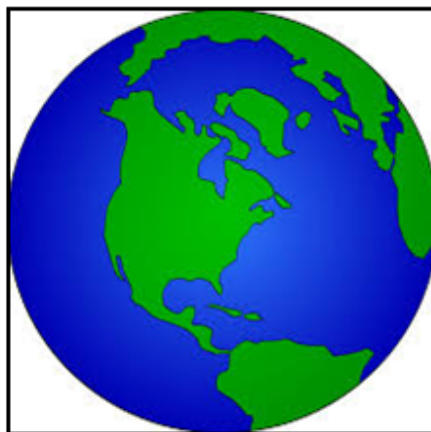


Draw a picture of your home. 	Start of unit:	End of unit:	Write a list of 3 signs of Spring. 1. _____ 2. _____ 3. _____	Start of unit:	End of unit:

Draw your route from school to New Invention Square. Include drawings of the human and physical features seen on route. 	Start of unit:	End of unit:



Geography



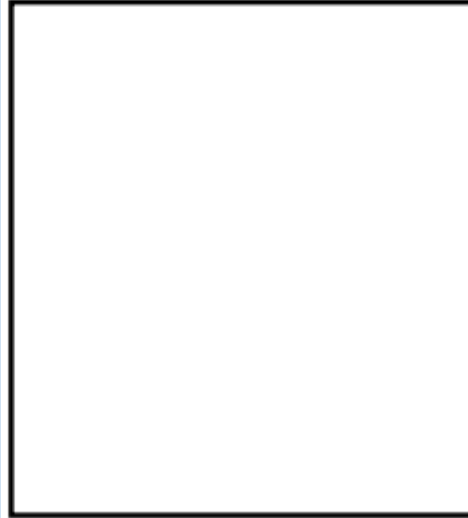
Topic: At the Bottom of the Garden	Year group: Reception	Strand: Place Knowledge
---------------------------------------	--------------------------	----------------------------

My prior knowledge

What I should already know before starting this topic:

Children will already know the human and physical features within their immediate environments such as their classroom, school and local area. They will know what a town is. Children will already have some knowledge of the features within their homes and gardens as well as an understanding of similarities and differences between two familiar places. Children will have an understanding of different professions, what they do, where they work and what transport they use. They will have some basic knowledge of maps and routes and knowledge of different houses and environments in the UK compared to different houses and environments in another country. Children will recognise the different types of weather and have knowledge of the signs of Autumn and Spring.

Draw a pictorial, aerial map of a garden.

Start
of
unit:End of
unit:

List 6 features of a garden.

Start
of
unit:End
of
unit:

1.

2.

3.

4.

5.

6.

Describe the Signs of Summer

Choose the words and phrases that best describe the signs of summer.



- sunshine
- heatwave
- warm
- seasons
- wildflowers
- butterflies
- buzzing
- birds
- earlier
- lighter
- sunrise
- sunset
- wildlife
- bloom
- colours
- soft breezes

Write some sentences to describe the signs of summer using some of the words and phrases you have chosen.

Start of unit:

End of unit:



Geography



Topic:
My Class, my School, my
Road

Year group:
KS1

Strand:
Geography skills and Field-
work

My prior knowledge

What I should already know before starting this topic:

Children should already know the direction from home or school to a familiar place. They can talk about and question about where they live. Children should be able to represent and record key features of a place using models or symbols e.g. draws/sticks a picture of their house with flowers/trees outside. They can use and understand symbols to represent direction. Children should be able to recognise symbols on maps e.g. giraffe enclosure on a map of the zoo, three little pigs house on a map of Wonderland. Children will have learnt what an aerial view is and will identify

What will I know by the end of this unit?	
To know what a map is and why it is used and to know some features that are included on maps.	To label an aerial plan of the school, including naming land marks.
To use locational language including near, far, next to, opposite and to know that we use locational language to describe the placement of landmarks.	To say what features they want to include on a map of their own and know what they will draw to show those features on their map.
To use directional language including left and right and to know that we use directional language to give instructions on a journey.	Takes photos, draws pictures and talks about what they've seen when studying their school and when studying a surrounding area.
To know that an aerial plan is a view from above and can identify objects that are of an aerial view.	To know the suitable features to look for when taking photos and drawing pictures when completing field work in the school or local environment they know.
To identify features of a place on an aerial plan and to talk about the different parts of an aerial plan.	To identify and talk about seasonal weather (Spring) and daily/weekly weather.



School Floor Plan

Curriculum Links
Geographical skills and fieldwork— To use maps to identify places. To use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To 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.

Glossary	
aerial view	a view from above
floor plan	the layout of rooms on one floor of a building
grounds	the land around a building
human geography	features of land that have been impacted by human activity
physical geography	natural features of land
route	a way from one place to another
surrounded	to be present all around
village	a small group of houses, perhaps with a few shops, that

Geographical Skills and Fieldwork

- Label an aerial view picture of your classroom to show where everything is.
- Label an aerial view floor plan of the school.
- Write instructions about how to get from your classroom to the office.
- Study the geography of the school and its grounds and the key human and physical features of its surroundings.
- Use Google Maps - locate where you live and draw your route to school over the roads seen.

Engagement motivation and thinking (CoL)

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation—Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing

Classroom Layout

Find the following in the aerial view of the picture and complete the list.	Start of units.	End of units.
Playground		
Car Park		
My classroom		
Dining Hall		





Geography



Topic: Seaside	Year group: Year One	Strand: Human/physical geography
-------------------	-------------------------	-------------------------------------

My prior knowledge What I should already know before starting this topic:
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 another. They notice the difference and are beginning to notice similarities between the features of the place where they live, local landscapes and features of the natural environment. Children can talk about and ask questions about the changes in the environment.

What will I know by the end of this unit?

To know there are different bodies of water (e.g. lakes, seas, oceans, rivers).	To identify and talk about seasonal weather (Autumn and Winter) and daily/weekly weather.
To notice similarities and compares differences between two contrasting areas (a beach and a park).	To use and understand the basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season, weather.
To know that some things in the environment are there naturally and others have been put there by humans.	To use and understand basic geographical vocabulary to refer to key human features, including: city, farm, house, office, port, shop.
To know and use the vocabulary human features and physical features.	To know that an aerial plan is a view from above.
To identify physical and human features of a small area of the UK.	To identify objects that are of an aerial view and identifies features of a place on an aerial plan.
To talk about human and physical features when study in a two contrasting areas.	To talk about and labels an aerial map of the school, name a landmarks.

Diagrams, maps, artefacts, photographs, pictures.



Glossary

Beach	A beach is an area of sand or pebbles that leads to the sea.
Cliff	A cliff is a steep rock face, often along the edge of the sea.
Coast	The coast is the place where the land meets the sea.
Sea	The sea is a body of salt water, which is part of an ocean.
Ocean	This is a large body of salt water, which covers the majority of the earth's surface. The five oceans in the world are the Pacific, the Atlantic, the Arctic, the Antarctic and the Indian oceans.
Season	This is one of four divisions of the year (autumn, winter, spring and summer) often marked by different weather patterns and hours of daylight.
Weather	This is the day to day outdoor conditions, such as temperature, cloudiness and rainfall.
City	A city is a large town. Each country has a capital city, which is usually one of the largest cities.
Farm	A farm is an area of land used to produce crops or to breed animals and livestock.
House	A house is a building designed for people to live in.
Town	A town is a large group of houses, shops and factories where people live. Towns are larger than villages but smaller than cities.
Office	An office is a building of rooms where business and work is carried out by office workers.
Port	This is a town or city with a harbour where ships can load and unload people or goods.
Shop	A shop is a building in which goods are sold. For example, supermarkets, clothes shops and toy shops.
River	A river is a large, natural stream of fresh water that flows into the sea or a lake.
Lake	A lake is a large area of water surrounded by land.

Curriculum Links

Place knowledge—To understand geographical similarities and differences through studying the human and physical geography of two small areas of the United Kingdom.

Human and Physical Geography—To identify seasonal and daily weather patterns in the United Kingdom and to use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork—To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Characteristics of Effective Learning

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation—Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

Comparing a park and a seaside quiz

Child's Name:

Question 1: A park and a seaside are similar because... Tick 2.	Start of unit:	End of unit:
They both have an ocean.		
They might both have play equipment.		
People go to both places.		
They both have shells.		

Question 3: Tick 2 physical features of a seaside.	Start of unit:	End of unit:
Town		
Beach		
Weather		
Shop		

Question 2: A park and a seaside are different because... Tick 2.	Start of unit:	End of unit:
It only rains at the park but doesn't rain at the seaside.		
Only a seaside can have a shop nearby.		
A seaside has a coastline and a park doesn't.		
You might find soil at a park but not at a seaside.		

Question 4: Tick 2 human features of a seaside.	Start of unit:	End of unit:
House		
Seasons		
Shop		
Mountain		

Label the key features of the seaside. Use the word bank to help you.



Word Bank: sea beach houses boats hill lighthouse pier

Question 5: I can use a _____ to find where seaside's and parks are. Tick one.	Start of unit:	End of unit:
A telescope		
A map		
A remote Control		
A radio		



Geography



Topic: Locational Knowledge	Year group: Year One	Strand: Locational Knowledge
--------------------------------	-------------------------	---------------------------------

My prior knowledge What I should already know before starting this topic:
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 another.

What will I know by the end of this unit?	
To know what a continent and ocean is.	To know there are different bodies of water such as lakes, seas, oceans and rivers.
To know that the world is made up of continents and oceans.	To know that we live in England which is part of the UK.
To know that continents are made up of countries.	To know that the UK is made up of different countries.
To name some of the continents and oceans.	To name the four UK countries.

Willenhall is a town in England.
 England is a country.
 There are four countries in the United Kingdom (UK): England, Scotland, Wales, Northern Ireland.
 Each of these countries has a capital city, flag and national flower:

Country	Capital City	Flag	National Flower
England	London		rose
Scotland	Edinburgh		thistle
Wales	Cardiff		daffodil
Northern Ireland	Belfast		shamrock

Locational Knowledge

The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland

The UK includes the island of Great Britain, Northern Ireland and many smaller islands

Great Britain is an island—it is surrounded by seas: Irish Sea, North Sea, English Channel

The Republic of Ireland is not a country of the United Kingdom.



National Curriculum Links

Locational Knowledge—To name, locate and identify characteristics of the four countries of the United Kingdom.

Geographical skills and fieldwork—To use maps to identify places.

Characteristics of Effective Learning

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation—Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

- Geographical Skills and Fieldwork**
- Find the four countries of the United Kingdom using map skills
 - Compare the human and physical geographical features of the four countries saying how they are similar and different.
 - Use Google Earth to start at school and zoom out. What do you notice?
 - Observe aerial view photographs and know what they show
 - Use the compass points to describe the countries of the United Kingdom in relation to each other.

Glossary	
aerial view	a view from above.
capital city	the city where the government sits. London is the capital city of England and the
city	a large town. London is a city.
compass point	any of the main points of a compass: north, south, east and west
Country	an area of land that is controlled by its own government.
England	a country in the United Kingdom. Willenhall is a town in England.
flag	a piece of cloth which can be attached to a pole and which is used as symbol of a particular country
human geography	features of land that have been impacted by human activity
Island	a piece of land that is completely surrounded by water
Great Britain	An island that is made up of England, Scotland and Wales.
London	London is the capital city of England and the UK.
physical geography	natural features of land
sea	a large area of salty water that is part of an ocean
surrounded	to be present all around
United Kingdom	The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.
village	a small group of houses, perhaps with a few shops, that are often in the countryside.

Question 1: Here is a map of the UK. Label the countries with their names, England, Scotland Northern Ireland and Wales.



Start of unit:	End of unit:

Question 2: Tick the **three** countries that are in Great Britain.

Start of unit:	End of unit:
England	
Scotland	
Wales	
Northern Ireland	

Question 4: Which **one** word belongs in the gaps. The English Channel, the Irish _____ and the North _____ all surround the United Kingdom.

Start of unit:	End of unit:
Flag	
Sea	
Country	
Village	

Question 3: Which of these is **not** a capital city?

Start of unit:	End of unit:
Willeshall	
Belfast	
London	
Cardiff	

Question 5: Match the capital cities to their countries.

Start of unit:	End of unit:
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">England</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Edinburgh</div> </div>	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Scotland</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Cardiff</div> </div>	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Northern Ireland</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Belfast</div> </div>	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Wales</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">London</div> </div>	



Geography

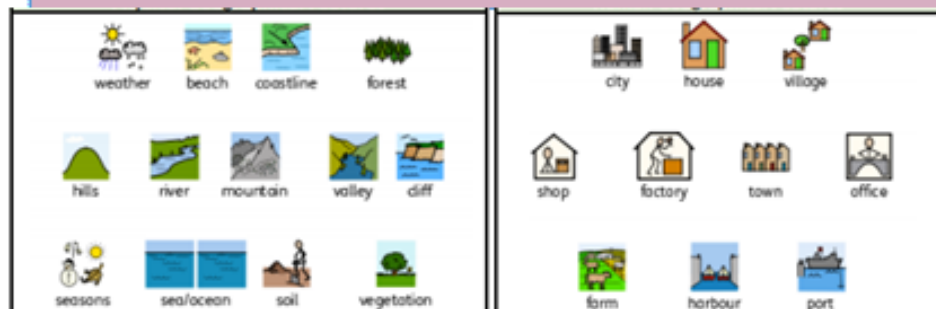


Topic: Place Knowledge	Year group: Year One	Strand: Comparing two contrasting areas
---------------------------	-------------------------	--

My prior knowledge What I should already know before starting this topic:
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 another. They notice the differences and are beginning to notice similarities between the features of the place where they live, local landscapes and features of the natural environment. Children can identify the features of the place where they live and start to compare them e.g. there are some shops by my house, the shops have a car park and school has a car park, my house has square windows and that one has round windows.

What will I know by the end of this unit?	
Notice similarities between two contrasting areas.	Compare differences between two contrasting areas. (e.g. a beach and a park).
Identify physical and human features of a local environment.	Identify physical and human features of a small area of the UK.
Talks about physical features when studying two contrasting areas. (e.g. what plants would be there, what type of water might you see?)	

Diagrams



Curriculum Links
Locational Knowledge —To name, locate and identify characteristics of the four countries of the United Kingdom.
Place knowledge —To understand geographical similarities and differences through studying the human and physical geography of two contrasting areas within the UK.
Human and Physical Geography —To identify seasonal and daily weather patterns in the United Kingdom and to use basic geographical vocabulary to refer to key physical and human features.
Geographical skills and fieldwork —To use world maps, atlases and globes to identify the United Kingdom and its countries. To devise a simple map; and use and construct basic symbols.

Characteristics of Effective Learning

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation—Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

Geographical Skills and Fieldwork

Go on a tour of the school using a map and then look at an aerial view photograph - can you label it to show where the different class rooms are?

Take a walk around Willenhall using a map to help you. What symbols are on the map? What do they mean?

Look at an aerial view photograph of Willenhall - can you label it using symbols and create a key?

Can you draw a map that includes your house, the school and some surrounding areas? Can you label your map or use symbols?

Can you use words like near/far and right/left to describe where places are?

Take a walk down the High Street - what shops do you notice? How are they different to London shops?

Compare Willenhall and London. How are they similar? How are they different?

Glossary	
Aerial View	A view from above.
Factory	Where goods are made in large quantities from an area of land used to produce crops or to breed animals and live stock.
Hill	A naturally raised area of land, which is not as high as a mountain.
House	A building designed for people to live in.
Human geography	Features of land that have been impacted by human activity.
Map	A drawing of a particular area such as a city, a country.
Market	A place where people gather to buy and sell goods.
Office	A building of rooms where business and work is carried out by office workers.
Physical Geography	natural features of land.
River	A large, natural stream of fresh water that flows into the sea or a lake.
Shop	A building in which goods are sold—For example, supermarkets, clothes shops and toy shops.
Town	A large group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities. Willenhall is a town.
Train Station	a place on a railway line where trains stop for people to get on and off trains.
Village	a small group of houses, perhaps with a few shops, that are often in the countryside.

Place Knowledge Quiz	Child's Name:
----------------------	---------------

Question 1: An example of a physical feature in Willenhall is a:	Start of unit:	End of unit:
House		
Season		
Shop		
Farm		

Question 2: An example of human features in Willenhall are:	Start of unit:	End of unit:
Houses		
Rivers		
Hills		
Shops		

Question 3: Willenhall is a:	Start of unit:	End of unit:
City		
Town		
Village		
Country		

Question 4: London is a:	Start of unit:	End of unit:
City		
Town		
Village		
Country		

Question 5: To show where I can find different features of land I can draw a:	Start of unit:	End of unit:
River		
Hill		
Shop		
Map		



Geography

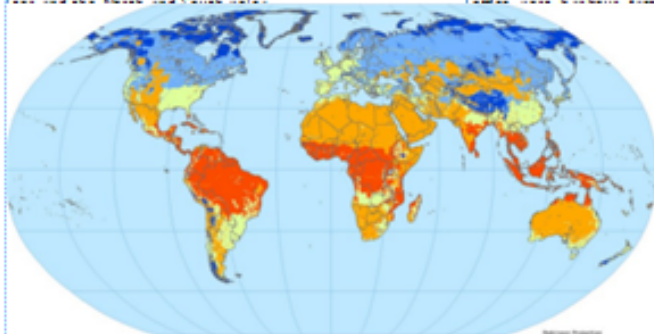


Topic:	Year group: Year Two	Strand: Human and Physical Geography
--------	-------------------------	---

My prior knowledge What I should already know before starting this topic:
The children will know that some things in the environment are naturally there and others have been put there by humans. Children know and use the basic vocabulary physical features and human features. They can identify human and physical features of their school, a local environment, landmarks and a small area of the UK. Children can talk about the human and physical features of two contrasting areas. They can identify and talk about daily, weekly and seasonal weather and name and describe the four seasons within the year.

What will I know by the end of this unit?

To identify and discuss physical and human features of four capital cities in the UK and four countries in the UK.	To understand and discuss daily weather patterns and seasonal changes.
To identify and discuss the human and physical features when studying two contrasting areas—UK and a small Non-European Country.	To use and understand the basic geographical vocabulary to refer to key physical features: beach, cliff, coast, mountain, valley, vegetation, natural, continent, ocean, equator, pole, landmark, human, physical, rural, forest, hill, sea, ocean, river.
To understand there are hot and cold areas in the world and to identify the location of these areas in relation to the equator and the North and South poles.	To use and understand basic geographical vocabulary to refer to key human features, including: city, town, farm, house, office, shop, kitchen, factory and shop.



Generalized Climate Zones

	tropical
	desert
	temperate
	cold
	polar tundra

Geographical Skills and Fieldwork

- Use maps, atlases and globes to identify different biomes. What do you notice about the colours used to identify deserts, tundra, rainforests and grasslands?
- Label maps to show where biomes can be located.
- Describe what the vegetation is like in each biome.
- Complete a table to show what the biomes are in different parts of the world (e.g. North Africa, Central Australia, North Russia).
- Describe the relationship between biomes and climate zones.
- Research the annual rainfall in different biomes and show it in a graph.

Links to National Curriculum

- To 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
- To use basic geographical vocabulary.
- To know the key physical and human features.

Characteristics of Effective Learning

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation—Being involved and concentrating—gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

Biome	Typical Climate	Image	Example of location
tundra	very cold and dry all year round		North Russia, Arctic and Antarctica
desert	dry and hot all year round		North Africa, Central Australia
rainforest	hot, humid and wet all year round		South America
temperate forest	cool winters and mild summers		UK, Russia, Europe
grassland	cold winters and hot summers		United States of America

Glossary

biome	a natural area of the living world which has its own climate, vegetation and animals
climate	the general weather conditions that are typical of a place
climate zone	sections of the Earth that are divided according to the climate. There are three main climate zones: polar, temperate and tropical.
continent	a very large area of land that consists of many countries. Europe is a continent.
deciduous	a tree that loses its leaves in the autumn every year
desert	a large area of land, usually in a hot region, where there is almost no water, rain or vegetation
equator	an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole.
evergreen	a tree or bush which has green leaves all the year round
forest	a large area where trees grow close together
globe	a ball-shaped object with a map of the world on it
grassland	a large area covered by wild grass
humid	a climate that is very hot and damp
ocean	one of the five very large areas of salt water on the Earth's surface
poles	the two opposite ends of Earth at its most northern and southern points
rainfall	the amount of rain that falls in a time period
rainforest	a thick forest of tall trees which is found in tropical areas
temperate	a measure of how hot or cold something is
tropical	The tropics have a humid climate, where the weather is hot and damp. They are near the equator.
tundra	a flat layer of land where the top layer is frozen. There is hardly any vegetation.
vegetation	plants, trees and flowers
wild	animals or plants that live or grow in natural surroundings and are not looked after by people


Human and Physical Geography Quiz	Child's Name:
-----------------------------------	---------------

Question 1: Which two of these are likely to have the least vegetation?	Start of unit:	End of unit:
Tundra		
Rainforest		
Desert		
Forest		

Question 2: The weather in the tundra is usually..	Start of unit:	End of unit:
Hot, humid and wet		
Very cold and dry		
Cool winters and mild summers		

Question 3: Complete the sentence: The closer an area is to the _____, the more tropical the climate is.	Start of unit:	End of unit:
Poles		
Equator		
UK		

Question 4: Order these places according to the amount of vegetation there is. 1 is the highest amount of vegetation, 3 is the least.	Start of unit:	End of unit:
Rainforest		
Desert		
Grassland		

<p>Question 5: Match these biomes to their pictures, then match the picture to the description of the climate. One has been done for you.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 25%;"> <p>tundra</p> <p>rainforest</p> <p>grassland</p> <p>desert</p> </div> <div style="width: 20%; text-align: center;">  </div> <div style="width: 25%;"> <p>very hot and dry all year round</p> <p>very cold and dry all year round</p> <p>cold winters and hot summers</p> <p>hot, humid and wet all year round</p> </div> </div>	Start of unit:	End of unit:



Geography



Topic: The World	Year group: Year Two	Strand: Locational Knowledge
---------------------	-------------------------	---------------------------------

My prior knowledge What I should already know before starting this topic:
<p>The children will already know that the world is made up of continents and oceans and what a continent and ocean is. They will be able to name the continents and oceans and will know that continents are made up of countries.</p> <p>The children will know that there are different bodies of water such as lakes, rivers, oceans and seas. They will know that we live in England which is part of the UK and that the UK is made up of different countries and can name the four countries.</p>

What will I know by the end of this unit?	
To name and locate the world's 7 continents	To understand what the equator is. (e.g. knowing hotter places are closer to the equator, knowing countries that are closer to the North and South poles will be colder.)
To name and locate the world's 5 oceans	To identify the location of hot and cold areas of the world in relation to the equator and North and South poles (e.g. on a globe/map, using an atlas).
To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.	To understand and appropriately use vocabulary related to weather.
To understand there are hot and cold areas of the world and locate hot and cold areas of the world using maps, atlases and globes.	

Diagrams and Pictures

Continents and Countries

There are 7 different continents on Earth. These are: Asia, Africa, Europe, Australia, North America, South America and Antarctica. There are 195 countries in the world today. The continent with the most countries is Africa – there are 54!



Oceans

The Earth has 5 oceans: Atlantic, Pacific, Indian, Arctic, and Southern Oceans.



National Curriculum Links
Locational Knowledge — name and locate the world's seven continents and five oceans and to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas .
Geographical skills and fieldwork — To 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 .
Human and Physical Geography — 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.

Characteristics of Effective Learning

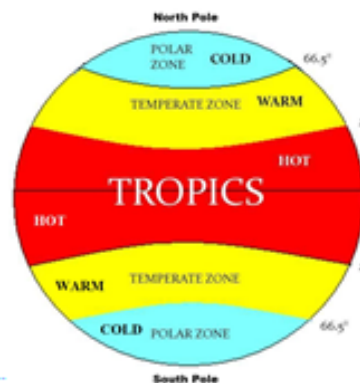
Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation— Being involved and concentrating — gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.

Climate Zones

When we talk about what the weather is like in a place over time, we call it climate. Countries have different types of climate around the world; they can be hot or cold. The equator is an imaginary line around the middle of the earth. Countries near the equator are very hot.

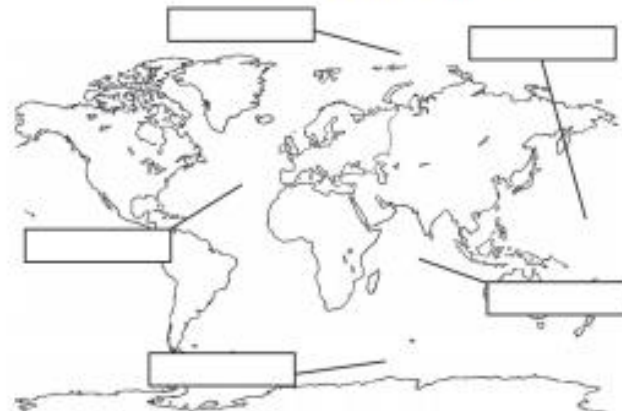


Glossary	
city	a large town. London is a city.
compass point	any of the main points of a compass: north, south, east and west
continent	a very large area of land that consists of many countries. Europe is a continent.
country	an area of land that is controlled by its own government.
England	a country in the United Kingdom. Willenhall is a town in England.
Island	a piece of land that is completely surrounded by water
Great Britain	An island that is made up of England, Scotland and Wales
ocean	one of the five very large areas of salt water on the Earth's surface
sea	a large area of salty water that is part of an ocean
surrounded	to be present all around
United Kingdom	The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.
village	a small group of houses, perhaps with a few shops, that
Town	a built up area with a name that is larger than a village and generally smaller than a city. Willenhall is a town.
Border	Where one country meets another.
Equator	An imaginary line that circles the Earth half way between the North and South Poles. It faces the sun all year round.
Climate	The weather conditions in an area over a long period of time.
Population	The number of people living in a country.

Question 1: Which place is not a continent? Tick One	Start of unit:	End of unit:
Europe		
United Kingdom		
Asia		
Antarctica		

Question 2: Which climate is near the equator?	Start of unit:	End of unit:
Warm		
Cold		
Hot		

Name the 5 Oceans of the world



Word Bank

Pacific Ocean

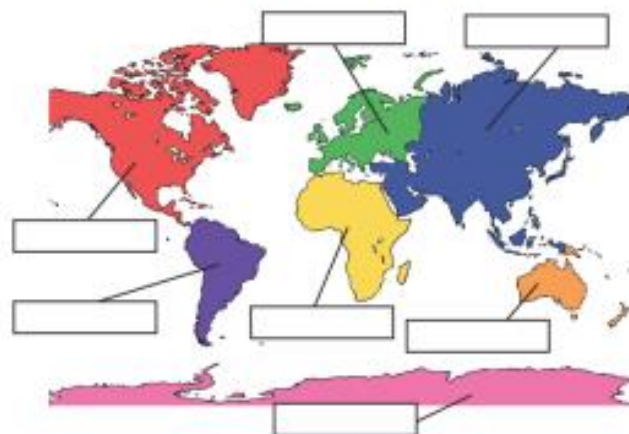
Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

Name the 7 Continents of the world



Word Bank

North America

South America

Africa

Antarctica

Australasia

Europe

Asia



Geography



Topic: Comparing India and England	Year group: Year Two	Strand: Place Knowledge
---------------------------------------	-------------------------	----------------------------

My prior knowledge What I should already know before starting this topic:
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 another. They notice the differences and are beginning to notice similarities between the features of the place where they live, local landscapes and features of the natural environment. Children can identify the physical and human features of the place where they live and another area within the UK and can compare them e.g. there are some shops by my house, the shops have a car park and school has a car park, my house has square windows and that one has round windows, London also has shops there. Children know that people in different countries live in different types of houses and have different ways of life. Children know that different parts of the world have different weathers.



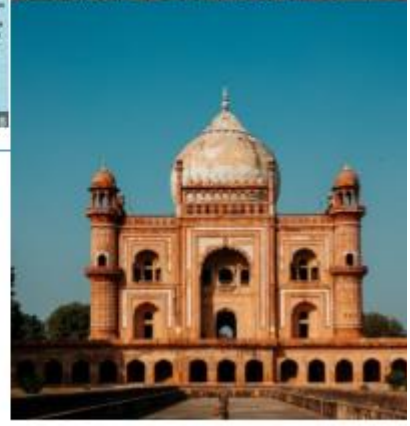
What will I know by the end of this unit?	
How to use world maps, atlases and globes to identify the continent of Africa and Kenya	How to use basic geographical vocabulary to talk about key physical and human features of India
How to communicate geographical information in a variety of ways	How to interpret information from photographs
How to find information from books, internet, maps and photographs	How to collect, analyse and compare data about temperatures and rainfall in India and England

Diagrams and Photographs

India flag







Curriculum Links

Locational Knowledge— To name and locate the world's 7 continents and 5 oceans. To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge— To 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.

Human and Physical Geography— To 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 and to use basic geographical vocabulary to refer to key physical and human features.

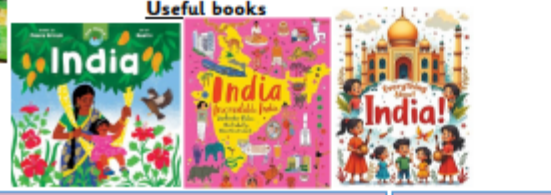
Geographical skills and fieldwork— To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Characteristics of Effective Learning

Engagement—Finding out and exploring—distinguishing what they might see, hear, smell, feel, taste in one place in comparison to another.

Motivation— Being involved and concentrating— gaining new knowledge and understanding of vocabulary and maps.

Thinking—Making links—finding similarities and differences between two different places, as well as comparing to their own familiar environments such as school and home.



UK

The United Kingdom is in Europe London is the capital city of the UK. Famous buildings such as Big Ben, the London Eye, the Houses of Parliament, Buckingham Palace, Tower Bridge. This means that there are lots of tourists.

India

India is in South Asia. India is much larger than the UK. India and the UK have different climates. This means that the weather is generally different. New Delhi is the capital city of India. The largest National Park in India is called Hemis National Park in Ladakh. Its animals include lions, leopards, elephants, rhinoceros and pandas. It is 663km from New Dehli to India's largest National Park.

Glossary	
forest	An area of land covered with trees
river	A Large stream of fresh water flowing across the land
mountain	A raised part of the earth , larger than a hill
vegetation	Plants that are found in a particular area
city	A place where many people live, with many houses, stores and businesses
village	A group of houses that is smaller than a town often in the countryside
temperature	A measure of how hot or cold somewhere or something is
climate	The general weather conditions in a particular place
Continent	A very large area of land that consists of many countries.
Country	An area of land that is controlled by its own government.
Ocean	One of the five very large areas of salt water on the Earth's surface.
India	Is a country situated in South Asia.
European	To be European is to belong to a group of countries in a continent called Europe.

Place Knowledge Quiz Child's Name: _____

Question 1: Where is India?	Start of unit:	End of unit:
UK		
Spain		
Asia		
Ireland		

Question 2: Asia is a...	Start of	End of
Country		
City		
Town		
Continent		

Draw an arrow on the map of Asia to show where India is.



Draw and colour the flag of India below.



Questioning

Area of**Nursery/The Hub****Reception****Year One****Year Two**

Locational
knowledge/place
knowledge

Where is it?
What can you see?
Where do you live?
Where did you go on
holiday?
Is it the same?
Have you ever been to the
.....? What did you see?
How did you get there?
Where doe this toy go?
(at tidy up time)
Do you live near the?

What's in our classroom?
What's not in our
classroom?
Where does it belong?
How do we know?
Where would we find...?
What's in our school?
Where is our school?
Where are the shops?
What can we see outside
the shops?
What can we see outside
the shops?
What can we see in the
street?
What can we see in the
meadow?
Who works there?
What is the same?
Where do you live?
What do you know about
Willenhall?
What is near your house?
How is where Handa lives
different to where we
live?

What are the seven
continents?
What are the five oceans?
What is an ocean?
What is a continent?
What are the countries in
the UK?
What are landmarks?
What is a town?
What is a city?
What is a village?
What is a countryside?
What are the features of
a seaside town?
What are the 4 capital
cities of the UK?
Can you point to (scotland,
England, wales, NI) on the
map?

How countries are in the
UK?
What are the capital
cities of the UK
countries?
What are the name of the
seas surrounding the UK?
What is continent? What
is an ocean?
What is a country?
What are the names of
the 7 continents?
What are the names of
the 5 oceans?
What are the earth's
climate zones and where
are they?
What are the key
features/ landmarks/
symbols of each UK
country?
What are the key
features/ landmarks/
symbols/culture of India?
What are the difference/
similarities between
London and New Delhi?

Area of	Nursery/The Hub	Reception	Year One	Year Two
<p>Geographical Skills and Fieldwork</p>	<p>What can you see? Can you put ... in/on/under the? Can you draw a treasure map? Can you draw how to get there?</p>	<p>What can you see in a garden? What do we have around us? What things would we need to include in our own fairy garden? What is an aerial view? What can you see on the aerial view of the garden/farm? Can you follow the map? What is next to/in front of/under/above... on the map?</p>	<p>What is a map? What are the features of a map? What is a map used for? What does direction mean? Can you name some directions? What are the features of a local area? What is a compass? What are the four compass directions? Can you point to the left? Can you point to the right? What is aerial view? What is a side view? Can you draw a map of the way to the church? What did we see on the way to the church? What view would you use to draw a map? What symbols can you use to show things on a map? How do you know what those symbols are? What is a key? What is an atlas/ How do you use an atlas? What is a globe? How do you use a globe?</p>	<p>What is a map? What is a map used for? How would you find a location?- map, sat-nav, atlas, What is an Atlas and how would you use an Atlas? How can we represent features on a map? What features are in your local area? What route would you take from a to b? What physical features can you see in your local area? What human features can you see in your local area?</p>

Area of	Nursery/The Hub	Reception	Year One	Year Two
Human and Physical Geography	<p>What is the weather doing today? Why is it cold today? What is your favourite weather? Why are the trees moving? What shops are there at the Square? What can you see on the playground/in the science garden? Where does a work? What did you see at the farm? What do you like about the? Can you tell me about the? How many windows/doors does you house have?</p>	<p>What human features can you see? How do you know? What physical features can you see? How do you know? What kind of home do you live in? Why does your house look like that? What season is it now? How do you know? What is the weather like? What is the weather like in...(Winter, Autumn, Spring, Summer)? What features can you see at the farm? What features can you see in the garden? What is the difference between a farm and garden?</p>	<p>What is human feature? What is a physical feature? Can you give an example of a human/physical? How do you know it is a physical/human feature? What is a weather pattern? What was the weather like today? Is the weather the same everyday? Is the weather the same in every season? Is the weather here the same as the weather in (Spain)? What is a valley? What is a river? What is an ocean? What is a hill/mountain? What is the Equator? Can you name a hot country? Can you name a cold country?</p>	<p>What is a human feature? What makes it a human feature? What is a physical feature? What makes it a physical feature? Can you identify human feature in you local area? Can you identify physical features in your local area? Give me some examples of a physical feature. Give me some examples of a human feature</p>

SEND



Inclusive pedagogy for all learners in Geography

How we create an inclusive environment in Geography:

- Lessons frequently involve resources such as photographs, books, graphs and maps as visual aids
- Resources are also enlarged and easily distinguishable as well as displayed on a visualiser to aid children that are visually impaired
- Additional scaffolding and a range of strategies are given to benefit and support children in Geography, where other curriculum areas are involved e.g. the use of maths within Geographical concepts
- Teachers scaffold resources and consider the layout of the classroom to provide an equality of ambition and aspiration for all children
- Resources are clearly organised and labelled across school to ensure the curriculum is organised and clear for the children and staff

How we scaffold learning to support children who have literacy and numeracy difficulties:

- Children are provided with sentence starters and key vocabulary each lesson to encourage and aid their oracy in Geography
- Children are given Think, Pair, Share tasks or an SEN child is paired with a more confident peer to support children's oracy and conceptual knowledge
- A visualiser is used to provide guided examples of Geography work as well as to address any misconceptions to the children
- Children are given extended guided reading sessions to enable learners to consolidate their Geographical learning

How we scaffold learning to support children who struggle to retain vocabulary:

- All lessons involve making links to and modelling everyday language
- Teachers introduce, discuss and display any key vocabulary with the meaning
- Subject specific vocabulary is used and referred to frequently by practitioners
- Visual word banks will be provided and displayed for those who need them
- Teachers will provide opportunities for pre-teaching

How we scaffold learning to support children who need time to develop conceptual understanding:

- Each topic within Geography has a knowledge-rich approach where children are always building on their prior learning
- All children will have a clear visual map in mind of where a sequence of lessons is heading throughout each term/topic
- All children will develop Geographical concepts through questioning, retrieval practice and recapping key words/vocabulary and concepts through oracy
- To embed children's learning further children are set homework and Geography challenges throughout the year so they can explore concepts further with their families, whether this be through research or their own fieldwork. This also supports the families to understand what the children will be learning in Geography in addition to knowing how their child is learning within Geography
- Children are given regular feedback about their learning and strategies are adapted to suit each individual learner
- The layout of the classroom is considered, time is maximised and unnecessary workload is minimised to develop children's metacognition and autonomy.

How we scaffold learning to support children with attention difficulties:

- Each lesson is delivered with the intention to reduce the cognitive load by minimising information and chunking up concepts to scaffold the children's attention span, skills and knowledge
- To maintain children's attention as well as embedding their knowledge further children are given easily relatable and real-life experiences through fieldwork, whether this is on a school trip, local walk or through virtual fieldwork such as the use of Google maps
- During tasks, teachers will think about the placement and positioning of children to maximise engagement
- Children are given a reduced number of activity types to avoid a lack of anxiety or attention
- Depending on the type of activity teachers make the children aware of the appropriate volume of noise for the tasks given

How we support children who struggle with change and transitions:

- All learners are taught to clean and tidy up after each session. This helped to manage transitions whilst also encouraging independence
- Visual aids and countdowns can be provided for either individual children or for the whole class to warn children of the end of the task
- Strategies are in place for individual children and whole class when any unexpected moments arise
- Changes and transitions in school are consistent across either year groups or the whole school

Assessment

Pre-Nursery and Nursery

Pre-NURSERY 18-36 months

Names

Explore and respond to different natural phenomena in their setting or on trips. E.g. jumping in puddles, looking at animals at the farm

Looks at natural objects and features of their environment sometimes naming them and showing them to adults e.g. picks up a leaf and brings it to grown up saying leaf

Explores different sensory materials e.g. sand, water, gloop, fabrics and makes simple comments it wet, no like

Engages with cause and effect toys such as push button toys, hammer and ball, water spinning wheels

Reception

Working TOWARDS EARLY LEARNING GOAL

Names

Examine living things to find out more about them, talking about similarities and differences E.g. Notices birds and butterflies have wings, knows that it is cold in the snow and warm in the sun.

Recognise some environments that are different to the one in which they live. E.g. the woods have deer, different types of birds to what I might see in the garden, lots of trees. Etc.

Show some understanding of growth, decay and change over time and that the environment changes depending on the season. E.g. notices some of the changes that happen as a plant grows.

Working AT EARLY LEARNING GOAL

Names						
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 states of matter						

Working at Greater Depth within THE EARLY LEARNING GOAL

Names

Makes links between different parts of the natural world relating to plants and animals e.g. some trees lose their leaves but others don't,

Talks in more details about the differences and similarities between contrasting environments and is starting to talk about reasons why they might be different.

Talks about the reasons why things change in more detail and how the processes might happen

KS1

Working TOWARDS THE EXPECTED STANDARD

Names

Develops a basic knowledge of the world, the United Kingdom and their locality.

Uses basic subject-specific vocabulary relating to human and physical geography.

Uses simple geographical skills, including first hand observation to enhance their locational awareness.

Names the world's 7 continents and 5 oceans.

Names the 4 countries of the United Kingdom and the capital cities of the United Kingdom. Can name a landmark for each country in the UK.

Recognises differences in contrasting localities through studying the human and physical geography of a small area of the UK.

Recognises human and physical features of an area studied.

Can identify and talk about weather patterns.

Can identify seasonal weather in the UK and knows there are hot and cold areas in the world.

Uses some basic geography vocabulary to refer to and to describe features of the environment: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, season, weather. Key human features: city, town, village, factory, farm, house, office, port, harbour, shop, rain, sleet, snow, ice, fog, wind.

Uses simple directional language [for example, near and far, left and right], to describe the location of features and routes on a map.

Uses 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.

Can use simple atlases and observational skills to study the geography of the UK and the world.

Working AT THE EXPECTED STANDARD

Names					
Develops knowledge about the world, the United Kingdom and their locality.					
Understands basic subject-specific vocabulary relating to human and physical geography.					
Uses geographical skills, including first hand observation to enhance their locational awareness.					
Names and locates the world's 7 continents and 5 oceans.					
Names, locates and identifies characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.					
Understands 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.					
Identifies 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.					
Uses basic geography vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, vegetation, season, weather. Key human features: city, town, village, factory, farm, house, office, port, harbour, shop, rain, sleet, snow, ice, fog, wind, natural, continent, ocean, equator, pole, population, landmark, human, physical, rural.					
Uses 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					
Uses 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					
Uses 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					
Uses 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					

Working above THE EXPECTED STANDARD

Names

Refines their knowledge about the world, the United Kingdom and their locality.

Has a more in depth understanding of basic subject-specific vocabulary relating to human and physical geography.

Uses geographical skills, including first hand observation to refine their locational awareness.

Locates on a map – Human and physical characteristics of the UK.

Describes the continents they would see on their own voyage.

Studies geographical similarities and differences between regions in the UK and be able to debate which area is the best and why.

Recommends which UK country to visit based on a set of criteria.

Creates their own glossary of definitions for key human and physical geographical vocabulary.

Shows a deeper understanding of their knowledge of weather patterns e.g. can create their own weather forecast for different places around the world including different parts of the UK.

Continues to use globes, maps and atlases to apply knowledge. E.g. creates an around the world cruise plotting to travel through each ocean with a stop off at each continent.

Begins to devise their own premises and explore it using field work.

Creates their own map of the school and local environment including symbols, keys, photographs, drawings and information they have found out about key human and physical features.

Confidently understands and uses knowledge of a compass and geographical features in a range of ways e.g. gives directions to a route which fits to a given criteria.