

Curriculum enrichment (linked to Enquiry Question)	High quality maps and videos, local field trip
Literacy Rich Curriculum	Disciplinary Reading and Writing

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Enquiry questions	Knowledge Review Questions	Key Teacher subject knowledge	Knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	What is geography?	<u>Last Lesson /DRI/</u> <u>Last Term:</u> Y1: What is my school called? Y2: Coastal Towns <u>Last Year:</u> Y1: How does a firefighter help people? Y2: London: Our Capital City Coastline	Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.	Y1 HP.B - Know and use basic vocabulary to refer to the physical features relating to key features of the local environment including city, town, village, house, shop Y2 HP.B - Know how to identify features of physical geography, using vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season etc.	<u>Disciplinary Reading:</u> Here we are - Oliver Jeffers https://www.youtube.com/watch?v=7aJzUe10uE Refer to the book <i>Here We Are</i> by Oliver Jeffers. Use the book as a starting point to discuss the subject of geography. Explain that geography helps us to learn about the world and its people. Explore the Physical and human features presentation and encourage the children to name and describe each feature. For example, 'a bridge is a human feature that helps people to cross a river. Spread the Physical and human features picture cards on a tabletop. Give children clues about a specific feature, for example, 'This is a human feature. We use it to travel from one place to another'. Encourage the children to guess the feature	geography, world, people, places, physical, human, feature	Y1 Pupils sort picture cards into human and physical features. Record pupils' reasoning for these features. Y2 Pupils sort picture cards into human and physical features, labelling these using a word bank. Complete sentences defining human and physical.
2	How can we describe place and position?	<u>Last Lesson:</u> <u>Last Term:</u> Y1: Where do you live? Y2: Coastal Towns <u>Last Year:</u> Y1: How does a police officer help people? Y2: London: Our Capital City Coastline	Physical and Human Geography https://education.nationalgeographic.org/resource/geomorphology-articles/	Y1 SF.A - Know how to use simple maps and globes. Y2 SF.A - Know how to use an atlas, maps and globes to locate countries and cities. Y1 SF.C - Know how to describe relative position such as behind or next to, left/right, far/ near. Y2 SF.C - Know how to use the cardinal compass directions NSEW.	<u>Disciplinary Reading:</u> Epic Reading (https://www.getepic.com/educators) free website text: Map symbols - Terr Field Recap last week's learning. Explain how it is going to support us with map work today. Ask the children if they know what the word 'location' means. Explain that we use the word to describe a place or the position of something. Give examples of both, to help the children understand the term in context. Share the Picture map diagram and highlight the compass and its cardinal points. Model how to describe the location of features on the map using a range of positional language.	location, position, compass, north, south, east, west, behind, next to, in front, map, route	Y1 Children to use positional language to describe the position of features on a map identified by the class teacher and then their partner. Y2 Children to use positional language including the cardinal compass directions to describe the position of cities on a map.
3	Why does our language need to be precise?	<u>Last Lesson:</u> <u>Last Term:</u> Y1: Where did we go on our school trip last year? Y2: Coastal Towns <u>Last Year:</u> Y1: How do doctors help people? Y2: London: Our Capital City Coastline	Community Map	Y1 SF.A - Know how to use simple maps and globes. Y2 SF.A - Know how to use an atlas, maps and globes to locate countries and cities. Y1 SF.C - Know how to describe relative position such as behind or next to, left/right, far/ near. Y2 SF.C - Know how to use the cardinal compass directions NSEW.	<u>Disciplinary Reading:</u> Epic Reading (https://www.getepic.com/educators) free website text: Where we live mapping neighbourhoods for kids around the world. Recap last week learning and explain how it is going to support us with understanding why our language needs to be precise when giving instructions. Working in a large space, display the Directional language word cards . Invite the children to read the words and explain and model what each word means. Ask children to find a space. Give directions for the children to follow, for example, 'Walk forwards, stop, walk backwards, stop, turn left, stop, walk forwards'. Use north, south, east, west positioned in the correct places in the room (use a compass/map to check these) and challenge Y2 pupils to follow directions including these words.	precise, direction, left, right, forward, backwards, straight ahead, turn, map, route north, south, east, west	Y1 Pair the children and give them the Directions instructions . Ask them select one or more of the cards and follow the directions. Encourage them to make longer sequences by using multiple cards together to form a route. Y2 Pair the children and give them the Directions instructions , edited to include north, south, east, west. Ask them select one or more of the cards and follow the directions. Encourage them to make longer sequences by using multiple cards together to form a route.
4	How are our settlements similar or different?	<u>Last Lesson:</u> <u>Last Term:</u> Y1: Why is plastic in the sea bad for the environment? Y2: Coastal Towns <u>Last Year:</u> Y1: Name a wild animal and a farm animal. Y2: London: Our Capital City Coastline	Settlements - THE GEOGRAPHER ONLINE	Y1 LK.A - Know the locality where they live. Y2 LK.A - Know their locality and the city where they live. Y1 HP.B - Know and use basic vocabulary to refer to the physical features relating to key features of the local environment including city, town, village, house, shop. Y2 HP.B - Know how to identify features of physical geography, using vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season etc. Y1 SF.E - Know how to draw a simple map introducing a simple key, using their own surroundings (school/home) knowledge. Y2 SF.E - Know how to use a simple key when drawing a map of the local environment.	<u>Disciplinary Reading:</u> Window (2002) Walker Books - Jeannie Baker Recap on the previous lessons learning. Introduce the term 'settlement' and show the BBC Teach video Cities, towns and villages . After watching the video, recap key teaching points and allow the children to ask and answer questions. As a class explore a map of the local area (East Yorkshire/ York/ Poptleton/ Shipton) and identify settlements and physical/human features.	settlement, village, town, city, United Kingdom, location, human, physical, feature	Children draw a simple map of their settlement. This should be modelled by the teacher. Provide the Features of settlements posters to help them decide which features to add to their map. Invite the children to talk about their maps, describing what type of settlement their map represents and describing some of the physical and human features they included. As a group, decide on a simple key to use. Y2 to include their own simple key to show physical and human features.
5	Why do we need to protect local habitats?	<u>Last Lesson:</u> <u>Last Term:</u> Y1: What is a sign of summer? Y2: Coastal Towns <u>Last Year:</u> Y1: Why do we need to recycle? Y2: London: Our Capital City Coastline	https://education.nationalgeographic.org/resource/habitat/	Y1 LK.A - Know the locality where they live. Y2 LK.A - Know their locality and the city where they live. Y1 HP.B - Know and use basic vocabulary to refer to the physical features relating to key features of the local environment including city, town, village, house, shop. Y2 HP.B - Know how to identify features of physical geography, using vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season etc. Y1 SF.E - Know how to draw a simple map introducing a simple key, using their own surroundings (school/home) knowledge. Y2 SF.E - Know how to use a simple key when drawing a map of the local environment.	<u>Disciplinary Reading:</u> Belonging (2004) Walker Books – Jeannie Baker Recap on the previous lesson's learning. Then ask the children if they have ever seen or visited a woodland, hedgerow or meadow and encourage them to describe what they saw and heard. Share the Woodlands presentation , Hedgerows presentation or Meadows presentation and discuss the importance of the habitat, the damage that people do and the ways in which it can be protected. N.B if in a rural school, see if pupils can visit local woodland/ hedgerow/ meadow. Recap what a habitat is, what it must provide for living things, namely food, water, air and shelter, and how living things must be suited to their habitat in order to survive. Ask the children to name a familiar habitat, an animal or plant that lives there and how it is suited to its habitat. Explain that due to the varying altitude of mountainous areas, different habitats can exist, with a habitat near the top of a mountain being very different to one at the bottom. Remind children of the Altitudinal zones information sheet . Discuss the four different zones in the Himalayas, pointing out the differing climates, conditions and living things.	woodland, hedgerow, meadow, habitat, local, damage, protect	<i>If possible, take children on a local area walk. Children to create sketches of each habitat and use the spotting sheets to explore the habitats (adapt and select most appropriate features).</i> In class, complete final simple sketches of each habitat in their geography book (based on fieldwork of photographs) Y1 use labels to explain the importance of each habitat, how it is damaged and how it can be protected. Y2 As Y1, but write simple sentences to explain.
6	What do we know about the geography of our local area?	<u>Last Lesson:</u> <u>Last Term:</u> Y1: Name something you would find at the seaside. Y2: Coastal Towns <u>Last Year:</u> Y1: Name something you would find on a farm. Y2: London: Our Capital City Coastline	https://www.rgs.org/schools/resources-for-schools/guidance-and-support-in-developing-a-high-quality-primary-geography/fieldwork-k	Y1 LK.A - Know the locality where they live. Y2 LK.A - Know their locality and the city where they live. Y1 PK.A - Know and increase knowledge of a small area of the United Kingdom. Y1 SF.E - Know how to draw a simple map introducing a simple key, using their own surroundings (school/home) knowledge. Y2 SF.E - Know how to use a simple key when drawing a map of the local environment.	<u>Disciplinary Reading:</u> The Big Book of the UK - Imogen Russell Williams Explain that as a class we are going to carry out a geographical enquiry to find out what human and physical features are present in our local area. Model how to use a spotting sheet (adapt were needed) to capture data about the local area.	human, physical, feature, local, settlement, fieldwork, data, record, map	During the field trip the children will gather data using the spotting sheet (self-made based on local area, using terrestrial photographs). Draw a simple map of the area that was explored, including the features seen. Back in the classroom, collate and analyse the children's data to identify local human and physical features. Y2 add a simple key.