

YEAR 1,2 YEAR B KEY SKILLS	HOME AND AWAY England and Australia	OPPOSITES	I DO LIKE TO BE BESIDE THE SEASIDE
<p>INVESTIGATING PLACES</p>	<ul style="list-style-type: none"> - Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area. - Use atlases, world maps and globes to identify the UK and its countries as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries of the UK and its surrounding seas. - Name and locate the world's continents and oceans 	<ul style="list-style-type: none"> - Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area. - Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment - Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> - Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area. - Use atlases, world maps and globes to identify the UK and its countries as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name and locate the world's continents and oceans
<p>ACTIVITIES</p>	<ul style="list-style-type: none"> - British Isles and surrounding areas- study through use of maps and aerial photos - Identify key landmarks 	<ul style="list-style-type: none"> - Walk around the school to locate key features - Use plans of the school to locate the identified features. - Devise simple maps 	<ul style="list-style-type: none"> - Footage of significant journeys and travel - Pictures and photos - Stories of significant journeys

BRIGSTOCK PRIMARY SCHOOL- GEOGRAPHY SKILLS THROUGH KEY STAGE 1

	<ul style="list-style-type: none"> - Identify physical and human features, relating to Brigstock and to areas of Australia 		
INVESTIGATING PATTERNS	<ul style="list-style-type: none"> - Identify land use around the school - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - 	<ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify land use around the school 	<ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify land use around the school
ACTIVITIES AND EVIDENCE	<p>Use of the school site, locating key features and what they are used for- to feed into the creation of a plan of the school</p> <p>Identify similarities and differences between areas of Australia and areas of the UK</p> <p>Seasonal and daily weather patterns in UK and in Australia</p>	<p>Seasonal changes in our environment- observational work in and around the school site, recording observed patterns.</p> <p>Study the school site, and identify what the land is used for. What 'opposites' can we find?</p> <p>Weather differences between North and South poles- link to Opposites</p>	<p>Close study of the village of Brigstock, with the focus on key physical and human features.</p> <p>Identify the continents and oceans around the world, using maps, globes, aerial photos- and reference back to Australian studies.</p> <p>Compass directions- North, South, East, West</p>
COMMUNICATE GEOGRAPHICALLY	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather



BRIGSTOCK PRIMARY SCHOOL- GEOGRAPHY SKILLS THROUGH KEY STAGE 1



	<ul style="list-style-type: none"> - Key human features, including city, town, village, factory, farm, house, office and shop - Use locational language (eg, near and far) to describe the location of features and routes on a map <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>	<ul style="list-style-type: none"> - Key human features, including city, town, village, factory, farm, house, office and shop - Use compass directions (north, south, east, west) and locational language (eg, near and far) to describe the location of features and routes on a map <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>	<ul style="list-style-type: none"> - Key human features, including city, town, village, factory, farm, house, office and shop - Use compass directions (north, south, east, west) and locational language (eg, near and far) to describe the location of features and routes on a map <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>
ACTIVITIES AND EVIDENCE	<p>Present information orally as well as in written form</p> <p>Mark key features onto maps and plans- British Isles and surrounding seas, and Australia</p>	<p>Present information orally as well as in written form</p> <p>Create a simple map with a key.</p> <p>Key human and physical features identified from the school, its grounds and the village.</p>	<p>Present information orally as well as in written form</p> <p>Use compass directions to describe position and location</p>
KEY VOCABULARY	<p>Map, plan, directions, symbols, key, location, place</p> <p>Key vocabulary linked to physical and human features</p>	<p>Symbols, grid map, co-ordinates, grid references, navigation, key</p> <p>Seasons, climate, environment</p>	<p>Key vocabulary linked to physical and human features (outlined above)</p> <p>Compass points and directions</p>
CROSS-CURRICULAR LINKS	<p>Maths- map skills and positional language</p> <p>Art- key features of areas being studied in England and Australia</p>	<p>Maths- Compass directions</p> <p>Grid references</p> <p>Science- seasonal changes</p> <p>Artwork- observational artwork linked to seasonal changes in the environment</p>	<p>Art- linked to landscapes and seascapes</p> <p>Compass points and positional and directional vocabulary- Maths</p> <p>Science- seasonal change</p> <p>.</p>