

YEAR 1,2 YEAR A KEY SKILLS	TOYS	MONSTERS AND ALIENS	JOURNEYS
<p><b>INVESTIGATING PLACES</b></p>	<ul style="list-style-type: none"> <li>- 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?)</li> <li>- Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>- Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment</li> <li>- Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>- 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?)</li> <li>- Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>- Use atlases, world maps and globes to identify the UK and its countries as well as the countries, continents and oceans studied.</li> <li>- Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment</li> <li>- Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>- Name and locate the world's continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>- 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?)</li> <li>- Identify the key areas of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>- Use atlases, world maps and globes to identify the UK and its countries as well as the countries, continents and oceans studied.</li> <li>- Use simple fieldwork and observational skills to study the geography of the school and the key physical and human features of its surrounding environment</li> <li>- Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>- Name, locate and identify characteristics of the four countries of the UK and its surrounding seas.</li> <li>- Name and locate the world's continents and oceans</li> </ul>



## BRIGSTOCK PRIMARY SCHOOL- GEOGRAPHY SKILLS THROUGH KEY STAGE 1



<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>- Walk around the school to locate key features</li> <li>- Use plans of the school to locate the identified features</li> <li>- Devise a simple map</li> <li>- Use and construct some basic symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Space travel- how it has been tracked and documented</li> <li>- Use of atlases and globes- how does the Earth look from space?</li> <li>- Visual images and photographs</li> </ul>	<ul style="list-style-type: none"> <li>- Footage of significant journeys and travel</li> <li>- Pictures and photos</li> <li>- Stories of significant journeys, and how they have been mapped</li> <li>- Name and locate features and oceans on maps of significant journeys</li> </ul>
<b>INVESTIGATING PATTERNS</b>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Identify land use around the school</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country</li> <li>- 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</li> <li>- Identify land use around the school</li> </ul>	<ul style="list-style-type: none"> <li>- Identify land use around the school</li> <li>- 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</li> <li>- 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</li> </ul>
	<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.</p> <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>Close study of the village, with the focus on key physical and human features.</p>	<ul style="list-style-type: none"> <li>- Significant travel and travellers</li> <li>- Neil Armstrong and Christopher Columbus</li> <li>- <b>Pioneers and their significance</b></li> </ul> <p>Identify the continents and oceans around the world, using maps, globes, aerial photos- and reference to pictures of Earth from space</p> <p>Compass directions- North, South, East, West</p> <p>How our weather patterns vary compared to other places.</p> <p>Seasonal changes in our environment</p>	<p>Significant individuals who have contributed to our nation's achievements- with global impact- travellers.</p> <p><b>Great travellers, nationally and globally</b></p> <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 India and areas of the UK- focus on Kampur, using the photos of daily life from our link school.</p>

			Seasonal and daily weather patterns in UK and in India
COMMUNICATE GEOGRAPHICALLY	<p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>- <b>Key physical features</b>, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>- <b>Key human features</b>, including city, town, village, factory, farm, house, office and shop</li> <li>- 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</li> </ul> <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>	<p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>- <b>Key physical features</b>, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>- <b>Key human features</b>, including city, town, village, factory, farm, house, office and shop</li> <li>- 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</li> </ul> <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>	<p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>- <b>Key physical features</b>, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>- <b>Key human features</b>, including city, town, village, factory, farm, house, office and shop</li> <li>- 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</li> </ul> <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references.</p>
<b>ACTIVITIES AND EVIDENCE</b>	<p>Present information orally as well as in written form.</p> <p>Devise a simple map of the school</p>	<p>Present information orally as well as in written form</p> <p>Fact-files</p> <p>Use compass directions to describe locations</p>	<p>Present information orally as well as in written form</p> <p>Mark key features onto maps and plans— local and other countries.</p> <p>Key landmarks of India</p>
<b>KEY VOCABULARY</b>	<p>Map, plan, directions, symbols, key, location, place</p>	<p>Compass points and directions</p> <p>Symbols, grid, map, co-ordinates, references, navigation, seasons, climate, environment</p>	<p>Map, plan, directions, symbols, key, location, place.</p> <p>Key vocabulary linked to physical and human features (outlined above)</p>



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<b>CROSS-CURRICULAR LINKS</b>	Maths- map skills and positional language Art- create maths for story-telling Famous map-makers	Maths- compass work, directions and positional language Grid references Science- seasonal change Artwork- linked to seasonal change in the environmnet	Art- linked to India, and famous artists past and present Art- Famous landmarks from around the world. .
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