

Geography at Great Wheltenham

C of E Primary School

Year EYFS/Year 1 Cycle 1



Cycle 1

Title	Where do I live?
Overview	The aim of this unit is for children to begin identifying where the UK is on a World and European map. They will become familiar using an Atlas in order to locate all seven continents. Children will investigate the location of where they live in the UK and begin to pinpoint their location down to the town and streets, which they live on. Children will use simple observational skills to study the geography of the school and its grounds.
Knowledge Acquisition	At the end of this unit, children will have become familiar with using an Atlas to identify where the United Kingdom is in the world. They will be able to name and locate all seven continents around the world. Children will have investigated the town that they live in and begin to pinpoint that area on a local map. They will be able to describe where they live. Children will be able to identify the difference between villages, towns and cities and learn what the terms 'urban' and 'rural' mean. Children will learn what an address is and why it is useful before working out what their own address is. Children will understand what the Union Flag represents. They will be able to identify features of their local area and use the appropriate vocabulary to describe the area they live in. Children will be able to use simple observational skills around the school and its grounds.
Key LOs	To be able to locate the United Kingdom on a world and European map. EYFS <ul style="list-style-type: none">➤ To understand similarities and differences between urban and rural➤ To know my address Year 1 <ul style="list-style-type: none">➤ To be able to locate the UK on a world and /European map➤ To be able to name all seven continents➤ To understand the terms 'rural' and 'urban'➤ To be able to use geographical vocabulary to identify key human features➤ To know my address and say why it is useful

	<ul style="list-style-type: none"> ➤ To use simple observational skills to study the geography of the school and its grounds ➤ To know about some present changes that are happening in the local environment. ➤ To be able to suggest ideas for improving the school environment
Key vocabulary	United Kingdom, Europe, World, local, rural, urban, environment, map, atlas, human features, city, town, village, shop, house
Key Learning experiences	<ul style="list-style-type: none"> ➤ To explore and have access to various Atlas's ➤ World map jigsaw ➤ United Kingdom jigsaw ➤ Ariel photos ➤ Google Earth ➤ Post a letter home ➤ Local walk to identify key human features

Title	From London to Africa!
Overview	The aim of this unit is to name, locate and identify characteristics of the four countries and capital cities of the UK. Children will discuss similarities and differences through studying the human and physical geography of London and contrasting it to the capital of Uganda. Children will locate London and Uganda on a map and describe its location.
Knowledge Acquisition	At the end of this unit, children will be able to locate London on a map and describe its location. They will identify London as the capital city of England and the UK, as well as identifying the other countries and capitals of the other three countries in the UK. Children will be able to identify some of the landmarks in London and be able to describe them. They will be able to identify some of London's key physical features including hills, rivers, lakes, forests and parks. They will use and understand appropriate vocabulary to describe the geographical features of London. They will use ariel photographs to recognise landmarks and basic physical features. Children will recognise basic symbols in a key. Children will compare the key physical and key human features to the country and city of Uganda. They will be able to identify the continent of Africa and the country Uganda on a world map. Children will begin to use the four compass points.

Key LOs	<p>To be able to locate the four countries and capital cities of the United Kingdom</p> <p>To understand the geographical similarities and differences of a small area of the United Kingdom and a small area in a contrasting non-European country</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children know about similarities and differences in relation to places, objects, materials and things. They talk about features of their own immediate environment and how environments might vary from one another. Looks closely at similarities, differences, patterns and change <p>Year 1</p> <ul style="list-style-type: none"> ➤ To be able to name, locate and identify the four countries and capital cities of the United Kingdom ➤ To be able to recognise some key landmarks in London ➤ To identify London’s key physical features ➤ To use and understand the vocabulary to describe geographical features ➤ To be able to recognise basic symbols in a key ➤ To be able to locate the continent of Africa ➤ To be able to compare and contrast two localities – a small area of the United Kingdom and a contrasting non-European country ➤ To know and begin to use the four compass points ➤ To use the locational language near and far, left and right to describe location of features
Key vocabulary	<p>London, capital, city, Scotland, Wales, Northern Ireland, physical features, hills, rivers, lakes, forests, atlas, map, key. Edinburgh, Cardiff, Belfast, continent, Africa, Uganda, compare, contrast, similarities, differences</p>
Key Learning experiences	<ul style="list-style-type: none"> ➤ To explore and have access to various Atlas’s and maps ➤ United Kingdom jigsaw ➤ Ariel photos of London ➤ Google Earth ➤ Animated clips of London https://www.literacyshed.com/puddinglane.html ➤ Photos of famous landmarks ➤ Barnaby Bear travels to London https://www.youtube.com/watch?v=MUDAUa0XSHI ➤ Barnaby Bear travels to Africa ➤ Street Child photos – Uganda

Cycle 2

Title	Sea and Coasts
Overview	<p>The aim of this unit is to develop the children’s knowledge of the country we live in with a focus on coastal areas. This unit will aim to teach the children to name and locate the five oceans of the world. To find out about British beaches and to be able to name some physical features such as beach, cliff, coast, sea, ocean, river. To be able to recognise some human features such as city, town, port, harbour and shop. Children will discuss what an island is. They will locate the seas around the United Kingdom. Children will compare a British beach with one from another country. They will identify and discuss the different human and physical features of each beach.</p>
Knowledge Acquisition	<p>At the end of this unit, children will be able to name and locate the five oceans. They will be more confident in using various maps and atlas’s. Children will locate some British beaches and be able to name some key physical features such as beach, cliff, coast, sea, ocean, and river. Children will be able to name some human features such as city, town, port, harbour and shop. They will be able to compare similarities and differences between a British beach and a beach abroad. Children will understand what an island is. They will be able to locate some well-known seas around the United Kingdom. Children will become familiar with using Google Earth to travel around the UK. They will be able to identify different coastal locations and consider the route they took to get there.</p>
Key LOs	<p>To be able to name the five oceans of the world</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children to know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. <p>Year 1</p> <ul style="list-style-type: none"> ➤ To be able to name and locate the five oceans of the world ➤ To understand the features of an island ➤ To name the four seas around the UK ➤ To be able to compare similarities and differences from where we live to a coastal town ➤ To be able to name some key physical features of a coastal town ➤ To compare two contrasting coastal areas

Key vocabulary	Ocean, beach, coastal, physical feature, atlas, map, island, Atlantic, Pacific, Indian, Arctic, Southern, Irish Sea, English Channel, North Sea, contrast,
Key Learning experiences	<ul style="list-style-type: none"> ➤ To understand where the UK is located within the world, and then focus on the UK and where we live in relation to the coastal areas ➤ Coast trip ➤ To explore and have access to various maps and Atlas's ➤ Google Earth ➤ Ariel photos to recognise landmarks, human and physical features of the coast ➤ United Kingdom Jigsaw ➤ Ariel photos ➤ Coastal photos/coastal explorers ➤ Diagrams of the coast for the children to label ➤ Locate famous coastal towns/seaside locations ➤ https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-at-the-seaside/zvyf6v4 ➤ Songs 'I do like to be beside the seaside' ➤ Barnaby Bear visits the seaside https://www.youtube.com/watch?v=6q00mu6YJW8

Title	Weather
Overview	The aim for this unit is to make observations and develop vocabulary associated with describing the weather. We will 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.
Knowledge Acquisition	By the end of this unit, children will be able to make observations of daily weather patterns and identify seasonal changes in the United Kingdom. Children will begin to use vocabulary associated with describing weather. They will begin to have an understanding of the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
Key LOs	<p>To be able to identify seasonal and daily weather patterns in the United Kingdom</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ To know about similarities and differences in relation to places, objects, materials and living things. Talk about features of their own immediate environment and how environments might vary from one another

	<p>Year 1</p> <ul style="list-style-type: none"> ➤ To identify different types of weather ➤ To name and locate the world's seven continents and five oceans ➤ To be able to describe how weather changes according to the season ➤ To understand weather forecasts ➤ To understand the impact the weather has on our daily lives ➤ To begin to understand the adverse impact of severe weather conditions ➤ To begin to understand that different places have different weather
Key vocabulary	United Kingdom, compass, Equator, North, South, East, West, map Forecast, severe, climate, hot, cold, temperate, tropical
Key Learning experiences	<ul style="list-style-type: none"> ➤ To create a weather station ➤ To role play weather reports ➤ To create a poster for staying safe in the sun ➤ To make a kite