



# **Geography 2021/22**



# Year 1 Key Skills

Locational Knowledge	Human and Physical Geography	Fieldwork
<p>I can describe seasonal weather changes</p> <p>I can look at pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>I can describe what I like and dislike about a place or environment.</p> <p>I know about changes in the locality and can talk about ways to improve it (eg the school environment)</p> <p>I can understand how places are linked together (eg road, train)</p>	<p>I can ask and answer questions about places and environments.</p> <p>I can describe what sort of things I see in a place or environment.</p> <p>.</p>	<p>I can observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>I can study aerial photographs of the school and label it with key features e.g. school, church, park, shops.</p> <p>I can create my own simple map or plan.</p>

I can use words like near, far, left and right to talk about where things are

**Taking part in  
the 'Beat the  
Street'  
initiative to  
help keep  
people  
healthy by  
exploring the  
local  
environment**







# Describing seasonal changes in Autumn





**Year One had  
a walk to  
observe and  
record  
information  
about our  
local area.**











## January 2022

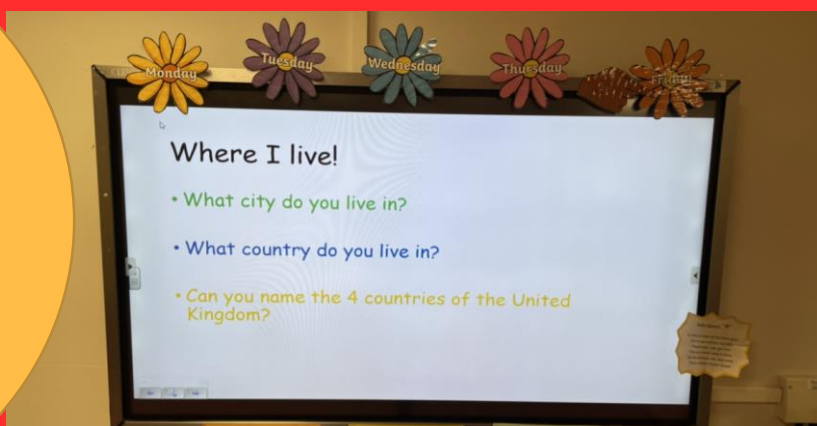
We have been learning about where we live on Planet Earth. We talked about **countries** and **cities**, and used **atlases** and **globes** to find our place on the planet!

We talked about how places are **different**, depending on where they are in the world (eg. Antarctica is a colder place than the United Kingdom).



We put pictures on our school Twitter account, to share our learning with our grown ups at home.


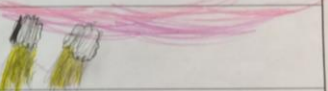


We have been recalling and practicing what we have learned in morning learning jobs, when we arrive at school.



April 2022: We watched videos of different weather and then we drew symbols to show what they were.

**Observation Grid**

To look at the weather where we live.

Video	What types of weather can you see?	Can you draw a quick picture of the weather?
1	cloudy	
2	bunderstorm lightning	
3	rain ing	
4	snow	


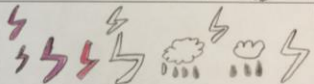
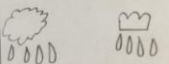
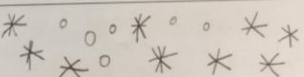
twinkl plan! \*\*

Geography | Wonderful Weather | What is Weather? | Lesson 1

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**Observation Grid**

To look at the weather where we live.

Video	What types of weather can you see?	Can you draw a quick picture of the weather?
1	cloudy	
2	thunder lightning cloudy rain dark	
3	heavy rain	
4	heavy <del>fast</del> snow	





twinkl plan! \*\*

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**Observation Grid**

To look at the weather where we live.

Video	What types of weather can you see?	Can you draw a quick picture of the weather?
1	cloudy	
2	thunder darkness	
3	Rain	
4	Snowy	

twinkl plan! \*\*

Geography | Wonderful Weather | What is Weather? | Lesson 1

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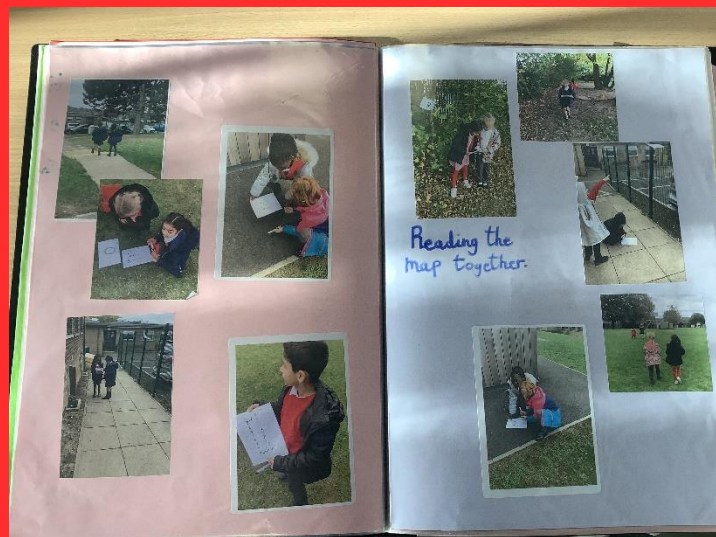
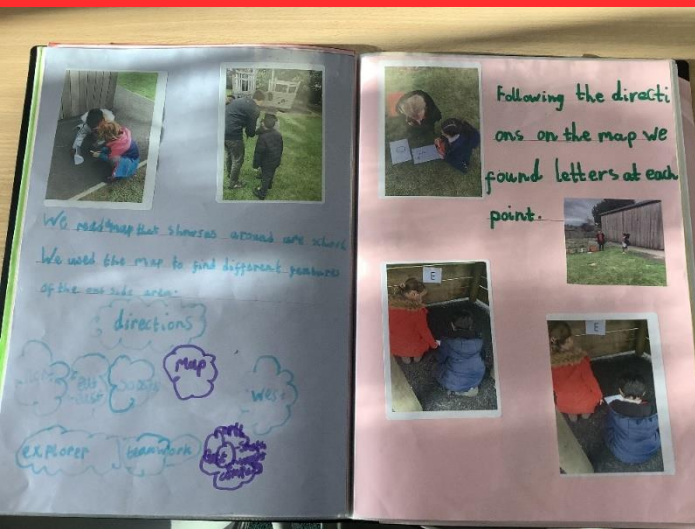
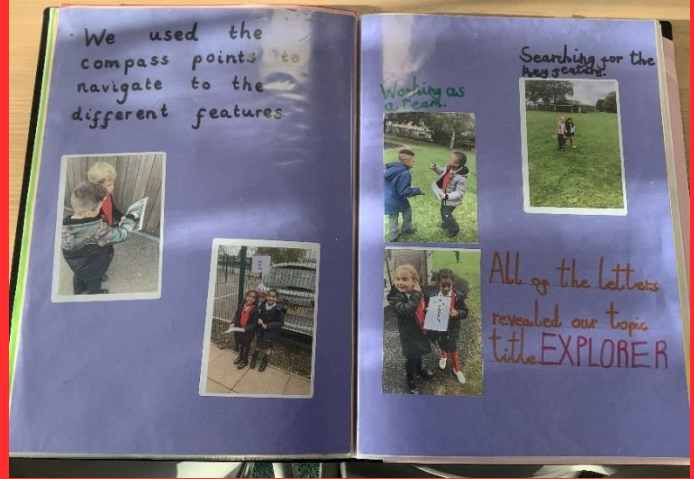
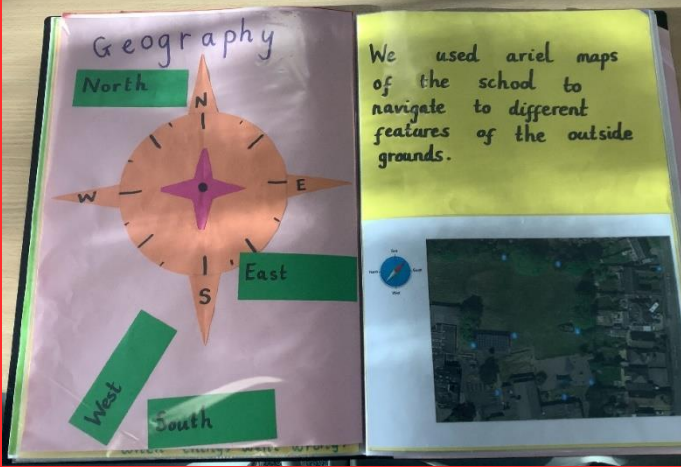
## Year 2 Key Skills

Locational Knowledge	Human and Physical Geography	Fieldwork
<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, and label the capital cities</p> <p>I can use world maps, atlases and globes to identify the <u>world's</u> seven continents and five oceans</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the Equator and the North/South Poles.</p> <p>I can express my own views about a place, people and environment and give reasons to support my answers.</p>	<p>I can look at pictures/videos of two differing localities and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p>	<p>I can draw my own map of the local area, using basic symbols in a key</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional vocabulary to describe the location of features and routes on a map.</p> <p>I can observe and record features around the local area <u>eg.</u> the plants and animals seen at <u>Watermead Park</u> compared to the animals seen on the road, the different amounts of traffic on the Hobby Horse roundabout compared to the school road. I can make suggestions for the cause of the differences.</p> <p>I can research a specific place in the world using a range of resources including books and ICT (<u>eg.</u> one of the Seven Wonders of the World).</p> <p>I can show what I have found out in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p>

**I can talk about physical features eg. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.**

**I can talk about human features eg. city, town, village, factory, farm, house, office, port, harbour and shop**



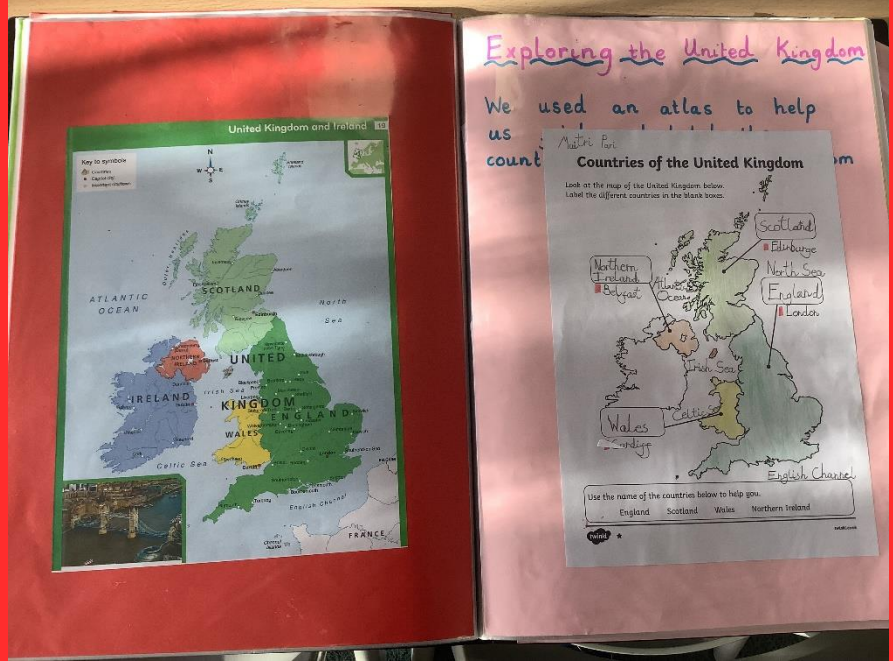
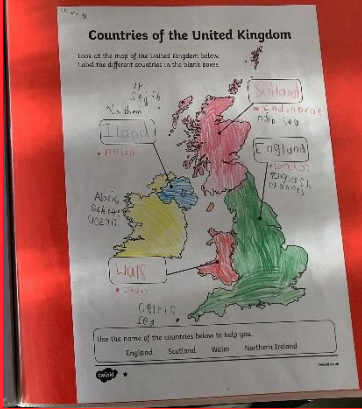


We became map readers when we successfully used a map of our school in groups to find the letters that spelt out the name of our new topic.



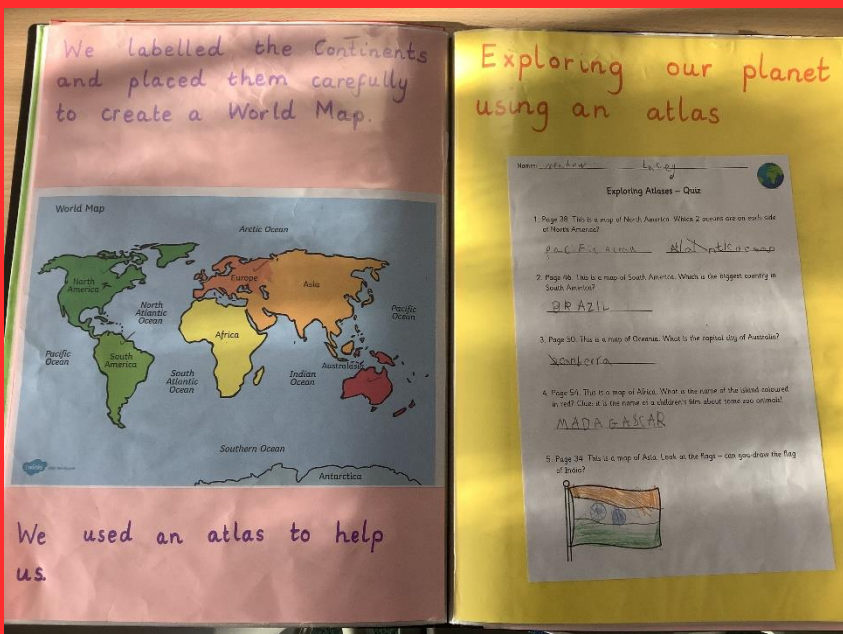


We are finding different places in the world.



The children in Year 2 recapped the 4 countries of the United Kingdom before going on to learn the names of the 7 continents and 5 Oceans.

We used the songs at the bottom to help us.



<https://www.youtube.com/watch?v=K6DSMZ8b3LE>

<https://www.youtube.com/watch?v=X6BE4VcYngQ>