

Geography Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>School environment (ongoing across the year)</u></p> <p>Children to have regular opportunities to explore the immediate school environment, talking about what they observe. Talk about human and physical features. Teacher to scribe what the children say about their surroundings. Find our school on Google Earth and talk about what the area looks like from above.</p>	<p><u>3-4</u></p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>What is our school environment like?</p> <p>What can you see? Hear? Touch? What is natural? What is man-made?</p> <p>Where does Rosie go? What does she see? Can you describe where she goes?</p> <p>What is the weather like today? How does it compare to yesterday? Has it been the same all week?</p> <p>Which season are we in now? What changes can you see? What seasons are there in the year?</p>
<p><u>Rosie's walk</u></p> <p>Read Rosie's Walk and talk about the route that she goes on. Where does she go? Where does the fox go? Talk about the positions and locations in the story. Recreate her route in the outside area for children to follow and describe. Children to draw and describe Rosie's route using positional language – teacher to scribe.</p>	<p><u>3-4 (maths)</u></p> <p>Understand position from words alone.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Describe a familiar route.</p>	<p><u>Key vocabulary:</u></p> <p>Observe, explore, describe, environment, surroundings, natural, man-made, weather, autumn, change...</p>
<p><u>Weather – ongoing across the year (link to science)</u></p> <p>Each day, ask children about the weather – have a simple weekly weather chart in the classroom so children get a sense of how the weather can change over the weeks, months.</p>	<p><u>In Reception</u></p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Assessment Opportunities</p>
<p><u>Books – story times (ongoing across the year)</u></p> <p>Discuss where stories are set – how do we know where it is set? What can you see? Read a variety of different books with different settings – mountains, beach, town, jungle, rainforest country etc. Discuss each place and how it is similar/different to others.</p>	<p><u>ELG</u></p> <p>Describe their immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><u>I can...</u></p> <p>Explore, observe and talk about the school environment.</p> <p>Observe and describe the weather.</p> <p>Talk about locations and positions in stories.</p> <p>Draw and describe a simple route.</p>
<p><u>Autumn (link to science)</u></p> <p>Talk about the season of Autumn and make an individual book and class display about what we see/hear/feel/smell/touch... (book will be continued across all four seasons).</p> <p>Blue interest tray for autumn.</p>		<p>Resources</p> <p>Simple weekly weather chart.</p> <p>Camera/Ipad for photographing school environment, Google Earth.</p> <p>Rosie's Walk.</p> <p>Books made up for recording seasons, interest tray – autumn.</p> <p>Variety of story books with different settings.</p>

Geography Scheme of Work
Reception – Autumn 2
Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Handa's Surprise and Hue Boy</u></p> <p>Read Handa's surprise and Hue Boy and talk about the characters and the places – what do you notice? Where are the stories set? Are they hot or cold countries? How do you know? Find Kenya and the Caribbean on a world map and on Google Earth. Talk about what it is like to live in these countries – weather, landscape, animals, land use etc. Discuss the similarities and differences between these places and England.</p> <p style="text-align: center;"><u>Rose Green Shops</u></p> <p>Walk to the Post Office to post letters to Santa. Teacher to draw a simple map showing the direction we will walk in (with landmarks and road names). Encourage the children to talk about what is on the map and how they will get to the Post Office. Look at an aerial view of Rose Green – find our school and the Post Office and show the route to get there. Follow the map to get there, spotting landmarks and road signs on the way. Once back, children can draw a simple map/route to show how they got there and describe what they passed on the way – teacher to scribe.</p>	<p style="text-align: center;"><u>3-4</u></p> <p>Know that there are different countries in the world.</p> <p>Describe a familiar route.</p> <p style="text-align: center;"><u>In Reception</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p style="text-align: center;"><u>ELG</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Where is Kenya/Caribbean? Is it close to us or a long way away? How would we get there? What is it like in Kenya/Caribbean? How are these countries similar/different to England?</p> <p>Where is our school? Where is the Post Office? How will we get there? Can you follow a simple map? Can you draw our route and the landmarks we saw along the way?</p> <p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Similar, different, environment, landscape, weather, country, setting, route, map, aerial view, landmarks...</p> <p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;"><u>I can...</u></p> <p>Compare different places in the world and talk about their similarities and differences.</p> <p>Look at aerial photos and talk about what I can see.</p> <p>Find information on a simple map.</p> <p>Draw and describe a simple route.</p> <p style="text-align: center;">Resources</p> <p>Simple weekly weather chart.</p> <p>Handa's Surprise and Hue Boy, world map, globe, aerial pictures - Google Earth. Photos of local landmarks, map of route to the Post office.</p> <p>Variety of story books with different settings.</p>

Geography Scheme of Work

Reception – Spring 1

Topic: Me and My World

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Our school</u></p> <p>Ask children where our school is – road name, town, county, country and location (South coast, by the sea). Find on a map of the UK. Look at an aerial view of Rose Green and the school and discuss what can be seen.</p> <p>Ask children to describe their route to school. What do they pass on the way? Do they live close to school or a bit further away?</p> <p>Children to draw a simple map of familiar places in the community (duck pond, shops, school, beach, park...) and talk about their favourite places – teacher to scribe.</p> <p><u>The World</u></p> <p>Look at and find out about Australia, Antarctica and the UK. Locate the places on a world map, a globe and on Google Earth. Encourage the children to talk about the different countries and their similarities and differences – think about the weather, landscape, animals, land use etc.</p> <p><u>Winter (link to science)</u></p> <p>Talk about the season of Winter and make an individual book and class display about what we see/hear/feel/smell/touch... (book will be continued across all four seasons). Change display.</p> <p>Blue interest tray for winter.</p>	<p><u>3-4</u></p> <p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p><u>3-4 (maths)</u></p> <p>Describe a familiar route.</p> <p><u>In Reception</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><u>ELG</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Where is our school? What do you notice about Rose Green? Is there lots of nature/buildings/mixture of the two?</p> <p>What is it like in Australia and Antarctica? How is it similar/different to the UK?</p> <p>Which season are we in now? How do you know? How is it similar/different to Autumn?</p> <p><u>Key vocabulary:</u></p> <p>Country, county, town, road, sea, beach, season, weather, aerial view, map, globe, atlas, locate, landscape...</p> <p>Assessment Opportunities</p> <p><u>I can...</u></p> <p>Name the school, road, town, county and country we live in.</p> <p>Draw a simple map.</p> <p>Locate Australia, Antarctica and UK on a map/globe.</p> <p>Talk about winter and the changes that have happened.</p> <p>Resources</p> <p>Simple weekly weather chart.</p> <p>Map of UK and Bognor, globe, atlas Google Earth.</p> <p>Pictures, information about Australia/Antarctica.</p> <p>Winter interest tray and seasons book.</p> <p>Variety of story books with different settings.</p>

Geography Scheme of Work
Reception – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Jolly Postman</u></p> <p>Read the Jolly Postman. Encourage children to say where the Jolly Postman went on his rounds then get them to draw a story map of where he went. Link the story to Posties from around the world - what do they wear in different countries to do their job? Show the clothes that Posties wear in different countries (PowerPoint) and talk about why they wear those clothes – link to the weather and discuss how they are similar or different to the uniform our posties wear.</p> <p style="text-align: center;"><u>Spring (link to science)</u></p> <p>Talk about the season of spring and make an individual book and class display about what we see/hear/feel/smell/touch... (book will be continued across all four seasons).</p> <p>Blue interest tray for spring. Change display.</p>	<p style="text-align: center;"><u>In Reception</u></p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p style="text-align: center;"><u>ELG</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories.</p>	<p>Where does the Jolly Postman go?</p> <p>What does he see on the way?</p> <p>What do Posties wear in different countries? Why do the Posties wear those clothes in those countries? How are their uniforms similar/different to ours?</p> <p>Which season are we in now? How do you know? How is it similar/different to Autumn/Winter?</p>
		Assessment Opportunities
		<p style="text-align: center;">I can...</p> <p>Draw a story map to show where the Jolly Postman went.</p> <p>Talk about clothes worn in different countries and say why they wear them.</p> <p>Talk about spring and the changes that have happened.</p>
		<p style="text-align: center;">Resources</p> <p>Simple weekly weather chart</p> <p>Jolly Postman book</p> <p>Postie clothing PowerPoint</p> <p>Interest tray – spring and seasons book.</p> <p>Variety of stories with different settings.</p>

Geography Scheme of Work
Reception – Summer 1
Topic: How Do Things Grow

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

Geography Scheme of Work

Reception – Summer 2

Topic: Water and Waves

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Pirates/Mermaids</u></p> <p>Children to make pirate or mermaid treasure maps – label with different landmarks – mountain, beach, cave, building etc (physical and human). Encourage children to talk about their maps and the route and scribe what they say; encouraging them to use position and location words, e.g. in between, next to, behind, over, around etc.</p> <p>Children to follow a treasure map around the school. Give children a map per group/pair and encourage children to describe where they have to go to reach the treasure. Follow the map that leads to the treasure.</p> <p><u>Summer (link to science)</u></p> <p>Talk about the season of summer and make an individual book and class display about what we see/hear/feel/smell/touch... (book will be continued across all four seasons).</p> <p>Blue interest tray for summer. Change display.</p>	<p><u>3-4 (maths)</u></p> <p>Understand position from words alone.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Describe a familiar route.</p> <p><u>In Reception</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map.</p> <p><u>ELG</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories.</p>	<p>Can you follow the map to find the treasure? Can you make your treasure map– where will it take them? What will they pass on the way?</p> <p>Which season are we in now? How do you know? How is it similar/different to other seasons?</p> <p><u>Key vocabulary:</u></p> <p>Map, route, landmarks, position, location, summer, season, weather.</p>
		Assessment Opportunities
		<p>I can...</p> <p>Draw my own map.</p> <p>Use position/location words to describe my map.</p> <p>Follow a map to find treasure.</p> <p>Talk about summer and the changes that have happened.</p>
		Resources
		<p>Simple weekly weather chart.</p> <p>Pirate/mermaid treasure map examples.</p> <p>Books made up for recording seasons, interest tray – autumn.</p> <p>Variety of story books with different settings.</p>

Geography Scheme of Work
Year 1 – Autumn 1
Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Weather (ongoing throughout the year, linked to science)</u></p> <p>Get into the practise of looking at the weather daily – encourage children to make observations about the weather and how it changes day to day and over time (across the year). Make a simple pictorial class chart (or electronic version) of the daily weather showing if it is sunny, cloudy, raining, snowing, windy etc. This could be done during morning/afternoon register - note what the weather is like and add to the chart. At decided intervals, look at the chart – which weather has been most/least common? Which season/month are we in? Does the weather reflect the season/month we are in or is it unusual for this time of the year?</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>What is the weather like today? How does it compare to yesterday? Has it been the same all week? What is the weather like in the UK? What has been the most/lest common weather this half term? Which season are we in? Which month are we in? Does the weather reflect our ‘typical’ weather for this time of year?</p>
		<p>Assessment Opportunities</p>
		<p><u>I can...</u></p> <p>Observe and discuss the weather and draw conclusions from my observations.</p>
		<p>Resources</p> <p>Weather chart.</p>

Geography Scheme of Work
Year 1 – Autumn 2
Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

Geography Scheme of Work
Year 1 – Spring 1
Topic: I'll Huff and I'll Puff

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Where do we live? Rose Green</u></p> <p>Ask the children if they know their address? Children to write down their address and display on a large scale map of Rose Green. Discuss who lives closest/furthest away from school. Can the children say where Rose Green is? West Sussex, on the South Coast, England, UK.</p> <p>On the local area walk (link to history), encourage children to observe different types of building in preparation for comparing two roads from the local area - Hawkins Close and Rose Green Road. Encourage children to describe how the roads are similar/different? Complete a simple survey (ready prepared) on building use. Children to think about the buildings that they saw and talk about what they are used for. Make a class 'lift the flap' book to re-create Rose Green Road.</p> <p>Encourage children to think about their route to school and describe it to a friend. Ask them to draw their route on paper using illustrations to show what was passed on their journey. Then make a 3D model of this route (link to DT).</p> <p style="text-align: center;"><u>The Three Little Pigs (link to literacy)</u></p> <p>Read The Three Little Pigs and ask the children to describe a place featured in the story. Make a pictorial map of this place. Draw a route in the sand tray in response to the story.</p>	<p>Develop knowledge about their locality.</p> <p>Learn own address and locate on a map.</p> <p>Begin to use geographical skills to enhance their locational awareness.</p> <p>Understand geographical similarities and differences.</p> <p>Use basic geographical vocabulary – beach, coast, sea, weather, season, town, house, shop...</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Devise a simple map.</p> <p>Use simple fieldwork and observational skills.</p>	<p>What is your address? Where is your house on the map? Who lives closest/furthest to school? Where is Rose Green? What are the similarities and differences between the roads? What are the buildings used for? How do I get to school?</p> <p style="text-align: center;"><u>Key vocabulary:</u> Address, place, locate, map, local area, observe, describe, survey.</p>
		Assessment Opportunities
		<p style="text-align: center;"><u>I can...</u></p> <p>Remember my address and place on a local map.</p> <p>Observe and talk about similarities and differences between places.</p> <p>Describe and draw my route to school.</p> <p>Draw a map of a story setting and describe it.</p>
		<p style="text-align: center;">Resources</p> <p>Risk assessment for local walk.</p> <p>Map of Rose Green (large scale)</p> <p>Survey (pre-prepared)</p> <p>Modelling materials</p> <p>The Three Little Pigs story</p> <p>Sand tray</p>

Geography Scheme of Work
Year 1 – Spring 2
Topic: Make, Create and Wonder

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Where do we live? UK</u></p> <p>Ask children where in the world they live. Look at a world map, globe, atlas, Google Earth and locate the UK. Ask if the children know which country we live in. Locate England on the map. Where in England is Rose Green? What features can help us to locate it? We live by the sea, on the South Coast. What do we know about England? Children to work in groups to discuss and record what they know about England, e.g. capital city, flag, weather, that we have a Queen...</p> <p>Then ask children if they know the other countries which make up the UK. Have letters delivered to the class that are written from someone from each of the other countries introducing their country and what it is like – capital city, physical and human features (castle, river, mountain...), flag, interesting facts etc. Locate these, along with England on a map of the UK. Also, look at Google Earth to see the physical/human elements of geography and discuss how the countries are similar/different.</p> <p>Children to label the 4 countries and their capitals on a UK map and add interesting facts that they have learnt about them.</p> <p>Children to use the BEEBOT map to ‘visit’ different locations (link to IT).</p> <p>Ask the children if anyone has lived in or visited a different country in the world then locate on a world map – how far away is it from England? How would you get there?</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Understand geographical similarities and differences in the United Kingdom.</p> <p>Use basic geographical vocabulary.</p>	<p>Which country do we live in? Which countries make up the UK? Can you find them on a map? What do we know about these countries? What physical/human features are found in these places? Have you lived/visited anywhere outside of the UK? Can you find that place on a map? What are the similarities and differences between the countries?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>UK, country, human features, physical features, map, atlas, locate.</p> <hr/> <p style="text-align: center;">Assessment Opportunities</p> <hr/> <p style="text-align: center;"><u>I can...</u></p> <p>Name, locate and label the four countries and their capitals that make up the UK.</p> <p>Talk about features of the four countries and how they are similar/different.</p> <hr/> <p style="text-align: center;">Resources</p> <hr/> <p>World map, atlas, UK map, Beebot map of UK, Google Earth.</p> <p>Letters from other countries.</p> <p>Blank UK map.</p> <p>Information about the UK – books, websites etc.</p>

Geography Scheme of Work
Year 1 – Summer 1
Topic: Here, There and Back Again

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Where in the world – linked to history ‘flight’ topic</u> Link geography to the flight topic studied in history. Where do the Wright Brothers come from? Locate America on a world map and Google Earth. Where did Amy Johnson fly to? Locate Australia, Moscow, Tokyo and Cape Town on a world map and Google Earth.</p> <p><u>UK</u> Recap children’s labelled map of the UK. Explain that they are now going to add the surrounding seas. Does anyone know what the seas around the UK are called? Look at a map of the UK and locate the different seas then ask children to label them on their map.</p> <p><u>Journeys – who has travelled the furthest?</u> Ask the children where they have been in the world and ask them to bring in a photo of the place. Locate these places on a world map (floor map if available) and discuss who has been the furthest. Ask children how they got there – what transport did they use? Which seas/oceans did they travel over to get there? Encourage children to discuss where they went and what they can remember about it – weather, climate, physical and human features etc. How are these places similar/different to Rose Green?</p>	<p>Use world maps, atlases and globes to identify different countries.</p> <p>Name, locate and identify the surrounding seas of the UK.</p>	<p>Where are the Wright Brothers from? Where did Amy Johnson fly to? Can you find these places on a map of the world and Google Earth? Which seas surround the UK? Who has travelled the furthest? Can you locate these places on a map? How did you get there?</p> <p><u>Key vocabulary:</u> Label, locate, place, country, sea, ocean, world, discuss, describe, weather, climate, physical features, human features, travel.</p>
		Assessment Opportunities
		<p><u>I can...</u> Locate countries on a world map. Describe and discuss a place of interest. Say what the seas surrounding the UK are.</p>
		<p>Resources World map, Google Earth, atlas. Previously labelled map of the UK.</p>

Geography Scheme of Work

Year 1 – Summer 2

Topic: Nature Detectives

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Our school grounds</u></p> <p>Take the children out into the school grounds and get them to really think about what is there. Make some question cards and encourage children to think about and discuss what is on their card, e.g.</p> <p>What can you see in the immediate environment? What is the first sound you are aware of? What are the second and third sounds you are aware of? Which are from human activity and which are from nature? Can you name three features of this landscape would you most like to remove or change and why?</p> <p>Can you find two patterns - one made by people and one made by nature?</p> <p>Can you choose five words which describe our school grounds?</p> <p>Talk about what the children like/dislike about the school environment. What are the human and physical features? Is there anything we can do to make it better? Encourage children to have an opinion, share it with others and give a reason for their opinion. Give children a pre-prepared map of the school grounds and ask them to highlight pleasant/unpleasant areas (by colour coding/annotating) and state what feelings/activities they are associated with.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Develop knowledge about their locality.</p>	<p>Has the building always been there?</p> <p>What are the human and physical features surrounding it? How has the building impacted the surrounding area? What do you like/dislike about the school grounds? What would you change and why?</p> <p><u>Key vocabulary:</u></p> <p>Place, location, human features, physical features</p>
		<p>Assessment Opportunities</p>
		<p>I can...</p> <p>Observe and discuss the human and physical features of my school environment.</p> <p>Express an opinion about what I like/dislike about the school grounds and give reasons for my opinions.</p>
		<p>Resources</p> <p>Photographs of the local building.</p> <p>School grounds, question cards, pre-prepared map of the school grounds.</p>

Geography Scheme of Work
Year 2 – Autumn 1
Topic: Roots, Shoots, Buckets and Boots

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Weather (ongoing throughout the year, linked to science)</u></p> <p>Remind children of their weather observations in Year 1 – discuss the seasons and expected weather patterns. Keep a weather diary one day a week for each half a term (try to record on the same day of the week and at the same time). Use weather instruments such as thermometer, rain gauge, anemometer...</p> <p>How does the weather change over the half term? Are there any patterns? Discuss what happens when we move from one season to another.</p> <p>Look at weather in different parts of the world and compare rainfall/temperature for the same time of year – one place which is hotter and one place which is colder.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>How can we gather information? How should we collate and analyse the data? Which weather was the most common? When was it most windy? Which week had the most rainfall? Did it snow this year?</p> <p><u>Key vocabulary</u></p> <p>Weather, pattern, analyse, change, wind, anemometer, rain gauge, thermometer, discuss, data, collate...</p>
		<p>Assessment Opportunities</p>
		<p>I can...</p> <p>Observe, record, analyse and discuss weather patterns across the year.</p>
		<p>Resources</p> <p>Thermometer, rain gauge, anemometer</p>

Geography Scheme of Work
Year 2 – Autumn 2
Topic: Happily Ever After

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

Geography Scheme of Work

Year 2 – Spring 1

Topic: London's Burning

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>London (link to history – The Great Fire of London)</u></p> <p>Recap the countries that make up the UK and see if children can remember the capital of England. Locate London on a map of the UK.</p> <p>What do we know about London? Research London through books, websites and experiences of adults and children who have been there.</p> <p>Does everyone have the same opinion about London?</p> <p>Look at London on Google Earth. What can we say about London from looking at a birds eye view? Is it a village or a city? Is it by the sea? Is it near mountains? Does it have any green space? What are the most common features – buildings or nature? Talk about the physical and human features of London and how the city has been shaped over the years. Look at famous landmarks – which do you recognise? Talk about how people move around London – what transport do they use? What do you think it would be like to live in London?</p> <p>Look at a map of London and ask children if they know any of the compass directions. Then encourage children to find the areas that are North, South, East and West London. Which landmarks/places of interest are in these four areas of London? Ask children to pick 2 places of interest and, using the map, describe a route of how to get there using compass directions as well as directional language such as left, right.</p>	<p>Develop knowledge about the United Kingdom.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical and human features, e.g. river, city, office, shop...</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right), to describe the location of features and routes on a map.</p>	Can you remember the capital of England? What is London like? What human and physical features can you see? Do you know any landmarks?
		Assessment Opportunities
		<p>I can...</p> <p>Locate London on a map.</p> <p>Find out about London and discuss the human and physical features.</p>
		Resources
		<p>Information about London</p> <p>Google Earth</p> <p>Map of London</p>

Geography Scheme of Work
Year 2 – Spring 2
Topic: Fire and Fantasy

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

Geography Scheme of Work
Year 2 – Summer 1
Topic: Captivating Creatures and Where to Find Them

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Sir David Attenborough (link to history)</u></p> <p>Look at some of the work of Sir David Attenborough. We know he is well travelled but where exactly has he been? Has he visited all 7 continents on his travels? Has he visited all 5 oceans on his travels? Talk to the children about the 7 continents and 5 oceans in the world and locate them on a map. Also, locate on a globe. Which is the largest/smallest continent?</p> <p>Children to annotate their own world map with the 7 continents and 5 oceans. Talk to the children about different climates in the world and talk about the equator and North and South Poles - what is the climate like in these places? Is it hot or cold? What is the weather like in these places? Look at which continents they cover.</p> <p><u>Weather</u></p> <p>Sunny thinks his home is too hot – record the temperature for the week. Compare to earlier in the year.</p> <p>What is the temperature in the Kalahari desert and Madagascar? Locate these places. Where are they in relation to the equator? How far are they from where we live? Identify the continent and surrounding oceans in that location.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>What are the 7 continents and 5 oceans called? Can you locate them on a map? Where is the equator? What is the weather like in countries on the equator? Where is the North/South Pole? What is the weather like in these places? How does it compare to the weather around the equator?</p>
		<p>Assessment Opportunities</p>
		<p><u>I can...</u></p> <p>Name and locate the 7 continents and 5 oceans of the world.</p> <p>I can name and locate the Equator, North and South Pole.</p>
		<p>Resources</p> <p>World map, globe, atlas</p> <p>Information about the continents and oceans of the world</p>

Geography Scheme of Work
Year 2 – Summer 2
Topic: I Do Like To Be Beside the Seaside

Activities	Intended Outcomes	Key Vocabulary and Questions						
<p style="text-align: center;"><u>Africa and Bognor comparison</u></p> <p>Talk to the children about Bognor. What is it like here? What is the weather like? What human and physical features does Bognor have? What do you like about living in Bognor? Look at images of Bognor on: https://m.geograph.org.uk/of/bognor</p> <p>Do they recognise the images? Where are they? Encourage children to find these places on a map of Bognor.</p> <p>Think back to last half term and the topic of continents. Talk about Africa being a continent. What is it like in Africa? How many countries does Africa have? Can you name any? Has anyone been to an African country? Locate Africa on a world map and on Google Earth. Ask the question:</p> <p style="text-align: center;">How does it compare to England?</p> <p>Look at the UK and Africa on Google Earth and compare what the places are like thinking about human and physical features. Compare climate and weather. Research and discuss common themes such as homes, transport, school, clothes etc and talk about the similarities and differences between there and here.</p> <p style="text-align: center;">Link up with a school in Africa.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features such as city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>What is Bognor like? What is the weather like here? What human and physical features are there here? Where is Africa? How does it compare to England? What are the similarities and differences? What are the human and physical features like in Africa? How is that similar/different to the UK? How does the town in Africa compare to Bognor?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>Continent, human and physical features, compare, describe, climate, weather, similarity, difference, research, investigate, comparison...</p> <tr> <th colspan="2" data-bbox="1621 788 2130 823">Assessment Opportunities</th><td data-bbox="1621 823 2130 1098"> <p style="text-align: center;">I can...</p> <p>Find out about a place in Africa using a variety of sources.</p> <p>Compare 2 places in different parts of the world.</p> <p>Talk about human and physical features in different parts of the world.</p> </td></tr> <tr> <th colspan="2" data-bbox="1621 1098 2130 1133">Resources</th><td data-bbox="1621 1133 2130 1358"> <p>Google Earth, world map, atlas, Geograph.org.uk – photos of Bognor</p> </td></tr>	Assessment Opportunities		<p style="text-align: center;">I can...</p> <p>Find out about a place in Africa using a variety of sources.</p> <p>Compare 2 places in different parts of the world.</p> <p>Talk about human and physical features in different parts of the world.</p>	Resources		<p>Google Earth, world map, atlas, Geograph.org.uk – photos of Bognor</p>
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