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| Squirrels Class Medium Term Planning for **Geography Autumn Term 2022** | |
| **Topic: Toys**  **Toys Around the World**   * Toys in the UK * Toys in Europe * Toys around the world | Children will transition around the school with increaing independence each day/weel/ Children will also access the local community by walking and minibus. |

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| **Lesson 1 - Link it.**  **Where do we live?**  Exploring maps, globes, atlases, flags, country names. Practicing key vocabulary.  Find the UK and it’s 4 countries. | **Lesson 2 - Learn it.**  **Naming Countries in the UK and Europe.**  Explore countries within Europe. Look at country names and flags. Are they hot or cold? Who has been there? | **Lesson 3 - Learn it.**  **Naming Countries in the World.**  Explore countries within the wider world. Look at country names and flags. Are they hot or cold? Who has been there? | **Lesson 4 – Check it**  **Matching Toys to their Country**  Look at photos of toys with their origin from them. Where is that on the map? | **Lesson 5 – Show it**  **Sorting toys by their origin.**  Sorting toys/country of origin by their location – is it in the UK, Europe or elsewhere? | **Lesson 6- Know it**  **Solving riddles**  Solving riddles about countries/toys by key features, e.g. This toy is from Europe. The country begins with S… |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS - Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **EYFS - Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  **KS1 – Geography**  Geographic Skills and Fieldwork  Pupils should be taught to:   * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; * 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.   **a** use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;  **b** use simple compass directions and locational and directional to describe the location of features and routes on a map;  **c** devise a simple map; and use and construct basic symbols in a key;  **d** use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;  **e** use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | **ELG – Investigating Places**   * Talk about features of the immediate environment and how environments may differ from one another. * Talk about changes in environments.   **ELG – Investigating Patterns**   * Know about similarities in relation to places, objects, materials and living things.   Show some understanding of environmental awareness and how it relates to everyday life  **ELG – Communicating**   * Use simple geographical language to communicate ideas about various locations, functions and roles.   Recognise simple symbols or representations on maps and plans.  **Y1/2 – Investigating Places**   * Ask and answer geographical questions. * Identify key features of a location to say whether it is a city, town, village, coastal or rural area. * Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. * Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Name and locate the world’s continents and oceans.   Use aerial images and plan perspectives to recognize landmarks and basic physical features.  **Y1/2 – Inestigating Patetrns**   * Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country   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.  **Y1/2 – Communicating**   * Use basic geographical vocabulary to refer to key physical and human features.   Use compass directions and locational language to describe the location of features and routes on a map. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploring maps/globes/atlas and locating where we live. | Learning names and location of countries in Europe and the wider world. | Matching toys and their country of origin to a map. | Sorting toys and their country of origin by location (UK/Europe/World). | Solving riddles related to prior learning. |