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|  Squirrels Class Medium Term Planning for **Geography Spring 2023** |
| **Topic: Poles Apart*** Continents
* Weather
* Travel
 | Children will transition around the school with increasing independence each day/week/ 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.Identify our own continent and weather. | **Lesson 2 - Learn it.****Weather**Explore weather patterns in different countries across the world. | **Lesson 3 - Learn it.****Continents**Name and label the 7 continents in the world. Explore the shapes, features and location of them. | **Lesson 4 – Check it****Continents**Add flags to a map and think about what continent it is on. How can we find out on a map if we aren’t sure? | **Lesson 5 – Show it****Weather and Continents**Match weather symbols to a world map. Discuss how there can be multiple solutions and how seasons affect weather. | **Lesson 6 - Know it****Travel Agents**Children to take part in travel-agent role-play or use symbols to demonstrate understanding. Encourage discussion of continents and weather in different locations. |

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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 FieldworkPupils should be taught to:**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.Place Knowledgea compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. Locational Knowledgea name and locate the world’s seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica | **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’ |
| Recap on what we have learnt so far. Explore our own continent and weather. | Discover weather patterns.Discover continents and their features. | Locate continents on the map and key countries. | Apply weather symbols to maps. | Application of knowledge with role-play. Some may use symbols to demonstrate their learning. |