
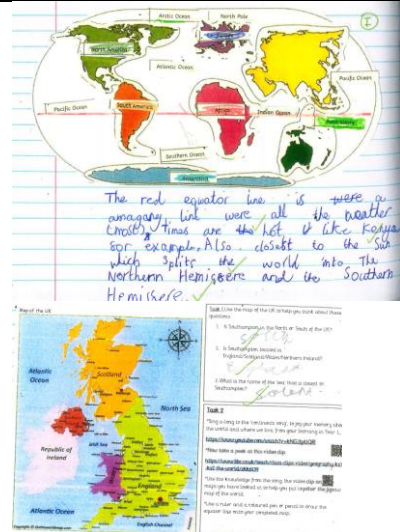
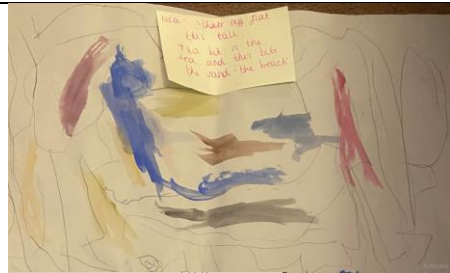


Geography - locational knowledge

Year R	Year 1	Year 2
<p>30-50m:</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment. <p>40-60m</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal</p> <p>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. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<ul style="list-style-type: none"> Identify the four countries making up the United Kingdom Name the continents of the World Find where they live on a map of the UK Name the capital cities of England, Scotland, Ireland and Wales 	<ul style="list-style-type: none"> Identify where significant places are located in the UK, Europe and the wider world Locate the 7 continents on a map, globe or in an atlas Name the World's oceans and find them in an atlas Point out where the Equator, North Pole and South Pole are on a globe or atlas – All Aboard/ If you go down to the woods today Point out the North, South, East and West associated with maps and compass
		

Geography - Place knowledge

Year R	Year 1	Year 2
<p>30-50m:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Shows care and concern for living things and the environment. <p>40-60m</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal</p> <p>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. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<ul style="list-style-type: none"> • Explore and discover the interesting features of the local environment • Explain what makes each of the UK's capital cities special • Describe some places which are not near the school • Tell someone something about the people who live in hot and cold places 	<ul style="list-style-type: none"> • Ask and respond to geographical questions about people, places and environments – • Make simple comparisons between features of different places and say how these features influence life there • Describe some human features of own locality such as the jobs people do • Explain how the jobs people do may be different in different parts of the world • Describe how people can make their environment better or worse • Describe what facilities a town or village might need



13/11/21
w.b. - The World - Geography - Our Local Area
Session 2

Looking at map:
"London is near
Legoland, we have to
drive there because
it's super far, not
that far from my
dad's though
cause he lives
far from me."

- 30-40 comments and asks questions about aspects of their local area (e.g. how the place they live)
- 40-50 comments about the similarities, differences, patterns and changes



© What would you change or protect in your local area? 11.2.21

*Why I want to make the change/protecting an area:

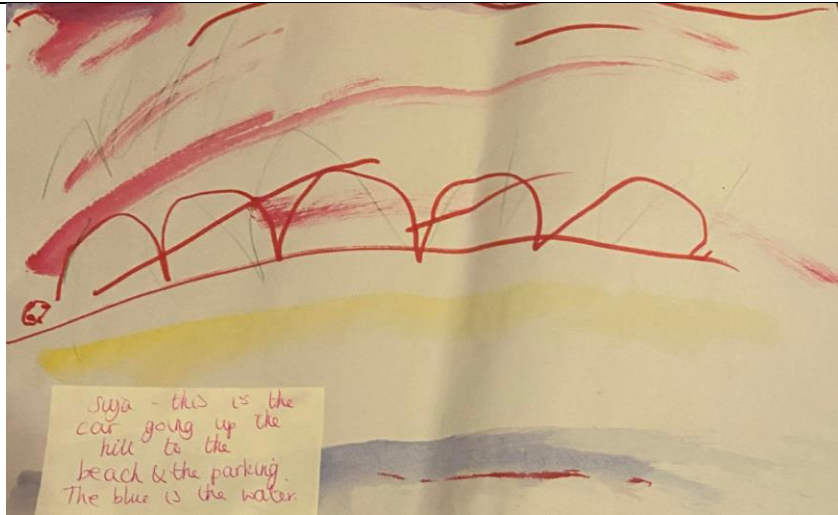
So more people can come in to the field and people can go on nice walks, there children can play in the park, the parents and dads can have a space.

*How they change will improve/benefit my local area:

It will make everybody happy because the people that used to live there will be able to go on walks to and they would enjoy it.

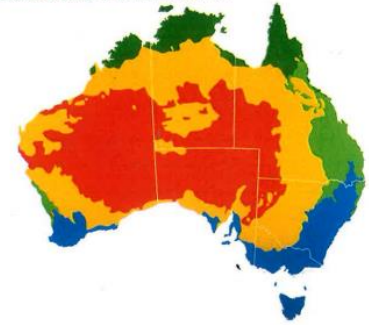
Geography - Human and physical geography

Year R	Year 1	Year 2
<p>30-50m: •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Shows care and concern for living things and the environment.</p> <p>40-60m •Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal 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. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<ul style="list-style-type: none"> • Recognise different types of weather and climate • Explain the main features of a hot and cold place • Answer questions about the weather • Can they keep a weather chart? • Recognise, observe, describe and record physical and human features • Describe the physical key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley • Name the key features associated with a town or village eg church, farm, shop, house 	<ul style="list-style-type: none"> • Discuss how weather affects our lives • Investigate, measure and record changes in the weather • Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language • Answer questions using a weather chart • Make plausible predictions about what the weather may be like in the day, or tomorrow – • Name the key features associated with a town or village, e.g. factory, detached house, semi detached house, terrace house



We are learning about the weather in Australia
 Is the weather and climate similar or different to here?

Sp2 V



Tropics

Warm and humid

Hard and fast rain during the
"Wet Season"



Subtropics

Wet and dry seasons

Similar to the Tropics, but not such ex-
treme temperatures (doesn't get ex-
tremely hot)



Grasslands

Just enough rain to let grass grow

250-500ml of rain a year

It's hot and dry all year



Desert

Scorching hot in the summer, up to 45°C

Below zero degrees in the winter



Temperate

4 seasons

Hot, warm, dry, wet, windy

Some places may even get snow

30-50m:

•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Shows care and concern for living things and the environment.

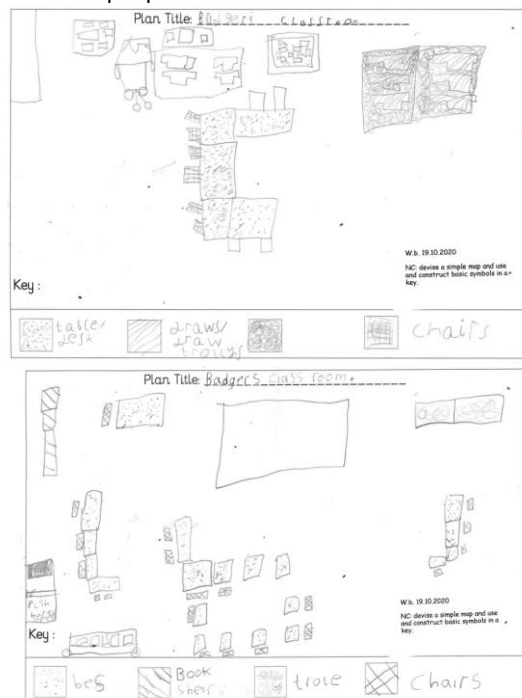
40-60m

•Looks closely at similarities, differences, patterns and change.

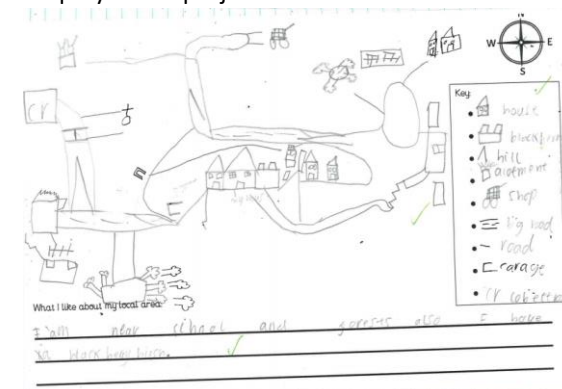
Early Learning Goal

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. They make observations of animals and plants and explain why some things occur, and talk about changes

- Express their own views about features of the environment Communicate in different ways using simple geographical information and vocabulary
- Use simple field work skills – *let's have an adventure*
- Use globes, maps (OS, street map) and plans
- Make simple plans

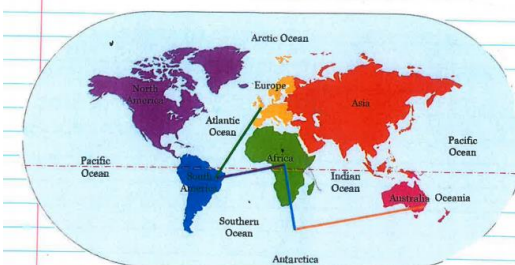


- Locate key features on globes, maps, atlas and plans
- Make simple maps and plans
- Use simple compass directions
- Use aerial photographs and plan perspectives to identify landmarks and features
- Use field work and observational skills to carry out an enquiry based project



© We are learning to use direction vocabulary to give directions from Southampton to Sydney.

Sp2 Wk4



Start in Southampton in the United Kingdom, which is located in the continent Europe.

Head south west through the Atlantic Ocean until you get to South America.

Once you reach South America, turn and continue ^{north} south east into Africa.

Then head south, crossing into the southern hemisphere, into the Southern Ocean.

Once you reach the Southern Ocean, turn and continue ^{north} south east all the way to Oceania. Here you will find Australia and the city of Sydney.

