

Curriculum Coverage – KS1

NC areas	NC statement	Taught in	Revisited in
Locational knowledge	♣ name and locate the world's seven continents and five oceans	Y2 au 1 – Where in the world is Snail?	Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?
	♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Y1 au 1 – Why should you live in Calmore?	Y1 sum 2 – Where should Mrs Willes go on holiday? Y2 au 1 – Where in the world is Snail? Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?
Place knowledge	♣ 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	Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?	Y2 continuous provision
Human and physical geography	♣ 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 sum 2 – Where should Mrs Willes go on holiday?	Y2 au 1 – Where in the world is Snail? Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?
	<ul style="list-style-type: none"> ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	See medium term plans for unit-specific vocabulary taught.	
Geographical skills and fieldwork	♣ 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	Y1 au 1 – Why should you live in Calmore? Y1 sum 2 – Where should Mrs Willes go on holiday? Y2 au 1 – Where in the world is Snail? Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?	
	♣ 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	Y2 au 1 – Where in the world is Snail?	Y2 spr 1 – What route should the hedgehog take home?
	♣ 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	Y1 au 1 – Why should you live in Calmore? Y2 spr 1 – What route should the hedgehog take home?	Y1 sum 1 – Is litter a problem in our area? Y2 au 1 – Where in the world is Snail? Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?
	♣ 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.	Y1 au 1 – Why should you live in Calmore? Y1 sum 1 – Is litter a problem in our area? Y2 au 1 – Where in the world is Snail?	Y2 spr 1 – What route should the hedgehog take home? Y2 sum 1 – How is life different for a child in Uganda and a child in the UK?

Year 1 Curriculum

	Autumn 1 Food glorious food	Autumn 2 <i>Why should you live in Calmore?</i>	Spring 1 Queens	Spring 2 Florence Nightingale	Summer 1 <i>Is there a litter problem in our area?</i>	Summer 2 <i>Where should Mrs Willes go on holiday?</i>
Year 1	<p>Explore Autumn and the time to harvest because of seasons.</p> <p>Where does our food grow? Do we have any farms locally?</p> <p>Which food do we grow here? Which food do we have to get from other countries? Why do we need to get food from other countries?</p>	<p><u>Locational knowledge</u> Find England/Calmore on map Name and locate the 4 countries of the UK and their capital cities and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> Use field work to study our school and features of our local area. Use aerial photographs to start to recognise basic human and physical features of Calmore. Make a simple map showing Calmore and its features on a map.</p>	<p>As a class plan the trip to Beaulieu Car Museum – how will we get there? How long will it take?</p> <p>Find Beaulieu on the map. What features might we see on our way to Beaulieu? Will we see a city? A mountain? A farm?</p> <p>Plot birthplace of Queens within UK – explore London as capital of England.</p>	<p>Locate key places on the map that feature in Florence Nightingale & Mary Seacole’s lives.</p>	<p><u>Geographical skills and fieldwork</u> Plan a fieldwork study around Calmore to determine if litter is a problem in our area.</p> <p>Use maps and photographs to</p> <p>Conduct a fieldwork study using observational skills to record amount of litter found in our local area.</p> <p>Discuss human and physical geographical features found during fieldwork study.</p>	<p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom – can Mrs Willes get the holiday she wants here?</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – Where would be the right temperature?</p> <p>Use world maps, atlases and globes to identify locations where the weather matches Mrs Willes criteria.</p>

Year 2 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world is Snail?	Neil Armstrong Who is Neil Armstrong and why is he important?	Great Fire of London Could the GFOL ever happen again? How do we know?	What route should hedgehog take home?	What is it like to be a child in Uganda? What is it like to be a child in the UK?	Castle life Why were castles built and what was castle life like?
Year 2	<p><u>Locational knowledge</u> Name and locate the world's continents and oceans.</p> <p><u>Place knowledge</u> Identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p><u>Geographical skills and fieldwork/ Human and physical geography</u> Use maps, atlases and globes to investigate given clues about where Snail might be. Use knowledge about continents, oceans, physical/human key features, hot/cold places and compass directions to guess where she might be.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe Snail's location.</p>	<p>Where Neil is from? Link to Russia (space race) Physical features seen from space. Where is Tim Peake from?</p>	<p>Where did the Great Fire of London take place? Locate London on a map.</p>	<p><u>Locational knowledge</u> Use world map to locate hedgehogs around the world – linking to nearest oceans and continents.</p> <p><u>Geographical skills and fieldwork</u> Explore maps and the symbols used for keys on a map.</p> <p><u>Human and physical geography</u> Use key vocabulary relating to human and physical features of countries that are inhabited by hedgehogs.</p>	<p><u>Place knowledge</u> Identify seasonal and daily weather patterns in the UK and compare these to Kadango, Uganda.</p> <p><u>Human and physical geography</u> Compare the human and physical geography of a Calmore (UK) and of a Kagando (Uganda - non-European country)</p> <p><u>Geographical skills and fieldwork</u> Use aerial photographs to recognise human and physical features. Create a simple map and key of Calmore's school grounds to compare to school in Kagando</p>	<p>Find the location of Portchester Castle on a map and use physical features to explain why it was built there.</p> <p>Where are there other castles? What geographical features were castles built near?</p>