

Newton Hill Community School: Prior Learning



Subject/Area: Geography

Year Group: Key Stage 1

Prior Learning	Key stage 1 Year 1 are beginning to/ some/ most Year 2 can do/all	Future Learning	Vocabulary - Subject Specific
<p><u>In EYFS children should:</u></p> <p><u>Understanding the World – People, Places and Communities (Early Learning Goal)</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<p><u>Cycle A</u></p> <p><u>Autumn- Bright Lights, Big City</u></p> <ul style="list-style-type: none"> • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas • To use aerial photographs and plan perspectives to recognise landmarks and human and physical features <p><u>Spring- Land Ahoy! (Australia)</u></p> <ul style="list-style-type: none"> • To name and locate the world’s seven continents and five oceans • To 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 • To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation t the Equator and the North and South Poles • To use world maps, atlases and globes to identify the UK, as well as the countries, continents and oceans studied at this key stage • To use simple compass directions and locational and directional language to describe the location of features and routes on a map <p><u>Summer- Movers and Shakers</u></p> <ul style="list-style-type: none"> • To learn about significant historical events, people and places in our own locality 	<p><u>In LKS2 children will:</u></p> <p><u>Cycle A</u></p> <p><u>Autumn- Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> • Human Geography – types of settlement and land use • Locational knowledge – counties and cities of UK. • Use of maps and atlases – geographical skills and fieldwork. • Digital technology – Google Earth. <p><u>Spring- Volcanoes</u></p> <ul style="list-style-type: none"> • Human and Physical Geography • How volcanoes are formed (Mount Vesuvius – link to History) • Locational Knowledge – world countries and using maps to focus on Europe (Italy) <p><u>Summer- Romans</u></p> <ul style="list-style-type: none"> • Physical Geography – the water cycle. <p><u>Cycle B</u></p> <p><u>Autumn- Ancient Egypt</u></p> <ul style="list-style-type: none"> • Human Geography – types of settlement and land use (linked to Egypt) • Climate and vegetation • Rivers – River Nile <p><u>Spring- Rainforests</u></p> <ul style="list-style-type: none"> • Climate and vegetation. • Rivers – River Nile • Rainforests - Amazon 	<p>Four points of the compass North, South, East and West Near and far Left and right Compass Map Atlas Globe Aerial view Route Location Place Human and Physical geographical features Continents (Asia, Africa, North and South America, Antarctica, Europe and Australasia) Oceans- Pacific, Atlantic, Indian, Arctic, Southern) Britain/ United Kingdom- England, Wales, Scotland, Northern Ireland Capital cities- London, Cardiff, Edinburgh, Belfast Seasons Weather patterns (Year 1 science link) Hot and cold Equator North and South poles Beach</p>

	<p>Cycle B <u>Autumn- Towers, Tunnels and Turrets</u></p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and human and physical features To use basic vocabulary to refer to key physical and human features Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas <p><u>Spring- Toys</u></p> <ul style="list-style-type: none"> <p><u>Summer- Our Community</u></p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans To 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 To 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 To use 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><u>Summer- Stone Age</u></p> <ul style="list-style-type: none"> OS Maps Geographical skills – Reading 4 figure reference 	<p>Cliff Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation City Town Village Factory Farm House Office Port harbour shop</p>
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Working historically – key concepts:

Geographical enquiry	Location knowledge	Place knowledge	Human and physical geography	Geographical and fieldwork
<ul style="list-style-type: none"> Can they identify what they like and don't like about a locality? Can they answer questions using different resources, such as books, the 	<ul style="list-style-type: none"> Can they name and locate the four countries and capital cities of the United Kingdom? 	<ul style="list-style-type: none"> Can they identify one key feature of their locality using a map? 	<ul style="list-style-type: none"> Can they answer questions appropriately about topics, such as the weather, climate and locations? Can they make plausible predictions 	<ul style="list-style-type: none"> Can they compare what they identify the main features of contrasting localities?

<p>internet and atlases/maps?</p> <ul style="list-style-type: none">• Can they think of a few relevant questions to ask about locality?			<p>about their geographical learning, e.g., the weather?</p>	
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