



Geography – Year 1 and 2 - Cycle B

Year 1 and 2 will complete the same baseline of work. [Please refer to Previous Years' Geography assessment documents linked to hierarchies](#)

There will be additional challenges tied in to the objectives for year 2, planned by class teachers and subject leads. There will be significant differences in the expectations of the way that the different year groups record their work.
[Link to geography enquiry questioning](#) – [Link to geography association guidance](#)

By the End of EYFS children will know:

Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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, non-fiction texts and – where appropriate – maps.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.

National Curriculum

Purpose - Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims - The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
- ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ 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 ♣ 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 	<ul style="list-style-type: none"> ♣ 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.

	Unit 1	Unit 2	Unit 3
	<p>How is ____ compared to Caythorpe? My school in my town – from somewhere else in the UK. Revision for Y2 from Cycle A What is a map? What does it tell us? What symbols does it use? What features are included on maps?</p>	<p>How does the climate influence our lives? All about the UK Revised from Cycle A - The countries of the UK, The capital cities of the countries. Key physical and human features of the countries</p>	<p>What features would you find at the seaside? The wider world Revise from Cycle A: The Earth is a sphere It has an imaginary line called the Equator at the centre The Equator is the hottest part of the Earth and why? What happens to climate as you move north or south of the Equator?</p>
Hierarchies	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features. Investigate patterns G10: Identify land use around the school. To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features. G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Investigate patterns G9: 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. To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features. G7: Name and locate the world's continents and oceans. Investigate patterns G8: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. G9: 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. To communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>
Vocabulary	Map, satellite, physical features, local, shop, public house, post office, school, church, man-made, natural, grid reference, local, symbol, compass, north, south, east, west, village, city, local, near, far, river, mountain, coast,	United Kingdom, England, Scotland, Wales and N.Ireland) London, Edinburgh, Cardiff, Belfast, sea, North Sea, Irish Sea, English Channel, climate, weather, country, village, city, seasons, autumn, spring, summer, winter, wind, snow, hail, fog, rain, sun, wet, dry, hot, cold, coast	Earth, equator, world, globe, sphere, land, sea, ocean, continent, United Kingdom, Europe, South America, North America, Australasia, Antarctica, Africa, Asia, English Channel, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, weather, climate, local, near, far, river, mountain, coast, harbour, beach, forest, hill, soil, valley, vegetation and weather
Flashback	<ul style="list-style-type: none"> Know what a map is as a 2D drawing of a space as if from above. Symbols are used to denote features of the landscape Identify land use around the school. That features of landscape can be divided into human and physical and what they both mean To recognise and categorise both in their own environment and on pictures and maps Identify land use around the school. 	<ul style="list-style-type: none"> That the UK is an island is a land mass surrounded by sea, The names of the countries that make up the British Isles and the UK. That there are contrasting environments within the same land mass and to be able to describe some of them. London is the capital city of England The simple compass directions NSEW That the countries of the UK have capital cities and they know their names That human features in the landscape have been put there to serve a purpose and to be able to predict and describe what that is. To know a range of different types of physical features of the landscape and to know the areas of the country (broadly) where these are located. 	<ul style="list-style-type: none"> The Earth is a sphere Find the UK on a globe The Earth is split into two invisible halves by the Equator Identify the difference between land and sea on a globe The simple compass directions NSEW The names and locations of the seven continents The location and names of the five oceans Why the poles are so cold

1	<p>WALT: to interpret a map of the local area Display an image of Google Earth showing the school grounds. Model to the children how to identify the parts of the map. Provide children with a map of the local area. Children to identify different features from the map. Children to then highlight physical and human features in different colours. Children will know: Y1 - what a map is and what it shows by looking at a map of the school and grounds. Use simple grid references to locate features Y2 – revise how to interpret features of a map of the local area including roads, rivers and railways. that features in the environment are either man made (human) or natural (physical) and they should be able to sort according to these criteria Use simple grid references to locate features</p>	<p>WALT: know the UK is made up of a group of countries Begin lesson by asking children to find a map of the United Kingdom in an atlas. Model to children how an atlas can be used to find specific countries but can also be used to look at the whole world. Ask children: What surrounds the United Kingdom? How many countries are in the United Kingdom? What do we call a mass of land which is surrounded by water? Children to colour in UK maps to show countries. Children will know: Y1 – names of the countries of the United Kingdom (England, Scotland, Wales and N.Ireland) the recognisable shape of the islands and they are surrounded by sea. Y2 – names of the countries of the United Kingdom (England, Scotland, Wales and N.Ireland)</p>	<p>WALT: locate _____ on a world map INTRODUCE SPOTLIGHT LOCALITY STUDY a school in a contrasting locality Ask the children about the Earth. Can they consider its shape? Show the children using Google Earth how it is a sphere and that a globe is a map of the Earth. Show children continents song. https://www.youtube.com/watch?v=K6DSMZ8b3LE Show children oceans song. https://www.youtube.com/watch?v=xXUY8KP54u4 Children to complete the sheet for naming continents and oceans on a world map. Children to then use google earth/maps and atlases to locate Skegness on a map. Children will know: Y1 – that the Earth is a sphere and a globe is a map of the Earth Locate UK on a world map the spotlight locality on a world map Y2 - There are 7 continents and 5 oceans and where they are located Locate UK on a world map the spotlight locality on a world map</p>
2	<p>WALT: describe features on a map (Y2 satellite map) Children to begin lesson by filling in the map and key to show the features in the local area. Recap with children the term physical feature and human feature. All children to answer simple questions about features between the two maps (Caythorpe and _____) Challenge to describe a difference between the two locations. Children will know: Y1 – how to follow a map of the school to locate features and that features on a map use symbols to show you what they are. How to follow the map of a school in the contrasting UK locality Use simple grid references to locate features Y2 – how to use satellite maps and photographs to describe the human and physical features of the contrasting locality and say why it's different. Use simple grid references to locate features</p>	<p>WALT: know the capital cities of countries in the UK Recap prior learning. Use link below to explore the UK more and its capital cities. Let's explore the UK - BBC Bitesize Label capital cities on map from previous week. Children to write a short sentence in books to explain how capital cities are in very different regions. Children to also consider the location of each country using compass points. Children will know: Y1 – where the countries are located in relation to the compass points Capital cities of the countries in the UK Y2 – where the countries are located in relation to the compass points Capital cities of the countries in the UK they are located in regions with very different physical features</p>	<p>WALT: identify the features of a contrasting locality Children write one sentence to explain how Skegness is different to location of school. Children to then recap features found in Skegness. Children to use atlas and globes to locate Skegness. Children to add to map in book. Children to show where Skegness is in books by writing down the country it is and the continent. Children to then write down the difference between physical and human geography. Children to then sort images of Skegness into physical and human features. Children will know: Y1 – the location of the small place we will be studying that people round the world may live in different conditions to us Y2 – the location of the study area on a range of maps with increasing detail from globe atlas through to satellite, the country and what continent it is on plus key physical and human features of the country.</p>

3	<p>WALT: know compass direction of North, East, South and West Show children a compass and ask them if they have seen one before and what it might be used for. Demonstrate the points on the compass and how they work. Play game with children asking them to move in different directions. Play game where they have to run to the side stated (north, east, south, west). Provide children with maps to describe movement of characters. Extension: Provide children with maps and ask them to put counters into different places. Children to give directions to their partner to move from one area to another. Children will know: Y1 - that they can make maps with symbols to represent features in the school grounds, to help locate certain places in the school. To be able to do this in the contrasting school. That a compass finds direction The simple compass directions NSEW Y2 – NSEW and relate this to maps. Where the contrasting locality is in relation to own environment Use simple grid references to locate features</p>	<p>WALT: know and describe the climate of the UK Explain how the weather in the UK varies the further north/south you go. Watch clip https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm to explore UK weather. Run through ‘What is Weather’ powerpoint and children to make note in table of the different weathers they can see in the presentation. Explain that these are often found in the UK because of our temperate climate. Provide children with visual images of UK map with weathers around the country. Children to write some short sentences to explain how the landscape is affected by the climate. Children will know: Y1 – that we have key features of our weather in the UK and to be able to name these Y2 – that the location of the countries in the UK has a bearing on the climate and weather features that our weather systems are known as climate and these influence the human and physical environment</p>	<p>WALT: know what the weather and climate is like in the contrasting locality Explain to the children that this week they will be discussing the weather in Skegness. See if children can suggest ideas for weathers found in Skegness in different seasons. Children to start by sticking in four pictures of Skegness in seasons (Spring, Summer, Autumn and Winter). Extend children’s learning by asking them to stick in a human figure next to each season. Children to then draw clothes on top to match each season in Skegness. Children will know: Y1 – what is the weather like in the contrasting locality? What clothes and accessories would I need to go to school through the year. Y2 – the difference between weather and climate climate features of the location and how that impacts on food, water, clothes and accessories.</p>
4	<p>WALT: identify what’s the same and different between a contrasting locality to Caythorpe village Recap prior learning – comparisons between Liverpool and Caythorpe, physical and human features. Show video clip of Liverpool tour https://www.youtube.com/watch?v=lz3aXOA58As Discuss what they saw in the video and how it was different to what they saw on their walk around Caythorpe. LA group: Children to sort images onto pieces of paper showing transport, facilities and weather in two different locations and adult to put headings near each one. Take picture for books. MA group: Independently put images onto a table comparing two locations. HA group: As above but answer comparison questions with adult support. Children will know: Y1 – Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. to understand similarities and differences about living in the contrasting locality Use simple grid references to locate features Y2 – Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. detail about life in the contrasting locality, transport, facilities, weather. Use simple grid references to locate features</p>	<p>WALT: know plants and animals of the UK have adapted to our climate Explain to the children today that they will be looking at plants and animals in the UK. Watch video of animals in the UK. https://www.youtube.com/watch?v=oW9MRxygTB8 Provide children with images of British animals and plants and image of non-British plants and animals. Children to stick onto pieces of paper for non-British and British. Take image of finished work. Then show children website https://www.natio naltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food Explain to children that we grow food in the UK but also import lots from around the world. Children to make a list in their books of some of the foods which are grown in the UK and discuss why. Children will know: Y1 – what plants and animals like our weather. Which plants and animals you will not find in our climate Y2 – how our climate influences the food we grow and how we live.</p>	<p>WALT: know what life is like for people in the contrasting locality Children to stick in map of Skegness and highlight any human features on the map. Ask the children how they think people in Skegness travel around from place to place. Provide children with a list of possibilities e.g. bus, bike, walking, taxi Children to pick two locations in Skegness and then write down how they think they will get there e.g. bus, walk, cycle etc. Finish lesson by children considering how transport in Skegness is different to transport in Caythorpe. Children will know: Y1- what life looks like for children in that locality in the specific areas of school and home. Y2 – what life looks like for children in that area as to how they access human features of the environment such as shops any leisure facilities.</p>

5	<p>WALT: know symbols used on published maps to represent features Ask children what the purpose of a key was on a map. Model to the children how roads and rivers are identified on maps. Children to use coloured pencils to highlight the different roads and rivers on a map. Adults to support children in smaller groups using A3 sheet to model. Children will know: Y1 - that published maps use a set of symbols to represent features on a map i.e. roads and rivers. Use simple grid references to locate features Y2 – to look at the different features in the environment of the contrasting locality on a drawn map and to know how to frame the comparisons in sentences that describe similarities and differences. Use simple grid references to locate features</p>	<p>WALT: know ways we can measure the weather Explain that today they will be looking at the weather in more detail and how this can be measured. Run through powerpoint about different ways of measuring the weather. Children to then make three different kinds of weather measuring devices. Rain Gauge Weather Vane Windsock Craft Take picture of children’s creations. Children will know: Y1 – how we can set up measures to collect information about the weather Y2 – how we can use gathered data from sources to collect information about the weather and use this to make hypotheses</p>	<p>WALT: know plants and animals of the contrasting locality have adapted to its climate Children will know: Y1 – in the immediate locality of the area of study there are certain features that are linked to the location such as wild animals and plants. Y2- the climate of the locality influences the physical features of the environment</p>
6	<p>WALT: create my own map using symbols Recap learning with children from the term and explain that they will be creating a map of their own today. Remind them of features included in a map; key, symbols etc. Provide children with a map of the partner school in Liverpool and explain to them that they need to create their own map. Encourage children to include symbols in their work. Children will know: Y1 - how to use the symbols to create a map of the contrasting immediate local environment using the support of aerial photographs, satellite maps and live webcam footage. Use simple grid references to locate features Y2 - how to use the symbols to create a map of the contrasting immediate local environment using the support of aerial photographs, satellite maps and live webcam footage. Use simple grid references to locate features</p>	<p>WALT: know which weathers we see in our seasons Begin lesson by showing children table of results for rainfall since last week’s lesson. Children to add this to a block graph to show rainfall across the week. Children to complete seasons matching sheet. Explain that weather changes across the year but can also change within a day. Run through presentation about weather forecasts and show BBC website for how weather looks across the week/month etc. Provide children with weather forecast script and role play cards to create their own news weather report. Take pictures for books. Children will know: Y1 – that weather changes over the year and links with the seasons, but it can also change in a day. They can use a weather forecast to help them know what is going to happen. This uses symbols like maps. Y2 – To use online weather overcast tools to look at weather data from cities around the UK and to compare weather patterns.</p>	<p>WALT: compare our own local area to a contrasting locality Explain to the children that they will be exploring the animals and plants which are found in Skegness. Children to use the link/QR code to research animals and plants and then children to draw these and label them in their groups. https://www.lincstrust.org.uk/nature-reserves/gibraltar-point-national-nature-reserve Children to look back at the physical features in Skegness in their books and discuss how they have been influenced by the climate e.g. coastline eroding by the sea. Children will know: Y1 – that although there are lots of differences, there are things that are the same. Y2 – how to compare and contrast similarities and differences in the two localities and give brief descriptions. How to broadly attribute these differences to climate and location.</p>
Key Knowledge	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • What a map is as a 2D drawing of a space as if from above. • Symbols are used to denote features of the landscape • How to use comparative language when looking at different landscapes to compare features of the landscape • Know compass directions of N, E, S, W • How to use simple grid references to locate features • To recognise and categorise both in their own environment and on pictures and maps and describe features inc sims and diffs. <p>Y2</p> <ul style="list-style-type: none"> • That features of landscape can be divided into human and physical and what they both mean • To recognise and categorise both in their own environment and on pictures and maps and describe features inc sims and diffs. • Compass directions of N, E, S, W • How to use simple grid references to locate features 	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • That the UK is an island is a land mass surrounded by sea, • The names of the countries that make up the British Isles and the UK. • The capital city of each country. • The UK has patterns of weather (seasonal changes) and our climate means that we have plants and animals that are adapted to live here. • The names of the 4 points of the compass <p>Y2</p> <ul style="list-style-type: none"> • The names of the countries that make up the British Isles and the UK. • The names of the capital city of each country. • The 4 points of the compass and an understanding of how this relates to the UK. • The location of the UK means we have certain weather systems, and these form our climate. • Our climate influences our lives – food, homes, travel etc. 	<p>Children will know: Y1</p> <ul style="list-style-type: none"> • The Earth is a sphere • Find the UK on a globe • The Earth is split into two invisible halves by the Equator • The difference between land and sea on a globe • the differences in features of life in the selected contrasting locality in comparison to own locality <p>Y2</p> <ul style="list-style-type: none"> • How to sort human and physical features in contrasting locality from photographs, maps and satellite images. • How climate impacts on needs such as clothes, accessories, and human features of the environment by talking about the learning from studying the contrasting locality`