



<p>Term: Y1/2 Year A Autumn 2</p>	<p>Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'</p> <p>Topic: Where on earth? - Hot and cold places</p> <p>Enquiry Question Why are some places on Earth hot and others cold?</p>	<p>Key Vocabulary</p>
<p>National Curriculum Links (Geography KS1)</p> <p>This unit supports pupils to:</p> <ul style="list-style-type: none"> "use basic geographical vocabulary to refer to key physical features" (desert, North Pole, South Pole, climate, weather) "use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied" 	<p>Lesson 1 - What are hot and cold places like?</p> <p>Learning Objective To be able to describe hot and cold places around the world.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Some places in the world are hot Some places in the world are cold Hot places are often dry and sandy Cold places can be icy and snowy People and animals live in both hot and cold places <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Some deserts are hot and some are cold Animals in cold places often have thick fur or blubber <p>Progression of Skills</p> <ul style="list-style-type: none"> To talk about the natural environment using key vocabulary. To recognise and describe natural environments. To describe weather in different places. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify hot and cold places around the world. 	<p>Core Vocabulary (These are the words children should be expected to know and use confidently by the endpoint.)</p> <ul style="list-style-type: none"> temperature - How hot or cold something is. desert - A very dry place with little rain. globe - A round model of the Earth. map - A drawing that shows places from above. Equator - An imaginary line around the middle of the Earth where it is usually hot. North Pole - The very top of the Earth. South Pole - The very bottom of the Earth.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>(using maps and globes to locate hot and cold places around the world)</p> <ul style="list-style-type: none"> "identify seasonal and daily weather patterns" (comparing weather in hot and cold places and understanding seasonal changes) "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" (comparing environments, climates and how people and animals 	<ul style="list-style-type: none"> Describe simple features of hot and cold environments. Use vocabulary such as hot, cold, desert and snowy. <p>Year 2</p> <ul style="list-style-type: none"> Explain differences between hot and cold environments. Describe how weather and climate vary in different places. Use geographical vocabulary accurately when discussing environments. <p>Core Vocabulary</p> <ul style="list-style-type: none"> temperature desert <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> weather climate icy snowy freezing <p>Lesson 2 - Finding hot and cold places on maps and globes</p> <p>Learning Objective To be able to use maps and globes to find hot and cold places.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Maps and globes help us find places around the world A globe is shaped like Earth Hot and cold places can be located on maps and globes <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Atlases contain many maps Oceans and continents can be found on maps and globes <p>Progression of Skills</p> <ul style="list-style-type: none"> To use a world map, atlas or globe. 	<p>Wider Vocabulary Exposure (Important geographical vocabulary that supports understanding and will be revisited elsewhere.)</p> <ul style="list-style-type: none"> weather - What it is like outside each day. climate - The usual weather in a place over time. atlas - A book of maps. continent - One of the seven large areas of land on Earth. ocean - A very large body of salty water. Arctic - The cold area around the North Pole. Antarctica - The cold continent around the South Pole. season - One of the four parts of the year. habitat - The place where a plant or animal lives. icy - Covered in ice. snowy - Having a lot of snow. freezing - Very cold. hemisphere - Half of the Earth. north - A compass direction. south - A compass direction. polar - Relating to the North Pole or South Pole.
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<p>live in different places)</p> <ul style="list-style-type: none"> "use simple compass directions (North, South, East and West) and locational and directional language" (understanding the Equator, North Pole and South Pole as key global locations) 	<ul style="list-style-type: none"> To find places on maps and globes. To identify locations around the world. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify hot and cold places on a globe or map. Recognise that maps and globes help us find places. <p>Year 2</p> <ul style="list-style-type: none"> Locate hot and cold places using maps, atlases and globes. Explain how maps and globes help geographers understand the world. Identify continents and oceans linked to studied locations. <p>Core Vocabulary</p> <ul style="list-style-type: none"> globe map <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> atlas continent ocean <p>Lesson 3 - Where is the Equator?</p> <p>Learning Objective</p> <p>To be able to locate the Equator and describe its weather.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> The Equator is around the middle of Earth Places near the Equator are usually hotter The Equator divides Earth into north and south <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Countries near the Equator often have similar weather all year round The Equator is an imaginary line 	<ul style="list-style-type: none"> rainfall - The amount of rain that falls in a place. forecast - A prediction of what the weather will be like. survive - To stay alive. adapt - To change to suit different conditions.
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	<p>Progression of Skills</p> <ul style="list-style-type: none">• To describe patterns of hot places around the world.• To identify locations using maps and globes.• To recognise the Equator as an important geographical feature. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify the Equator on a globe.• Recognise that places near the Equator are usually hot. <p>Year 2</p> <ul style="list-style-type: none">• Explain the relationship between the Equator and temperature.• Use maps and globes to identify countries near the Equator.• Use vocabulary such as Equator, north and south correctly. <p>Core Vocabulary</p> <ul style="list-style-type: none">• Equator <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• hemisphere• north• south <p>Lesson 4 - Where are the North Pole and South Pole?</p> <p>Learning Objective</p> <p>To be able to locate the North Pole and South Pole on a globe.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• The North Pole and South Pole are very cold places• They are covered in ice and snow• Places far from the Equator are colder <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Polar bears live near the North Pole	
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- Penguins live near the South Pole

Progression of Skills

- To identify cold places around the world.
- To use maps and globes to locate geographical features.
- To describe patterns of cold places.

Expected Outcome by Year Group

Year 1

- Locate the North Pole and South Pole on a globe.
- Describe these places as cold, icy environments.

Year 2

- Explain why the North Pole and South Pole are colder than places near the Equator.
- Describe key characteristics of polar regions.
- Use geographical vocabulary accurately.

Core Vocabulary

- North Pole
- South Pole

Wider Vocabulary Exposure

- Arctic
- Antarctica
- polar

Lesson 5 - Comparing weather around the world

Learning Objective

To be able to compare weather in hot and cold places.

Statutory Knowledge

- Weather is different around the world
- Hot places usually have higher temperatures
- Cold places usually have lower temperatures

The Saints Academies

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Key Knowledge Geography - KS1 Year A

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Weather changes in different seasons
- Enrichment Knowledge
- Some countries have rainy and dry seasons
 - The UK has different weather across the year

Progression of Skills

- To talk about weather patterns.
- To compare weather in different places.
- To describe seasonal changes.

Expected Outcome by Year Group

Year 1

- Describe weather in hot and cold places.
- Identify simple differences in temperature.

Year 2

- Compare weather patterns in different parts of the world.
- Explain how seasons affect weather.
- Use vocabulary such as climate, rainfall and season accurately.

Core Vocabulary Revisited

- temperature
- Equator
- North Pole
- South Pole

Wider Vocabulary Exposure

- season
- rainfall
- forecast

Lesson 6 - How do people and animals live in hot and cold places?

Learning Objective

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



To be able to describe how people and animals live in different climates.

Statutory Knowledge

- People wear different clothes in hot and cold places
- Homes can be different in hot and cold places
- Animals adapt to survive in different climates

Enrichment Knowledge

- Some people live in snowy places all year round
- Camels can survive in hot deserts with little water

Progression of Skills

- To identify how environments affect the way people and animals live.
- To describe different human and physical environments.
- To make connections between climate and living things.

Expected Outcome by Year Group

Year 1

- Identify how people and animals live in hot and cold places.
- Describe simple adaptations for survival.

Year 2

- Explain how climate affects homes, clothing and habitats.
- Describe adaptations that help animals survive in different environments.
- Make connections between climate and living things.

Core Vocabulary Revisited

- desert
- globe
- temperature

Wider Vocabulary Exposure

- habitat
- survive
- adapt



Lesson 7 - Endpoint Assessment

Learning Objective

To be able to explain why some places on Earth are hot and others are cold.

Statutory Knowledge

- Places near the Equator are hotter
- Places near the North Pole and South Pole are colder
- Maps and globes help us locate hot and cold places

Enrichment Knowledge

- Different animals and people adapt to different climates
- Different countries experience different weather patterns

Progression of Skills

- To describe patterns of hot and cold places around the world.
- To use maps and globes to locate geographical features.
- To compare different environments.
- To explain geographical patterns using geographical vocabulary.

Expected Outcome by Year Group

Year 1

- Identify the Equator, North Pole and South Pole.
- Name one hot place and one cold place.
- Describe simple differences between hot and cold environments.

Year 2

- Explain why some places are hotter and others are colder.
- Use maps and globes to support explanations.
- Compare environments using geographical vocabulary.
- Describe how people and animals adapt to different climates.

Endpoint Outcome

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Children create an illustrated world map or poster answering the enquiry question:

Why are some places on Earth hot and others cold?

Children should:

- locate the Equator
- locate the North Pole and South Pole
- identify one hot place
- identify one cold place
- explain why some places are hotter or colder

Core Vocabulary Expected

- Equator
- North Pole
- South Pole
- globe
- map
- temperature

Quiz Basket: Why Are Some Places on Earth Hot and Others Cold?

1. What is temperature?
 - A measure of how hot or cold something is.
2. What is a map?
 - A picture of a place that helps us find locations.
3. What is a globe?
 - A model of Earth shaped like a ball.
4. What is the Equator?
 - An imaginary line around the middle of Earth.
5. Where is the Equator found?
 - Around the middle of Earth, dividing it into north and south.
6. What is the North Pole?
 - A very cold place at the top of Earth.



Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'

	<ol style="list-style-type: none"> 7. What is the South Pole? <ul style="list-style-type: none"> ○ A very cold place at the bottom of Earth. 8. What is a desert? <ul style="list-style-type: none"> ○ A very dry place that gets little rainfall. 9. What are hot places like? <ul style="list-style-type: none"> ○ They are often warm, dry and sandy. 10. What are cold places like? <ul style="list-style-type: none"> ○ They can be icy, snowy and freezing. 11. Why are places near the Equator usually hotter? <ul style="list-style-type: none"> ○ They receive more heat from the Sun. 12. Why are places near the North Pole and South Pole colder? <ul style="list-style-type: none"> ○ They are far from the Equator and receive less heat from the Sun. 13. How can maps and globes help us learn about hot and cold places? <ul style="list-style-type: none"> ○ They help us locate places around the world. 14. Why are some places on Earth hot and others cold? <ul style="list-style-type: none"> ○ Places near the Equator are hotter, while places near the North Pole and South Pole are colder. 	
<p>Term: Y1/2 Year A Spring 2</p>	<p>Topic: Where in the world? Kenya comparative study.</p> <p>Enquiry Question How is life in Kenya like and different from life in the United Kingdom?</p>	



<p>National Curriculum Links (Geography KS1)</p> <p>This unit supports pupils to:</p> <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" (comparing life in Kenya with life in the United Kingdom) "name and locate the world's seven continents and five oceans" (locating Africa, the Indian Ocean and Kenya on maps and globes) 	<p>Lesson 1 - Where is Kenya in the world?</p> <p>Learning Objective To be able to locate Kenya on a world map and globe.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Kenya is a country in Africa Kenya is near the Equator Kenya is next to the Indian Ocean Africa is one of the seven continents <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Kenya is much bigger than the United Kingdom Kenya has a larger population than the United Kingdom <p>Progression of Skills</p> <ul style="list-style-type: none"> To use a world map, atlas or globe. To identify locations around the world. To locate countries and continents. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Locate Kenya and Africa on a map or globe. Identify Kenya as a country in Africa. Recognise that Kenya is near the Equator. <p>Year 2</p> <ul style="list-style-type: none"> Locate Kenya using maps, atlases and globes. Explain Kenya's location in relation to Africa, the Equator and the Indian Ocean. Use geographical vocabulary to describe Kenya's location. <p>Core Vocabulary</p> <ul style="list-style-type: none"> Kenya Africa 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> Kenya - A country in East Africa. Africa - One of the seven continents. city - A large town where many people live and work. climate - The usual weather of a place over a long period of time. wildlife - Animals living in their natural habitats. export - A product sold to another country. <p>Previously Taught Vocabulary (Retrieved and Applied)</p> <ul style="list-style-type: none"> map - A drawing that shows places from above. globe - A round model of the Earth. Equator - An imaginary line around the middle of the Earth where it is usually hot. <p>Wider Vocabulary Exposure (Using agreed whole-school definitions)</p> <ul style="list-style-type: none"> continent - One of the seven large areas of land on Earth. ocean - A very large body of salty water.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<ul style="list-style-type: none"> • "use world maps, atlases and globes to identify countries, continents and oceans" (locating Kenya, Africa, the Equator and key physical features) • "identify seasonal and daily weather patterns" (comparing weather and climate in Kenya and the United Kingdom) • "use basic geographical vocabulary to refer to key physical features and key human features" (cities, villages, mountains, forests, deserts, wildlife, climate and exports) 	<p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • continent • ocean • Equator <p>Lesson 2 - What is Kenya like?</p> <p>Learning Objective To be able to describe the human and physical features of Kenya.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Kenya has cities, towns and villages • Kenya has forests, deserts and mountains • Nairobi is the capital city of Kenya • Kenya has different types of weather and landscapes <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Some mountains in Kenya have snow • Kenya has the largest desert lake in the world <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify human features. • To identify physical features. • To describe a human environment using geographical vocabulary. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify human features such as cities, towns and villages. • Identify physical features such as forests, deserts and mountains. • Describe simple features of Kenya. <p>Year 2</p> <ul style="list-style-type: none"> • Compare human and physical features found in Kenya. • Describe Kenya's landscapes using geographical vocabulary. • Explain how physical features influence places and people. 	<ul style="list-style-type: none"> • village - A small settlement where people live. • mountain - A very high area of land. • forest - A large area covered mainly with trees. • habitat - The natural home of a plant or animal. • weather - What it is like outside each day. • season - One of the four parts of the year. • British - A person or thing from the United Kingdom. • Kenyan - A person or thing from Kenya.
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<ul style="list-style-type: none"> "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" (providing a basis for comparing pupils' local area with a contrasting place such as Kenya) 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> city climate <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> village mountain forest Nairobi desert landscape <p>Lesson 3 - What animals live in Kenya?</p> <p>Learning Objective To be able to describe wildlife found in Kenya.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Kenya is known for safari animals Lions, elephants, rhinos, leopards and buffalo live in Kenya Wildlife lives in natural habitats Many wild animals roam freely in Kenya <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Kenya has banned the hunting of many animals Flamingos live near Lake Turkana <p>Progression of Skills</p> <ul style="list-style-type: none"> To describe physical environments. To recognise features of different environments. To use geographical vocabulary to describe places. <p>Expected Outcome by Year Group</p>	
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	<p>Year 1</p> <ul style="list-style-type: none">• Identify animals that live in Kenya.• Describe simple features of Kenyan wildlife.• Recognise that animals live in different habitats. <p>Year 2</p> <ul style="list-style-type: none">• Explain how habitats support different animals.• Describe how wildlife is linked to Kenya's physical environment.• Use geographical vocabulary to describe habitats and environments. <p>Core Vocabulary</p> <ul style="list-style-type: none">• wildlife <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• habitat• safari• flamingo• Lake Turkana <p>Lesson 4 - What is the weather like in Kenya?</p> <p>Learning Objective</p> <p>To be able to compare weather and climate in Kenya and the United Kingdom.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Kenya is usually hotter than the United Kingdom• Places near the Equator are often hot• The United Kingdom has a temperate climate• Kenya has wet and dry seasons <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Some parts of Kenya can have droughts• Weather can be different across Kenya <p>Progression of Skills</p>	
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- To talk about weather in different parts of the world.
- To compare climates in different places.
- To describe seasonal patterns.

Expected Outcome by Year Group

Year 1

- Describe the weather in Kenya.
- Recognise that Kenya is usually warmer than the United Kingdom.
- Identify wet and dry seasons.

Year 2

- Compare weather and climate in Kenya and the United Kingdom.
- Explain how Kenya's location near the Equator affects its climate.
- Use geographical vocabulary to describe weather patterns and seasonal changes.

Core Vocabulary

- Equator
- weather

Wider Vocabulary Exposure

- season
- drought
- temperate
- dry season
- wet season

Lesson 5 - How do people live in Kenya?

Learning Objective

To be able to compare life in Kenya and the United Kingdom.

Statutory Knowledge

- People in Kenya and the UK live in towns and cities
- People use shops, schools and transport in both countries

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Some homes and jobs are different in Kenya and the UK
- Kenya exports tea, coffee, flowers and vegetables

Enrichment Knowledge

- Christianity is the main religion in Kenya
- Bumala'B is a town in Kenya

Progression of Skills

- To identify contrasting human environments.
- To describe similarities and differences between places.
- To compare a distant place with a place in the UK.

Expected Outcome by Year Group

Year 1

- Identify similarities between life in Kenya and the United Kingdom.
- Identify simple differences in homes, jobs and daily life.
- Describe features of life in Kenya using geographical vocabulary.

Year 2

- Compare human environments in Kenya and the United Kingdom.
- Explain similarities and differences in homes, jobs, transport and communities.
- Use geographical vocabulary to discuss how people live in different places.

Core Vocabulary

- export

Wider Vocabulary Exposure

- British
- Kenyan
- religion
- Christianity
- Bumala'B

Lesson 6 - Endpoint Assessment



	<p>Learning Objective To be able to explain how life in Kenya is like and different from life in the United Kingdom.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Kenya is a country in Africa near the Equator• Kenya and the UK have similarities and differences• Kenya has different weather, landscapes and wildlife to the UK• People live differently in different places around the world <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Kenya has important exports and famous wildlife• Different countries have different climates and environments <p>Progression of Skills</p> <ul style="list-style-type: none">• To identify contrasting human environments.• To describe similarities and differences between places.• To compare a distant place with a place in the UK.• To use geographical vocabulary to explain similarities and differences. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Locate Kenya and the United Kingdom on a map.• Identify similarities and differences between the two countries.• Describe weather, wildlife and places found in Kenya. <p>Year 2</p> <ul style="list-style-type: none">• Explain how life in Kenya is similar to and different from life in the United Kingdom.• Compare climate, wildlife, human features and physical features using geographical vocabulary.• Use geographical knowledge to explain similarities and differences between the two countries. <p>Endpoint Outcome</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Children create a simple comparison poster or booklet answering the enquiry question:
How is life in Kenya like and different from life in the United Kingdom?

Children should:

- locate Kenya and the UK on a map
- identify similarities and differences
- describe weather in Kenya and the UK
- describe human and physical features
- describe wildlife found in Kenya

Core Vocabulary Expected

- Kenya
- Africa
- city
- climate
- wildlife
- export

Quiz Basket: How Is Life in Kenya Like and Different from Life in the United Kingdom?

1. What is Kenya?
 - A country in Africa.
2. What is Africa?
 - One of the seven continents.
3. What is a city?
 - A large town where many people live and work.
4. What is climate?
 - The usual weather of a place over a long period of time.
5. What is wildlife?
 - Animals living in their natural habitats.
6. What is an export?

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<ul style="list-style-type: none">○ A product sold to another country. <ol style="list-style-type: none">7. Where is Kenya located?<ul style="list-style-type: none">○ In Africa, near the Equator and next to the Indian Ocean.8. What is the capital city of Kenya?<ul style="list-style-type: none">○ Nairobi.9. Name two animals that live in Kenya.<ul style="list-style-type: none">○ Examples: lions, elephants, rhinos, leopards, buffalo or flamingos.10. What is the weather usually like in Kenya?<ul style="list-style-type: none">○ It is usually hotter than the United Kingdom and has wet and dry seasons.11. Why is Kenya often hot?<ul style="list-style-type: none">○ Because it is near the Equator.12. Name one thing that people in Kenya and the UK both use.<ul style="list-style-type: none">○ Schools, shops, transport, towns or cities.13. Name one export from Kenya.<ul style="list-style-type: none">○ Tea, coffee, flowers or vegetables.14. How is life in Kenya like and different from life in the United Kingdom?<ul style="list-style-type: none">○ Both countries have towns, cities, schools and transport, but they have different climates, wildlife, landscapes and ways of life	
	<p>What's at the bottom of the garden?</p> <p>Enquiry Question How can maps help us learn about our local area and places that are different from it?</p>	



<p>National Curriculum Links (Geography KS1)</p> <p>This unit supports pupils to:</p> <ul style="list-style-type: none"> "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" (identifying features in the local area, conducting fieldwork and observing routes around school) "use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features 	<p>Lesson 1 - What is our local area like?</p> <p>Learning Objective To be able to identify features in our local area.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> A local area is the place where we live or go to school Places have human and physical features Human features are made by people Physical features are natural <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Different local areas look different Some features are landmarks <p>Progression of Skills</p> <ul style="list-style-type: none"> To identify human and physical features. To talk about physical and human features of a familiar place. To describe the local area using geographical vocabulary. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify human and physical features in the local area. Describe familiar places using simple geographical vocabulary. Recognise that some features are natural and some are made by people. <p>Year 2</p> <ul style="list-style-type: none"> Explain the difference between human and physical features. Describe the local area using a wider range of geographical vocabulary. Compare different features found in the local area. <p>Core Vocabulary</p> <ul style="list-style-type: none"> local area human feature physical feature 	<p>Core Vocabulary (Using agreed whole-school geography definitions)</p> <ul style="list-style-type: none"> local area - The area where you live or go to school. human feature - Something built or made by people, such as a house, road or school. physical feature - A natural part of the Earth, such as a mountain, river or forest. landmark - An object or feature of a place that makes it easy to recognise. key - A guide that explains what symbols on a map mean. compass - A tool that shows direction. journey - A trip from one place to another. <p>Previously Taught Vocabulary (Retrieved and Applied)</p> <ul style="list-style-type: none"> map - A drawing that shows places from above. village - A small place where people live. compare - To look at what is the same and different. Kenya - A country in Africa. Africa - One of the seven continents. continent - One of the seven large areas of land on Earth.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>and routes on a map" (using compass directions, describing journeys and following routes)</p> <ul style="list-style-type: none"> "use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features" (using aerial photographs, identifying landmarks and creating maps from a bird's-eye view) "use simple fieldwork and observational skills to devise a simple map; and use and construct basic symbols in a key" (creating maps, using symbols and constructing keys) 	<p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • building • road • tree • hill <p>Lesson 2 - What landmarks can we find near our school? Learning Objective To be able to identify landmarks in the local area.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Landmarks help people recognise places • Landmarks can be natural or human features • Maps can show landmarks <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Some landmarks are important to communities • Landmarks can help people give directions <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify landmarks in the local area. • To talk about physical and human features of a familiar place. • To describe features of the local area. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify landmarks in the local area. • Recognise that landmarks help people identify places. • Describe familiar landmarks. <p>Year 2</p> <ul style="list-style-type: none"> • Explain why landmarks are important to a community. • Describe how landmarks help people navigate and recognise places. • Compare different landmarks in the local area. 	<ul style="list-style-type: none"> • climate - The usual weather in a place over time. <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • building - A structure made by people. • road - A hard surface used by vehicles and people to travel. • tree - A tall plant with a trunk and branches. • hill - An area of raised land. • church - A building where Christians worship. • post office - A place where letters and parcels are sent. • shop - A place where people buy things. • aerial photograph - A picture taken from above. • location - The place where something is found. • symbol - A picture or shape used to represent something. • direction - The way something is going or facing. • north - A compass direction. • south - A compass direction. • east - A compass direction. • west - A compass direction. • route - The way from one place to
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<ul style="list-style-type: none"> • "use basic geographical vocabulary to refer to key physical features and key human features" (human features, physical features, landmarks, villages and local environments) • "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" (comparing the local area with Bumala'B in Kenya) • "use world maps, atlases and globes 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> • landmark <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • church • post office • shop <p>Lesson 3 - How can we use maps to find places?</p> <p>Learning Objective</p> <p>To be able to use a map to find places.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Maps show places from above • Maps help people find locations • Maps can show human and physical features <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Different maps show different information • Aerial photographs can help us understand maps <p>Progression of Skills</p> <ul style="list-style-type: none"> • To use a map of the local area. • To find places on a map. • To identify features using maps and aerial photographs. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify places on a simple map. • Recognise that maps help people find locations. • Use simple map vocabulary. <p>Year 2</p> <ul style="list-style-type: none"> • Use maps and aerial photographs to locate features. 	<p>another.</p> <ul style="list-style-type: none"> • observe - To look carefully at something. • environment - The natural place where people, animals and plants live. • similar - When things are nearly the same. • different - When things are not the same. • fieldwork - Finding out about places by observing and collecting information outside the classroom. <p>Topic Vocabulary</p> <ul style="list-style-type: none"> • aerial view - Looking at something from above. • sketch map - A simple hand-drawn map showing the main features of a place. • Bumala'B - A village in Kenya used for comparison with our local area.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>to identify countries, continents and oceans studied" (locating Kenya, Africa and Bumala' B on maps)</p>	<ul style="list-style-type: none">• Explain how maps show information about places.• Use geographical vocabulary to describe locations. <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• map <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• aerial photograph• location <p>Lesson 4 - What do symbols and keys tell us on a map?</p> <p>Learning Objective</p> <p>To be able to use symbols and keys on a map.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Maps use symbols to show places• A key explains what symbols mean• Symbols help us read maps <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Different maps use different symbols• Symbols make maps easier to understand <p>Progression of Skills</p> <ul style="list-style-type: none">• To add a key to a map.• To use symbols and keys to interpret maps.• To identify features on maps.• map symbols <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Use simple symbols and keys on a map.• Identify features using a map key.	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<p>Year 2</p> <ul style="list-style-type: none">• Explain how symbols and keys help us interpret maps.• Use symbols and keys accurately when identifying locations and features.• Create simple map symbols independently. <p>Core Vocabulary</p> <ul style="list-style-type: none">• key <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• map <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• symbol <p>Lesson 5 - How can we use directions on a map?</p> <p>Learning Objective</p> <p>To be able to use simple directions to follow a route.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Directions help us move from place to place• A compass shows direction• Routes can be shown on maps <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Compass points include north, south, east and west• Directions help people travel safely <p>Progression of Skills</p> <ul style="list-style-type: none">• To use simple compass directions.• To describe a journey on a map.• To use maps to find places. <p>Expected Outcome by Year Group</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Year 1

- Follow simple directions using a map.
- Recognise north, south, east and west.

Year 2

- Use compass directions accurately to describe routes.
- Explain how directions help people navigate.
- Describe routes using geographical vocabulary.

Core Vocabulary

- compass

Wider Vocabulary Exposure

- direction
- north
- south
- east
- west

Lesson 6 - Fieldwork: What can we see on the journey around school?

Learning Objective

To be able to observe and record features in the local area.

Statutory Knowledge

- Fieldwork helps geographers learn about places
- Human and physical features can be observed
- Maps can help us record what we see

Enrichment Knowledge

- Different people may notice different features
- Photographs can help record fieldwork

Progression of Skills

- To use fieldwork to observe places.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- To identify human and physical features.
- To collect information about the local area.

Expected Outcome by Year Group

Year 1

- Identify human and physical features observed during fieldwork.
- Record simple observations about the local area.

Year 2

- Collect and organise geographical information during fieldwork.
- Explain observations using geographical vocabulary.
- Compare features observed during the journey.

Core Vocabulary

- journey

Wider Vocabulary Exposure

- route
- observe
- photograph

Lesson 7 - How can we make a map of our school?

Learning Objective

To be able to create a simple map using symbols and a key.

Statutory Knowledge

- Maps can be drawn to show places
- Symbols and keys help make maps clear
- Maps can show routes and landmarks

Enrichment Knowledge

- Maps can be viewed from above
- Geographers use maps to share information

Progression of Skills

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- To draw a simple map.
- To create a key for a map.
- To use maps to communicate information.

Expected Outcome by Year Group

Year 1

- Draw a simple map showing key features.
- Use basic symbols to represent places.

Year 2

- Create a map with an accurate key and symbols.
- Use maps to communicate information about a place.
- Include routes and landmarks appropriately.

Core Vocabulary Revisited

- key
- landmark

Previously Taught Vocabulary Retrieved

- map

Wider Vocabulary Exposure

- aerial view
- sketch map

Lesson 8 - Where is Bumala'B?

Learning Objective

To be able to locate Bumala'B and Kenya on a map.

Statutory Knowledge

- Bumala'B is a village in Kenya
- Kenya is a country in Africa
- Africa is a continent

Enrichment Knowledge

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Kenya is near the Equator
- Kenya is different from the UK in many ways

Progression of Skills

- To locate places on a world map.
- To identify a country and continent.
- To use maps to find places around the world.

Expected Outcome by Year Group

Year 1

- Locate Kenya and Africa on a map.
- Identify Bumala'B as a village in Kenya.

Year 2

- Locate Kenya within Africa using maps and globes.
- Explain the relationship between village, country and continent.
- Use geographical vocabulary to describe location.

Previously Taught Vocabulary Retrieved

- village
- Kenya
- Africa
- continent

Lesson 9 - What is Bumala'B like?

Learning Objective

To be able to describe human and physical features in Bumala'B.

Statutory Knowledge

- Bumala'B has human and physical features
- Villages can look different around the world
- Homes, roads and schools may look different in Kenya

Enrichment Knowledge

- Climate can affect how places look

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Different materials are used to build homes

Progression of Skills

- To identify contrasting human environments.
- To describe physical and human features.
- To compare a distant place with a familiar place.

Expected Outcome by Year Group

Year 1

- Identify human and physical features in Bumala'B.
- Describe simple features of village life.

Year 2

- Compare human and physical features in Bumala'B with those in the local area.
- Explain how climate and environment influence the way places look.

Core Vocabulary Revisited

- human feature
- physical feature

Previously Taught Vocabulary Retrieved

- village
- climate

Wider Vocabulary Exposure

- environment

Lesson 10 - How is Bumala'B similar to and different from our local area?

Learning Objective

To be able to compare Bumala'B with our local area.

Statutory Knowledge

- Places can have similarities and differences
- Human and physical features can be compared
- Maps help us compare places

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<p>Enrichment Knowledge</p> <ul style="list-style-type: none">• People live differently in different places• Weather and climate can affect daily life <p>Progression of Skills</p> <ul style="list-style-type: none">• To describe similarities and differences between places.• To compare a distant place with the local area.• To identify contrasting human environments. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify similarities and differences between Bumala'B and the local area.• Describe simple comparisons using geographical vocabulary. <p>Year 2</p> <ul style="list-style-type: none">• Compare human and physical features in both locations.• Explain reasons for similarities and differences using geographical knowledge. <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• compare <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• similar• different <p>Lesson 11 - Preparing for our geography enquiry</p> <p>Learning Objective</p> <p>To be able to organise geographical information using maps and vocabulary.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Maps help us understand places• Human and physical features can be identified and compared• Keys, symbols and directions help us read maps <p>Enrichment Knowledge</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Geographers use fieldwork to answer questions about places
- Different maps help us learn different information

Progression of Skills

- To organise geographical information.
- To use maps, keys and symbols accurately.
- To compare places using geographical vocabulary.

Expected Outcome by Year Group

Year 1

- Organise information about places using maps and vocabulary.
- Identify key features and landmarks.

Year 2

- Select and organise geographical information effectively.
- Use maps, keys and symbols accurately when preparing comparisons.
- Explain findings using geographical vocabulary.

Core Vocabulary Revisited

- key
- landmark

Previously Taught Vocabulary Retrieved

- map
- compare

Wider Vocabulary Exposure

- fieldwork
- route

Lesson 12 - Endpoint Assessment

Learning Objective

To be able to compare our local area with Bumala'B using maps and geographical vocabulary.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Statutory Knowledge

- Maps help us learn about places
- Human and physical features can be identified on maps
- Different places have similarities and differences
- Journeys and landmarks can be shown on maps

Enrichment Knowledge

- Villages around the world may look different because of climate and environment
- Maps can help us understand places we have never visited

Progression of Skills

- To compare a distant place with the local area.
- To identify similarities and differences between places.
- To use maps and geographical vocabulary accurately.
- To use fieldwork knowledge to make comparisons.

Expected Outcome by Year Group

Year 1

- Identify human and physical features.
- Use symbols and a key.
- Describe a route or journey.
- Identify similarities and differences between Bumala'B and the local area.

Year 2

- Compare Bumala'B and the local area using geographical vocabulary.
- Explain similarities and differences between places.
- Use maps, symbols, keys and fieldwork evidence to support comparisons.
- Demonstrate understanding of how maps help us learn about different places.

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Endpoint Outcome

Children create a comparison map, poster or simple booklet answering the enquiry question:

How can maps help us learn about our local area and places that are different from it?

The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Geography - KS1 Year A

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Success Criteria

Children should:

- identify human and physical features
- use symbols and a key
- describe a journey or route
- compare Bumala'B with their local area
- identify similarities and differences

Core Vocabulary Expected

- local area
- human feature
- physical feature
- landmark
- key
- compass
- journey

Previously Taught Vocabulary Retrieved and Applied

- map
- village
- compare
- Kenya
- Africa
- continent
- climate

Quiz Basket: How can maps help us learn about our local area and places that are different from it?

1. What is a local area?
 - o The area where you live or go to school.
2. What is a human feature?
 - o Something built or made by people, such as a house, road or school.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



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| | <ol style="list-style-type: none">3. What is a physical feature?<ul style="list-style-type: none">o A natural part of the Earth, such as a mountain, river or forest.4. What is a landmark?<ul style="list-style-type: none">o An object or feature that makes a place easy to recognise.5. What is a map?<ul style="list-style-type: none">o A drawing that shows places from above.6. What is a key on a map?<ul style="list-style-type: none">o A guide that explains what symbols on a map mean.7. What is a compass?<ul style="list-style-type: none">o A tool that shows direction.8. What is a journey?<ul style="list-style-type: none">o A trip from one place to another.9. What is a village?<ul style="list-style-type: none">o A small place where people live.10. What does compare mean?<ul style="list-style-type: none">o To look at what is the same and different.11. What can maps help us find?<ul style="list-style-type: none">o Places, landmarks, routes and locations.12. What is Bumala'B?<ul style="list-style-type: none">o A village in Kenya.13. How can maps help us compare Bumala'B and our local area?<ul style="list-style-type: none">o They help us identify human and physical features, similarities and differences.14. How can maps help us learn about our local area and places that are different from it?<ul style="list-style-type: none">o Maps help us identify features, follow routes, compare places and learn about locations we may never have visited. | |
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The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Geography - KS1 Year A

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'

