



Year 1/2 S Autumn 1	Who am I? Where am I from? Where am I going? Enquiry Question Why do people choose different places to go on holiday?	Key Vocabulary
<p>National Curriculum Links (Geography KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> "name and locate the world's seven continents and five oceans" (using maps and globes to locate holiday destinations, seas and oceans) "use world maps, atlases and globes to identify countries, continents and oceans studied" (locating destinations and understanding where places are in the world) 	<p>Lesson 1 - Where do people go on holiday? Learning Objective To be able to identify different holiday destinations.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> People go on holiday in the UK and around the world. Holidays can happen in cities, villages and seaside places. Different places have different human and physical features. <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Some people travel abroad for holidays. Holidays can help people learn about different cultures. <p>Progression of Skills</p> <ul style="list-style-type: none"> To identify different places around the world. To describe human and physical features of places. To talk about places people visit. <p>Expected Outcome by Year Group Year 1</p> <ul style="list-style-type: none"> Identify different holiday destinations. Recognise human and physical features in holiday locations. Describe places people visit using simple geographical vocabulary. <p>Year 2</p> <ul style="list-style-type: none"> Compare different holiday destinations. Explain how human and physical features make places attractive to visitors. Use geographical vocabulary accurately when describing holiday locations 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> destination - The place where people go on holiday. resort - A place where people go on holiday. map - A drawing that shows places from above. coast - Where the land meets the sea. weather - What it is like outside each day. climate - The usual weather in a place over time. <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> holiday - A time when people travel or relax away from home. culture - The way people live in different places. city - A large place where many people live and work. village - A small place where people live. location - The place where something is found. sea - A large body of salty water. ocean - A very large body of salty water. atlas - A book of maps.



<ul style="list-style-type: none"> • "identify seasonal and daily weather patterns" (understanding how weather and seasons influence holiday choices) • "use basic geographical vocabulary to refer to key physical features" (coasts, beaches, cliffs, seas and oceans) • "use basic geographical vocabulary to refer to key human features" (cities, villages and resorts as places people visit) • "understand geographical similarities and differences through studying the human and physical geography 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> • destination • resort <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • holiday • culture • city • village <p>Lesson 2 - How do maps help us find holiday destinations?</p> <p>Learning Objective To be able to use maps and globes to locate holiday destinations.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Maps and globes help us find places. • The UK is surrounded by seas. • Oceans and seas can be found on maps. <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Different countries are found on different continents. • Maps can show physical and human features. <p>Progression of Skills</p> <ul style="list-style-type: none"> • To use maps and globes. • To locate places on a map. • To identify places around the world. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Use a map or globe to find simple locations. • Identify seas and oceans on maps. • Recognise that maps help people find places. <p>Year 2</p> <ul style="list-style-type: none"> • Locate holiday destinations using maps, atlases and globes. 	<ul style="list-style-type: none"> • globe - A round model of the Earth. • season - One of the four parts of the year. • beach - A place by the sea with sand or pebbles. • cliff - A steep rock face usually found by the sea. • lighthouse - A tower with a bright light to guide ships. • seaside - An area by the sea where people visit on holiday. • sunny - When the sun is shining. • rainy - When rain is falling. • windy - When the wind is blowing. • Equator - An imaginary line around the middle of the Earth where it is usually hot. • hemisphere - Half of the Earth. • North Pole - The very top of the Earth. • South Pole - The very bottom of the Earth. • compare - To look at what is the same and different. • same - When things are alike. • different - When things are not the same.
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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>of a small area of the United Kingdom, and of a small area in a contrasting non-European country" (comparing destinations and considering how climate, culture and geography influence people's choices)</p>	<ul style="list-style-type: none"> • Explain how maps show physical and human features. • Describe locations using geographical vocabulary. <p>Core Vocabulary</p> <ul style="list-style-type: none"> • map <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • location • sea • ocean • atlas • globe <p>Lesson 3 - What is the seaside like?</p> <p>Learning Objective To be able to describe physical features found at the seaside.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Beaches and cliffs are physical features. • Coasts are where land meets the sea. • Many people visit the seaside on holiday. <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Beaches can be sandy or pebbly. • Lighthouses help ships near the coast. <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify physical features. • To describe coastal environments. • To use geographical vocabulary to describe places. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify physical features found at the seaside. • Describe beaches, cliffs and coasts using simple vocabulary. 	
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Year 2

- Explain how physical features make coastal areas distinctive.
- Use geographical vocabulary to describe coastal environments.
- Compare different seaside locations.

Core Vocabulary

- coast

Wider Vocabulary Exposure

- beach
- cliff
- lighthouse
- seaside

Lesson 4 - How does weather affect holidays?

Learning Objective

To be able to describe how weather changes in different places and seasons.

Statutory Knowledge

- Weather changes throughout the year.
- Seasons affect holiday choices.
- Some places are hotter than others.

Enrichment Knowledge

- Some people choose holidays for snow or sunshine.
- Different countries have different climates.

Progression of Skills

- To describe weather in different places.
- To compare climates.
- To recognise seasonal changes.

Expected Outcome by Year Group

Year 1

- Identify different types of weather.

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.'



- Recognise that weather changes throughout the year.
- Describe simple weather conditions.

Year 2

- Compare weather and climate in different places.
- Explain how seasons affect holiday choices.
- Use geographical vocabulary to discuss climate patterns.

Core Vocabulary

- weather
- climate

Wider Vocabulary Exposure

- season

Topic Vocabulary

- sunny
- rainy
- windy

Lesson 5 - Why are some places hotter than others?

Learning Objective

To be able to locate hot and cold places around the world.

Statutory Knowledge

- Some places are hot and some are cold.
- Places near the Equator are usually hotter.
- The North Pole and South Pole are cold places.

Enrichment Knowledge

- The Earth can be divided into northern and southern hemispheres.
- Climate affects how people live.

Progression of Skills

- To identify hot and cold places around the world.
- To describe geographical patterns.



- To use maps and globes to locate places.

Expected Outcome by Year Group

Year 1

- Identify hot and cold places around the world.
- Locate the Equator, North Pole and South Pole on a globe.
- Describe simple differences between hot and cold places.

Year 2

- Explain why places near the Equator are usually hotter.
- Describe geographical patterns linked to climate.
- Use maps and globes to compare hot and cold regions.

Core Vocabulary Revisited

- weather
- climate

Wider Vocabulary Exposure

- Equator
- hemisphere
- North Pole
- South Pole

Lesson 6 - Why do people choose different holiday destinations?

Learning Objective

To be able to compare different holiday destinations.

Statutory Knowledge

- People choose destinations for different reasons.
- Human and physical features attract visitors.
- Weather and climate influence holidays.

Enrichment Knowledge

- Different countries and cultures offer different experiences.
- Some people prefer busy places and others prefer quiet 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.'



Progression of Skills

- To compare places.
- To identify similarities and differences.
- To describe why people choose different locations.

Expected Outcome by Year Group

Year 1

- Identify similarities and differences between holiday destinations.
- Describe why people might choose different places to visit.

Year 2

- Compare destinations using human and physical features.
- Explain how weather, climate and culture influence holiday choices.
- Use geographical vocabulary to justify comparisons.

Core Vocabulary Revisited

- destination
- coast
- climate

Wider Vocabulary Exposure

- compare
- same
- different

Lesson 7 - Endpoint Assessment

Learning Objective

To be able to explain why people choose different places to go on holiday.

Statutory Knowledge

- Holidays happen in different places around the world.
- Human and physical features attract visitors.
- Weather and climate affect holiday choices.
- Maps help us locate destinations.

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">• Different environments offer different experiences.• Holidays can help people learn about other places and cultures. <p>Progression of Skills</p> <ul style="list-style-type: none">• To compare places.• To identify similarities and differences.• To describe human and physical features.• To explain why people choose different destinations. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify a holiday destination.• Locate it on a map or globe.• Describe a simple physical or human feature. <p>Year 2</p> <ul style="list-style-type: none">• Compare holiday destinations.• Explain why people choose different locations.• Use maps, globes and geographical vocabulary accurately. <p>Endpoint Outcome</p> <p>Children create a simple holiday brochure, poster or map answering the enquiry question: Why do people choose different places to go on holiday?</p> <p>Success Criteria</p> <p>Children should:</p> <ul style="list-style-type: none">• identify a holiday destination• locate it on a map or globe• describe physical and human features• describe the weather or climate• explain why people might visit there <p>Core Vocabulary Expected</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.'



- destination
- resort
- map
- coast
- weather
- climate

Quiz Basket: Why Do People Choose Different Places to Go on Holiday?

1. What is a destination?
 - The place where people go on holiday.
2. What is a resort?
 - A place where people go on holiday.
3. What is a map?
 - A drawing that shows places from above.
4. What is a coast?
 - Where the land meets the sea.
5. What is weather?
 - What it is like outside each day.
6. What is climate?
 - The usual weather in a place over time.
7. Name two places people might go on holiday.
 - For example: a city, village, seaside resort or another country.
8. How do maps help us find holiday destinations?
 - They help us locate places around the world.
9. What physical features might you find at the seaside?
 - Beaches and cliffs.
10. Why do people visit the coast on holiday?
 - To enjoy the seaside, beaches and other coastal features.
11. How can weather affect where people choose to go on holiday?



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"> ○ Some people prefer sunshine, while others prefer snow or cooler weather. <p>12. Why are some places hotter than others?</p> <ul style="list-style-type: none"> ○ Places near the Equator are usually hotter. <p>13. What might make one holiday destination different from another?</p> <ul style="list-style-type: none"> ○ The weather, climate, culture, human features or physical features. <p>14. Why do people choose different places to go on holiday?</p> <ul style="list-style-type: none"> ○ People choose different destinations because they like different weather, climates, features and experiences. 	
<p>Year 1/2 Spring 1</p>	<p>On our Travels - UK and London</p> <p>Enquiry Question How are places in the United Kingdom similar and different?</p>	
<p>National Curriculum Links (Geography KS1)</p> <p>This unit supports pupils to:</p> <ul style="list-style-type: none"> • "name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas" <p>(England, Scotland, Wales, Northern</p>	<p>Lesson 1 - What countries make up the United Kingdom?</p> <p>Learning Objective To be able to locate and name the four countries of the United Kingdom.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • The United Kingdom is made up of four countries. • The four countries are England, Scotland, Wales and Northern Ireland. • The UK can be located on a world map and globe. • Seas surround the United Kingdom. <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • The UK is part of Europe. • Different countries in the UK have different flags and symbols. <p>Progression of Skills</p>	<p>Core Vocabulary (Using agreed whole-school geography definitions)</p> <ul style="list-style-type: none"> • country - A large area of land where people live, with its own government. • capital city - The main city of a country where the government is based. • city - A large place where many people live and work. • town - A place where people live that is bigger than a village. • village - A small place where people live. • landmark - An object or feature of a place that makes it easy to recognise.

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>Ireland and their capital cities)</p> <ul style="list-style-type: none"> "use world maps, atlases and globes to identify the United Kingdom and its countries" (locating the UK, its countries and key places on maps and globes) "use basic geographical vocabulary to refer to key human features" (city, town, village, landmarks and settlements) "use basic geographical vocabulary to refer to key physical features" (rivers, parks and other physical features found in places such as London and Staffordshire) 	<ul style="list-style-type: none"> To use maps and globes to locate places. To identify countries within the United Kingdom. To describe locations using geographical vocabulary. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Name the four countries of the United Kingdom. Locate the UK on a map or globe. Identify surrounding seas. <p>Year 2</p> <ul style="list-style-type: none"> Locate and name the four countries confidently. Explain how the UK is organised into different countries. Use maps and globes to describe location accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none"> country <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> England Scotland Wales Northern Ireland sea globe <p>Lesson 2 - What are capital cities?</p> <p>Learning Objective</p> <p>To be able to identify the capital cities of the United Kingdom.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Each country in the UK has a capital city. London is the capital city of England. Capital cities are important places. 	<p>Wider Vocabulary Exposure (Using agreed whole-school geography definitions)</p> <ul style="list-style-type: none"> England - A country in the United Kingdom. Scotland - A country in the United Kingdom. Wales - A country in the United Kingdom. Northern Ireland - A country in the United Kingdom. sea - A large body of salty water. globe - A round model of the Earth. urban - An area in a city or town. rural - An area in the countryside. compare - To look at what is the same and different. local area - The area where you live or go to school. physical feature - A natural part of the Earth, such as a mountain, river or forest. human feature - Something built or made by people, such as a house, road or school. <p>Topic Vocabulary</p> <ul style="list-style-type: none"> government - The group of people who make decisions for a country. capital - The most important city in a country. River Thames - The main river that flows through London. tourist - A person who visits a place for pleasure. park - An area of land used for recreation and enjoyment.
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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"> "understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom" (comparing London, Staffordshire and different types of settlements) "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" (making comparisons between the local area and other places in the UK) 	<p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Capital cities often have famous landmarks. Many people live and work in capital cities. <p>Progression of Skills</p> <ul style="list-style-type: none"> To identify important places on maps. To locate capital cities. To use geographical vocabulary to describe places. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify the capital city of England. Recognise that countries have capital cities. <p>Year 2</p> <ul style="list-style-type: none"> Name the capital cities of the four countries of the UK. Explain why capital cities are important. Identify landmarks associated with capital cities. <p>Core Vocabulary</p> <ul style="list-style-type: none"> capital city <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> city <p>Topic Vocabulary</p> <ul style="list-style-type: none"> government capital landmark <p>Lesson 3 - What is London like?</p> <p>Learning Objective</p> <p>To be able to describe human and physical features in London.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> London is a large city. 	
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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.'



- London has many famous landmarks.
- Cities have many human features.

Enrichment Knowledge

- London has rivers, parks and open spaces.
- Many tourists visit London every year.

Progression of Skills

- To identify human features.
- To identify physical features.
- To describe a city using geographical vocabulary.

Expected Outcome by Year Group

Year 1

- Identify human and physical features in London.
- Name a famous landmark.

Year 2

- Describe London using geographical vocabulary.
- Explain the difference between human and physical features in a city.
- Compare London with a familiar place.

Core Vocabulary

- city

Wider Vocabulary Exposure

- urban
- landmark

Topic Vocabulary

- River Thames
- tourist
- park

Lesson 4 - How are towns and villages different?

Learning Objective



To be able to compare towns, villages and cities.

Statutory Knowledge

- Villages, towns and cities are different sizes.
- Villages are usually smaller than towns and cities.
- Different places have different features.

Enrichment Knowledge

- Some places are busy and some are quiet.
- Rural places often have more open space.

Progression of Skills

- To compare places.
- To identify similarities and differences between settlements.
- To use geographical vocabulary to describe places.

Expected Outcome by Year Group

Year 1

- Identify features of towns and villages.
- Recognise differences in size and appearance.

Year 2

- Compare towns, villages and cities.
- Explain similarities and differences using geographical vocabulary.

Core Vocabulary

- town
- village

Wider Vocabulary Exposure

- rural
- urban
- compare

Lesson 5 - What is Staffordshire like?

Learning Objective



To be able to describe features of Staffordshire and the local area.

Statutory Knowledge

- Staffordshire can be located on a map.
- Staffordshire has human and physical features.
- Local areas can be compared with other places.

Enrichment Knowledge

- Some parts of Staffordshire are rural and some are urban.
- Different places have different landmarks.

Progression of Skills

- To identify human and physical features.
- To describe the local area.
- To compare places using geographical vocabulary.

Expected Outcome by Year Group

Year 1

- Identify human and physical features in Staffordshire.
- Describe features of the local area.

Year 2

- Compare Staffordshire with another place in the UK.
- Explain similarities and differences using geographical vocabulary.

Core Vocabulary

- landmark

Wider Vocabulary Exposure

- local area
- physical feature
- human feature

Lesson 6 - Endpoint Assessment

Learning Objective

To be able to explain how places in the United Kingdom are similar and different.

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

- The United Kingdom is made up of four countries.
- Different places in the UK have different features.
- Cities, towns and villages can be compared.
- Maps help us locate places.

Enrichment Knowledge

- Places can be rural or urban.
- Landmarks help us recognise places.

Progression of Skills

- To compare places.
- To identify similarities and differences.
- To locate places on maps.
- To describe human and physical features using geographical vocabulary.

Expected Outcome by Year Group

Year 1

- Name the four countries of the UK.
- Identify a capital city.
- Describe a city, town or village.

Year 2

- Compare places within the United Kingdom.
- Explain similarities and differences between settlements.
- Use maps and geographical vocabulary accurately to support explanations.

Endpoint Outcome

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

How are places in the United Kingdom similar and different?

Success Criteria

Children should:

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.'



- name the four countries of the UK
- identify at least one capital city
- describe features of a city, town or village
- identify similarities and differences between places
- use maps to locate places

Core Vocabulary Expected

- country
- capital city
- city
- town
- village
- landmark

Quiz Basket: How Are Places in the United Kingdom Similar and Different?

1. What is a country?
o A large area of land where people live, with its own government.
2. What is England?
o A country in the United Kingdom.
3. What is a capital city?
o The main city of a country where the government is based.
4. What is a city?
o A large place where many people live and work.
5. What is a town?
o A place where people live that is bigger than a village.
6. What is a village?
o A small place where people live.
7. What four countries make up the United Kingdom?
o England, Scotland, Wales and Northern Ireland.
8. What is the capital city of England?
o London.

The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Geography - KS1 Year B

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">9. Name one famous landmark you might find in London.<ul style="list-style-type: none">o Examples: the River Thames, Big Ben, Buckingham Palace or the Houses of Parliament.10. How is a village different from a city?<ul style="list-style-type: none">o A village is smaller and usually quieter than a city.11. What is a landmark?<ul style="list-style-type: none">o An object or feature of a place that makes it easy to recognise.12. What is the difference between a human feature and a physical feature?<ul style="list-style-type: none">o Human features are made by people; physical features are natural.13. How can maps help us learn about places in the UK?<ul style="list-style-type: none">o They help us locate countries, cities, towns, villages and landmarks.14. How are places in the United Kingdom similar and different?<ul style="list-style-type: none">o Places in the UK all have people, homes and services, but they can be different in size, landmarks and human and physical features. | |
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