

# Baydon Key Stage 1 Geography Rolling B for Academic Year 2023-2024

	Autumn	Spring	Summer
Area of Study	Human and Physical Geography	Human	Human and Physical Geography
Key Questions	Hot and Cold Earth - What if Meerkats wanted to live in Iceland?	What does the world look like through the window of the International Space Station?	How is the UK different to Brazil?
NATIONAL CURRICULUM Links	<ul style="list-style-type: none"> <li>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>Human and Physical Geography Weather- where in the world, where in the world is cold. Discussing in relation to the equator and the North/South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Locational Knowledge Name and locate the world's seven continents and five oceans. Place Knowledge</li> <li>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom. 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.</li> </ul>	<ul style="list-style-type: none"> <li>Locational Knowledge Name and locate the world's seven continents and five oceans. Place Knowledge Compare England with a contrasting Country in the world England compared to India/Australia/Brazil etc...</li> <li>Human And Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom. 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.</li> </ul>
Key Concepts	boundaries, cartography, climate, physical geography	Boundaries, cartography, settlements, physical geography	boundaries, cartography, climate, physical geography and settlements
EYFS Disciplinary Knowledge (skills) 'Knowing how we know'	<p><b>Asking and Answering Questions</b> Ask questions about aspects of their familiar world.</p> <p><b>Collecting and Interpreting</b> Draw things they see around them.</p> <p><b>Analysing and Communicating</b> Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</p> <p><b>Evaluating and Debating</b> Describe their immediate environment and express their views about it, with support.</p>	<p><b>Asking and Answering Questions</b> Ask questions about aspects of their familiar world.</p> <p><b>Collecting and Interpreting</b> Draw things they see around them.</p> <p><b>Analysing and Communicating</b> Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</p> <p><b>Evaluating and Debating</b> Describe their immediate environment and express their views about it, with support.</p>	<p><b>Asking and Answering Questions</b> Ask questions about aspects of their familiar world.</p> <p><b>Collecting and Interpreting</b> Draw things they see around them.</p> <p><b>Analysing and Communicating</b> Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</p> <p><b>Evaluating and Debating</b> Describe their immediate environment and express their views about it, with support.</p>
Year 1 and 2 Disciplinary Knowledge (skills) 'Knowing how we know'	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.</p> <p><b>Analysing and Communicating</b> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating</b> Express their own views about the people, places and environments studied.</p>	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.</p> <p><b>Analysing and Communicating</b> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating</b> Express their own views about the people, places and environments studied.</p>	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.</p> <p><b>Analysing and Communicating</b> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating</b> Express their own views about the people, places and environments studied.</p>
Procedural Fieldwork opportunity			Fieldwork Week planned for Term 6 (sep to area)

**Year 1 and 2  
Sticky Knowledge**

- Locate hot and cold areas of the world
- Find out about animals who live in hot and cold places
- Locate the equator and the northern/southern hemisphere
- Use and follow simple compass directions (NESW)
- To ask geographical questions – Where is it? What is this place like? How near/far is it?

- Understand that the world is spherical.
- Name the seven continents and five oceans of the world correctly
- Use an atlas to accurately locate the continents and oceans of the world
- Locate continents, oceans including their own continent and country using a world map
- Use aerial photographs and satellite images to recognise basic human and physical features

- Locate Brazil
- Locate South America
- Recognise that Brazil is a hot place
- Name some geographical features of Brazil
- Explore weather patterns in Brazil
- Explain some differences between Brazil and the UK