

Towers and Turrets

KS1

Cycle A

Autumn

Geography - York

Overview

Skills

Year 1

Maps and Fieldwork

- Use a simple map of the UK to identify the 4 countries and capital cities
- Use simple plans and maps to recognise and describe familiar features in the locality.
- Use maps and globes to give information about the world (where and what).

Navigation and Orientation

- To understand and use turning (change of direction): Left/right, Near / Far, Furthest/nearest

Year 2

Maps and Fieldwork

- Make and use simple maps and plans to help investigate local places.
- Read, use and make simple symbols on maps.
- Use aerial images to identify and describe some familiar features in the locality and the wider world.
- Use simple world maps, worlds maps, atlases and globes to identify countries, continents, climates and oceans studied.

Navigation and Orientation

- To know and use the 4 (cardinal) compass points to give directions both in movement and using simple maps.
- To know each compass point moves through a quarter turn.

The children will visit York and complete a local study. They will identify the key features of York such as the walls, river, and castle. Children will create their own map of York. They will consider the importance of the river - a natural defence and communication and supply route. They will locate castles on maps within the UK. Look at aerial photos of York and consider what York looks like from above - they will compare this with an OS map. The children will go on to identify the differences of a modern-day city to York.

Knowledge

Locational

Name and locate four UK countries, capital cities of the UK and the surrounding seas

Minimum to be taught:

Use simple atlas to identify England, Scotland, Wales and Ireland; including locating York and identify which country it is in.

Discuss their position in relation to each other – above below, to the left of, the right of; along with the positioning of the castles including York.

Name and locate the capital cities of each country; including locating York and other castle of the UK capitals.

Our School Environment		
KS1	Cycle A	Spring
Geography – Local Area Study		
Overview	Skills	
<p>During this topic the children will think carefully about their local environment. They will identify human and physical features. There will be an emphasis on the canal and it's use. Children will endeavour to find why people have chosen to live here and the jobs that local residents do. They will use this information in their quest to find out more about the environment in which they live. They will also compare our environment to one unfamiliar environment and another in Africa.</p>	Year 1	
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Use a simple map of the UK to identify the 4 countries and capital cities -Use simple plans and maps to recognise and describe familiar features in the locality. -Use maps and globes to give information about the world (where and what). 	
	<p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To understand and use turning (change of direction): Left/right, Near / Far, Furthest/nearest 	
	Year 2	
<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> - Make and use simple maps and plans to help investigate local places. - Read, use and make simple symbols on maps. - Use aerial images to identify and describe some familiar features in the locality and the wider world. - Use simple world maps, worlds maps, atlases and globes to identify countries, continents, climates and oceans studied. 		
<p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To know and use the 4 (cardinal) compass points to give directions both in movement and using simple maps. -To know each compass point moves through a quarter turn. 		
Knowledge		

Y1 Knowledge

Locational

Name and locate four UK countries, capital cities of the UK and the surrounding seas

Minimum to be taught:

Use simple atlas to identify England, Scotland, Wales and Ireland; [including locating Melbourne and identify which country it is in.](#)

Discuss their position in relation to each other – above below, to the left of, the right of; [positioning of Melbourne and the reason people live here \(close to towns, different jobs etc\).](#)

Place

Visit an unfamiliar area e.g., a forest/ mountain /coast.

Describe the key features using the geographical vocabulary below.

Compare with own town or village.

Minimum to be taught:

Describe the physical features of the two places and compare what is similar and different in simple terms- one is a forest, the other only has a few trees. There is a river in my village but not in the forest;

Describe the human features of the two places and describe what is similar and what is different -One has streets with houses, the other has only one or two houses near the lake. My village has lots of people in it but the forest only had a few people walking their dogs.

Compare own town/ village with a small town / village in a non-European country: Africa

Minimum to be taught:

Study an area of the UK that has plenty of resources on it or is accessible for visiting; [our school environment](#)

Select a contrasting but similar sized place in Africa to study; [Mugurameno](#)

Learn about the similarities and differences of the two places in terms of: location, topography, climate, vegetation, settlement, land use and communication.

Human and Physical

Seasonal and daily weather patterns in the UK.

Minimum to be taught:

The four seasons and their key weather characteristics; [focus on Melbourne specifically.](#)

Different terms for weather and their meanings, to include – hail, fog, mist, thunderstorms alongside the more common weathers seen in UK; [focus on Melbourne specifically.](#)

Identify hot and cold countries of the world in relation to the poles and the Equator

Minimum to be taught:

Use globe to discuss equator and poles and their position on earth (in simple terms); [focus on the position Melbourne.](#)

Use simple atlas to find equator and poles; [focus on the position Melbourne.](#)

Identify Africa on the equator; [focus on the position Mugurameno.](#)

Look at images of Africa showing landscape and weather and deduce that it is very hot; [Mugurameno](#)

Weather comparison – UK and Africa; [Melbourne and Mugurameno](#)

Captain Cook and the Seven Seas		
KS1	Cycle B	Summer
Geography – Oceans and Continents		
Overview	Skills	
<p>During this unit the children will focus on the oceans and continents. They will visit Whitby and explore the geographical features of this coastal town. As part of the work covered on Captain Cook the children will also complete comparative work with Whitby and Australia.</p>	Year 1	
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Use a simple map of the UK to identify the 4 countries and capital cities -Use simple plans and maps to recognise and describe familiar features in the locality. -Use maps and globes to give information about the world (where and what). <p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To understand and use turning (change of direction): Left/right, Near / Far, Furthest/nearest 	
	Year 2	
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> - Make and use simple maps and plans to help investigate local places. - Read, use and make simple symbols on maps. - Use aerial images to identify and describe some familiar features in the locality and the wider world. - Use simple world maps, worlds maps, atlases and globes to identify countries, continents, climates and oceans studied. <p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To know and use the 4 (cardinal) compass points to give directions both in movement and using simple maps. -To know each compass point moves through a quarter turn. 	
Knowledge		

Locational

Name and locate four UK countries, capital cities of the UK and the surrounding seas

Minimum to be taught:

Use simple atlas to identify England, Scotland, Wales and Ireland; including locating Melbourne and identify which country it is in.

Discuss their position in relation to each other – above below, to the left of, the right of; along with the positioning Melbourne.

The capital cities of each country; including locating York and other capital of the UK capitals.

Use atlas to find the seas around the UK- North Sea, Irish Sea and the Atlantic Ocean; looking closely at the closest sea to Melbourne.

Discuss the difference between sea and ocean in terms of size; looking at the sea and ocean in the region of Melbourne/Whitby.

Name the seven Continents and the five oceans:

Minimum to be taught:

Identify the continents on a world map; clearly identify what continent the UK/England is in.

Know the difference between a continent and a country; compare Europe and England.

Identify the five oceans of the world. Recap on difference between a sea and an ocean; look at the oceans and seas surrounding the region on Melbourne/Whitby.