



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Immersion Curriculum: Geography Y1/2 (Cycle B)

At Amberley, each unit contains the key elements of: Investigating places, investigating patterns and communicating geographically



**Intent:
For all learners to have....**

- An excellent knowledge of where places are and what they look like
- A good understanding of geographical knowledge and vocabulary
- A real sense of curiosity, with the ability to apply questioning skills, to find out about the world and the people who live there
- The ability to express opinions using their knowledge and understanding about the environment and society with passion

Impact

The children of Amberley will understand and develop the traits and skills needed to become a Geographer. They understand that Geography is a study of people and places, and they strive to notice similarities and differences between aspects of the world around them, using the knowledge and skills that they have been taught. They link their learning of geography to their understanding of the wider world and real-life experiences.

Implementation:

Focus		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
Countries		<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<p>Pupils should be taught about:</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 • 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
Duration	Cycle		
1 week	B Term 1		
Making it Real		Ongoing Milestones:	Key Vocabulary:
Look at familiar places for the children (e.g. rural areas, beaches)		<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	Refer to whole school vocabulary progression document.

Focus		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
India		<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country • 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. 	<p>Pupils should be taught about:</p> <p>Place knowledge</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 <p>Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Duration	Cycle		
2 weeks	B Term 2		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>
<p>Look at human and physical features in our community; Compare to those in India</p>			

Focus:		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
Mind-blowing Maps		<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Identify land use around the school. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Pupils should be taught about:</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Duration	Cycle		
2 weeks	B Term 3		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>
<p>Look at aerial images of our locality; Create maps of the school; Use compass directions to direct each other to land around the school</p>			