



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

### **Immersion Curriculum: Geography Y1/2**

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



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

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.

#### **Impact**

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## Implementation:

Focus:		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
<b>Countries</b>		<ul style="list-style-type: none"> <li>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?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 1		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>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.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Physical/ human features, continent, hemisphere, equator, globes, atlas, map, compass, grid reference, beach, coast, forest, hill mountain, ocean, river, soil, valley, vegetation, weather, city, town village, factory, farm house, office, shop, North, South, East, West, near, far</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
<p>Who has heard of this country? Who has been to this country? Compare country studied to our locality</p>			

Focus:		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
Our Earth		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Name and locate the world's continents and oceans.</li> <li>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> </ul>	<p><b>Pupils should be taught about:</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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> </ul> <p><b>Key Vocabulary:</b> Physical/ human features, continent, hemisphere, equator, globes, atlas, map, compass, grid reference, beach, coast, forest, hill mountain, ocean, river, soil, valley, vegetation, weather, city, town village, factory, farm house, office, shop, North, South, East, West, near, far</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
Duration	Cycle		
2 weeks	A Term 3		
Making it Real		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>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.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	
<p>Devise a map of the classroom/school Use beebots to look at compass directions: N, E, S and W</p>			

Focus:		Milestone for end of Key stage one (Year 1/2)	National Curriculum Objectives: By the end of the Key stage 1
UK		<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• 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.</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Identify land use around the school</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• 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> </ul> <p><b>Key Vocabulary:</b></p> <p>Physical/ human features, continent, hemisphere, equator, globes, atlas, map, compass, grid reference, beach, coast, forest, hill mountain, ocean, river, soil, valley, vegetation, weather, city, town village, factory, farm house, office, shop, North, South, East, West, near, far,</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
Duration	Cycle		
2 weeks	A Term 5		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	
Recognise landmarks within the UK that the children may recognise or have visited			