



## BJS Geography Curriculum

Year 1						
Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
	<b>Seasons</b> <b>Children to have an ongoing seasons grid that they add to each season.</b> <b>They will draw the playground in Autumn, Winter, Spring and Summer and this learning will be brought together and reviewed in Summer 2. CC with Science.</b>					
Treasure Island Aut 2	<p>What are physical features?</p> <p>What are the names of the continents?</p> <p>What are the names of the oceans?</p> <p>Where are the hot and cold areas of the world and how do I know?</p> <p>Where are the key physical features on a map?</p> <p>Why are some fruits called tropical fruit?</p> <p>How is fruit transported?</p> <p>How are maps labelled?</p> <p>What are the key features of a plan?</p> <p>What are the four cardinal directions?</p> <p>Which symbols are needed on maps?</p>	<p>Physical features</p> <p>beach forest mountain ocean continent weather</p> <p>Europe, Africa, Asia, North America, South America, Antarctica and Australia.</p> <p>Arctic ocean, Pacific ocean, Indian ocean, Atlantic ocean and Southern Ocean</p>	<p>To know that physical features are natural.</p> <p>To know that maps have symbols and a key to help people to read them and know where things are located.</p> <p>To understand that a key needs to have symbols.</p> <p>To know that the four compass directions are North, South, East and West</p> <p>To know that there are seven continents of the world.</p>	<p>To be able to identify and name human features on a map.</p> <p>To be able to identify and name physical features on a map.</p> <p>To be able to use a key to identify physical and human features on a map.</p> <p>To be able to devise a simple map.</p> <p>To be able to devise a simple key.</p> <p>Name and the continents and oceans.</p> <p>To be able to identify the location of the equator on</p>	Docklands museum	



		Equator	To know that the continents are called: Europe, Africa, Asia, North America, South America, Antarctica and Australia.	a globe or map of the world.		
		Climate		To be able to use the equator to help locate hot and cold areas of the world.		
		North Pole				
		Northern Hemisphere	To know that there are five oceans of the world.			
		South Pole	To know that the five oceans are called: Arctic ocean, Pacific ocean, Indian ocean, Atlantic ocean and Southern Ocean	To be able to locate the North and South poles on a globe.		
		Southern Hemisphere				
			To know that the North Pole is in the Northern Hemisphere (top of the world) and the South Pole is in the southern hemisphere (bottom of the world)			
			To understand that the closer a place is to the equator, the hotter it will be and the further away from the equator, the colder it will be.			
			To understand that the climate is the average			



			weather conditions for a particular place over a long period of time.			
<b>A day in the Life Spr 1</b>	<p>What jobs do people have in the shops and buildings around our school?</p> <p>What are human features?</p> <p>What human features do we need on a map of our town?</p> <p>Why do maps have a key? WAL: to use a key</p> <p>How do I organise information on a map? (Include devise a simple map, devise a key and cardinal directions)</p> <p>Why are clear directions important?</p> <p>What other human features do we need to add to our map?</p>	<p>jobs local area</p> <p>Human features</p> <p>city house office factory shop</p> <p>town</p> <p>compass directions North South East West near far</p> <p>key</p>	<p>To know that people have jobs to earn money to get the things they want and need (link to PSHE)</p> <p>To know that our local area is called Belvedere</p> <p>To know that our local area is the place that we live in</p> <p>To know the names of different jobs- teacher, doctor, shop assistant, dentist, firefighter, electrician etc.</p> <p>To know that human features are man-made.</p> <p>To understand that maps help people to know where things are located and to help people know which way to go to get somewhere.</p>	<p>To be able to identify human features.</p> <p>To be able to create a simple key.</p> <p>To be able to devise a simple map with symbols and a key.</p> <p>To be able to use the four cardinal directions to give and follow simple directions using a simple map.</p>	<b>Walk around the local area</b>	



			<p>To understand that symbols and a key help us to read a map and identify key places and features.</p> <p>To know that there are 4 cardinal directions: North, South, East, West</p>			
<p>Green Fingers Sum 1</p>	<p>What impact does climate have on plant growth?</p> <p>How are the plants and insects we see in our local area suited to our climate?</p> <p>What would happen if there were big changes in our climate?</p> <p>What are the four seasons and when are they?</p> <p>What is the weather like in each of the seasons?</p> <p>How does the weather change each day?</p>	<p>Seasons</p> <p>Weather</p> <p>Patterns</p> <p>Climate</p> <p>Temperate climate</p>	<p>To know that the four seasons are called winter, spring, summer and autumn.</p> <p>To know that in the UK there are four seasons.</p> <p>To know that in the UK, we have a temperate climate.</p> <p>To know that if a place has a temperate climate, they get different types of weather: cold winters and warm summers.</p> <p>To know that in the UK, we have different weather patterns in different seasons.</p>	<p>To be able to order the four seasons.</p> <p>To be able to identify and describe the weather patterns in each of the four seasons.</p> <p>To be able to record and describe daily weather patterns.</p>		



			<p>To know that in winter is cold, in autumn the leaves fall off the trees, in spring the flowers bloom and in summer it is hot.</p> <p>To know that the weather can change throughout the day.</p>			
<p>The Earth: Our Home Sum 2</p>	<p>What are the features of the different seasons? How do predictable and unpredictable changes affect animals differently? How can you find places you know on a digital map? What local geographical features can you identify?</p> <p>What is it like in Belvedere?</p> <p>What is it like in X? Small area of Africa/ Asia?? (Place can be adapted depending on cohort or children)</p> <p>What are the similarities and differences between Belvedere and X?</p>	<p>Human features</p> <p>Physical features</p> <p>Climate</p> <p>Belvedere</p> <p>X</p> <p>Europe</p>	<p>To know that we live in Belvedere.</p> <p>To know that Belvedere is in Europe.</p> <p>To know that human and physical features are different in different places.</p> <p>To know that Belvedere has a temperate climate.</p> <p>To know that X has a X climate.</p>	<p>To be able to compare two contrasting places.</p> <p>To be able to identify a places climate based on its location.</p> <p>To be able to identify and describe the climate and geographical features of Belvedere.</p> <p>To be able to identify and describe the climate and geographical features of X.</p>		
<p>Year 2</p>						



<p><b>From A to B</b> <b>Aut 1+2</b></p>	<p>What is the most popular way for children to travel to school?</p> <p>What are the positives and negatives of different types of transport?</p> <p><b>Who has the longest journey to school?</b> (same LQs, different sequence)</p> <p>What does my journey to school look like compared to others?</p> <p>What geographical features do you pass on your way to school?</p> <p>How would you get from your house to XX (landmark near you)? (→taken from Spring 1 Buildings)</p> <p>What are the four countries and capital cities of the United Kingdom?</p> <p>What is the best way to travel from London to a different continent?</p>	<p>(modes of) transport</p> <p>Travel</p> <p>Map</p> <p>Location</p> <p>Journey</p> <p>Destination</p> <p>Features</p> <p>Land</p> <p>Sea</p> <p>Air</p> <p>Positives</p> <p>Negatives</p> <p>Longest</p> <p>Distance</p> <p>Direction</p> <p>Physical feature</p> <p>Human feature</p> <p>Route</p> <p>Continent</p> <p>Country</p> <p>Capital city</p> <p>Landmark</p>	<p>To know how I travel to school</p> <p>To know that transport comes in different forms</p> <p>To understand vocabulary involved in giving simple directions</p> <p>To know the difference between physical and human geographical features</p> <p>To understand that we can travel on land, in water and through air using different modes of transport</p> <p>To know the names of the four countries within the United Kingdom and the four capital cities.</p> <p>To know that we can travel around the world</p>	<p>To be able to identify and name different means of transport</p> <p>To be able to give directions</p> <p>To be able to identify physical features along a route</p> <p>To be able to identify human features along a route</p> <p>To be able to describe how we can travel on land, on water and through air</p> <p>To be able to name and locate the four countries and capital cities of the UK</p>	<p>Local walk in Belvedere to give children the opportunity to look at geographical features in our locality</p> <p>Greenwich cable cars etc</p>	
<p><b>Buildings</b> <b>Spr 1</b></p>	<p>Do all buildings around the world look the same?</p> <p>What are the different types of homes in our locality?</p> <p>What are the purposes of different types of buildings?</p>	<p>Buildings</p> <p>House (home)</p> <p>Locality</p> <p>Style</p> <p>Characteristics</p> <p>Features</p>	<p>To know that people live in a range of homes around the world</p> <p>To understand that there are different types of buildings serving different purposes</p> <p>To understand that there are different types of homes people live in</p>	<p>To be able to recognise residential and commercial buildings</p> <p>To be able compare houses in our locality and the wider world</p>	<p>Local walk</p> <p>Den building (Pioneer Passport)</p>	



	<p>What is our school building and its grounds like?</p> <p>What do homes look like in other countries from around the world?</p>					
<p>Live and let live Spr 2</p>	<p>How is an animal suited to its habitat? Why do animals migrate?</p>	<p>Habitat Animal Adapt Environment Migration Suit(ed) Survive Rainforest Savannah Desert Ocean Arctic Woodland/forest</p>	<p>To understand that there are different habitats To understand how animals adapt to survive in their habitats</p>	<p>To be able to name different habitats To be able to describe habitats To be able to explain how animals adapt to their habitats</p>	<p><b>Picnic/ local walk to pond habitat</b></p>	