

KS1 suggested Scheme of work	Autumn	Spring	Summer © Chris Trevor
<p>Year 1 Geographical skills and fieldwork and geographical vocabulary throughout the year whenever applicable</p>	<p>Journeys Where will the Penguin take us? (Adapt CT's unique MTP to develop early Geography skills). Lost and Found School grounds! P.12 EGPFG Fieldwork at Chester Cathedral – discuss and take photos of how the area of Chester is different to Wharton.! P.18 EGPFG</p> <p>Use simple fieldwork and observational skills to study the geography of their <u>school and its grounds</u> and the key human and physical features of its surrounding environment. 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 compass directions (N, S, E, W) and locational/ directional language [e.g., near & far; left & right], to describe location of features & routes Identify seasonal & daily weather patterns in the UK Vocab – see progression list Christmas Homework: Questionnaire for children to give to their families over Christmas – Parents/Grandparents/Grandparents. Ask family to send in photos, etc to create museum for classroom. Plants, Animals, Seasonal Changes through the year. Add to the map that is drawn in Geography.</p>	<p>Changes How have things changed since my great grandparents were 5 or 6? <i>Timeline (when I am 5/6 when my parents were 5/6, when my grandparents were 5/6.)</i> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life See HA Publication PH 71 E.g. How Christmas was celebrated, light touch on toys, money, telephone boxes. Main focus – Shops. PH 71. How has Wharton changed within living memory? Can local police officer come in and talk about Police in Wharton has changed. Rule of Law. Visit local shops & take photographs, then get someone into school from the local area to talk about the changes.</p> <p>Use basic geographical vocabulary to refer to: Locate these on a simple map of the local area. Fieldwork of the local area e.g. looking at shops in the locality – look at how buildings/ shops have changed over time (linked to History unit – changes within living memory. Look at materials used in the local environment (Science). Identify seasonal & daily weather patterns in the UK! Fieldwork linked to weather P.14 EGPFG</p> <p>Everyday Materials – links to homes, shops, toys. Plants, Animals, Seasonal Changes through the year. (Using local environment.)</p>	<p>Where I live? How can we explore our local area past and present? Get some parents in to talk about the local area – walkers/orienteering</p> <p>Visit Local Streets/ Park! P.16 EGPFG Visit? the new Salt museum not the old Workhouse in Northwich!</p> <p>Identify seasonal & daily weather patterns in the UK Fieldwork and maps of the local area e.g. looking at in buildings, parks, flashes, locality 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 compass directions (N, S, E, W) N.B. Don't need to do a comparison. (Only brief touch on Isle of Struay to build up different coastal vocab)</p> <p>Humans Plants, Animals, Seasonal Changes through the year Everyday Materials cont.</p> <p>Significant historical events, people and places in their own locality (History of the school, Civic Hall, Salt, John Malam, the coming of the Railway etc.)</p>

<p>Year 2 Geographical skills and fieldwork throughout the year whenever applicable</p>	<p>What should we remember in the UK? The Queen’s Handbag. ABCUK (Geography of the UK & SMSC & British Values Get children to make their own ABCUK – zigzag book at end of their books e.g. a – acceptance d – diversity, c city/capital country/county/continent. Q – queen, queue, p - please)British values SMSC in books fed through whole year. A range of events beyond living memory that are significant nationally/globally [e.g. Great Fire of London, events commemorated through anniversaries e.g. Fire of London(and Nantwich Gunpowder plot, Remembrance Day – Walter Tull’s scrapbook)] PH Gun powder plot Name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. (Link with the Remembrance – what did they do across the country?) Use aerial photographs to recognise landmarks & basic human/physical features; devise simple map, use & construct basic symbols in a key 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 (e.g. route of the Queen’s Handbag around UK, Route of walk in the area) Use atlases/maps to identify UK & its countries. Plants throughout the year Use of Everyday materials (look at the materials used in handbags, homes etc.)Visit Nantwich Museum – do some fieldwork noticing narrow streets, river as a fire break ? Visit local War Memorial or? church.....!</p>	<p>Journeys and Explorers How did people explore the world now and then and can we explore our local world? Poles Apart by Jeannie Willis The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods compare pairs of people! e.g. Christopher Columbus & Neil Armstrong, mention Shackleton plus a modern e.g. Tim Peake & someone on land –a e.g local person. Name & locate the world’s 7 continents & 5 oceans Use world maps, atlases and globes to identify the countries, continents & oceans studied at KS1. In the context of the explorers. E.g Neil Armstrong’s view of Africa/ North America Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (N, S, E, W) and locational and directional language [e.g., near& far; left & right], to describe the location of features and routes on a world map (and local area walk route) Use fieldwork to identify the key humans and physical features of its surrounding environment linked to them being explorers of the local area. – See CT’s the streets round our school and compare NLS maps 1913 to modern – annotate as they walk. Use of Everyday materials – link to the Explorers (look at the materials used in different periods of time) Plants throughout the year</p>	<p>How can we compare habitats near and far? How are Lower Moss Wood the same or different to The Daintree Rainforest? Where the forest meets the sea? Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Wharton), and of a small area in a contrasting non-European country (Daintree Rainforest <u>NOT the whole of Australia!</u>) Woodlands Lower Moss Wood and compare to Google Street view of Daintree Rainforest. (Where the forest meets the sea in the UK) P.28 EGPFG Revisit in the context- Name & locate ALL the world’s 7 continents & 5 oceans Use world maps, atlases and globes to identify the countries, continents & oceans studied at KS1 including Name, locate & identify characteristics of the 4 countries & capital cities of the UK). Living things and their Habitats (Look at habitats around the world) Avoid generalisations! Animals including Humans Plants throughout the year</p>
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