



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

## OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

## GEOGRAPHY

YEAR 1/2

2 YEAR CYCLE LONG TERM PLANNING

Geography progression link - Progression in mapping: [progression\\_in\\_mapping.pdf](#)

YEAR 1/2

Overall Topic	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer
	Explorers	Great Fire of London	Wirral, UK & ..., Australia	Our Wonderful World	Royals	Our School
Skills Written as 'I can/ I know...'	<i>I know that maps give information about the world (where and what?). I know which direction N is on an Ordnance Survey map.</i>	<i>I can find information on aerial photographs. I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail. I can add simple information to maps for example, labels and markers. (digital map)</i>	<i>I can recognise simple features on maps such as buildings, roads and fields. I recognise that maps need a title. I can begin explaining why places are where they are. I know that symbols mean something on maps. I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key. I can draw a simple route. (digital map)</i>	<i>I know that maps give information about the world (where and what?). I can locate the seven continents &amp; five oceans on a map or globe I know what a continent and ocean is. I can name and locate the 4 countries of the UK, and their capitals I can describe seasonal changes that happen in the UK I can explain where hot and cold climates are in relation to the</i>	<i>I can find places using a postcode or simple name search. (digital map) I can draw around simple shapes and explain what they are on the map for example, houses. (digital map) I can use the measuring tool with support to show distance for example, my house to school, to the shops. (digital map) I can zoom in and out of a map. (digital map)</i>	<i>I can follow a route on a prepared map. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I am beginning to use directional vocabulary. I can say which direction N,S,E,W is for example, using</i>

			<p><i>I can highlight areas. (digital map)</i></p> <p><i>I can add an image to a map. (digital map)</i></p>	<p><i>equator and north &amp; south poles</i></p>		<p><i>a compass in the playground.</i></p> <p><i>I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</i></p> <p><i>I can use symbols on maps (own and class agreed symbols).</i></p> <p><i>I can look down on objects and make a plan for example, on desk, high window to playground.</i></p>
<p><b>Locational knowledge</b></p> <p><b>Bold type</b> shows the focus of the subject knowledgeNC statement to be taught</p>	<p><i>name and locate the world's seven continents and five oceans</i></p>			<p><i><b>name and locate the world's seven continents and five oceans</b></i></p> <p><i><b>name, locate and identify characteristics of the four countries and capital cities</b></i></p>	<p><i>identify characteristics of the four countries and capital cities of the United Kingdom</i></p>	

				<b>of the United Kingdom</b> and its surrounding seas		
<b>Place knowledge</b>  <b>Bold type</b> shows the focus of the subject knowledgeNC statement to be taught			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			
<b>Human and Physical Geography</b>  <b>Bold type</b> shows the focus of the subject knowledgeNC statement to be taught	<b>identify seasonal and daily weather patterns in the United Kingdom</b> and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic		se basic geographical vocabulary to refer to: key physical features, including: <b>beach</b> , cliff, <b>coast</b> , forest, <b>hill</b> , mountain, sea, ocean, <b>river</b> , soil, valley, <b>vegetation</b> , <b>season</b> and <b>weather</b> key human features,	<b>identify seasonal and daily weather patterns in the United Kingdom</b> and the <b>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b>		use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, <b>hill</b> , mountain, sea, ocean, <b>river</b> , <b>soil</b> , valley, <b>vegetation</b> , season and weather key human features,

	<p>geographical vocabulary to refer to: key physical features, including: beach, <b>cliff</b>, coast, <b>forest</b>, hill, <b>mountain</b>, sea, <b>ocean</b>, river, soil, <b>valley</b>, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>including: <b>city</b>, <b>town</b>, <b>village</b>, <b>factory</b>, <b>farm</b>, <b>house</b>, <b>office</b>, <b>port</b>, <b>harbour</b> and <b>shop</b></p>			<p>including: city, town, <b>village</b>, factory, farm, <b>house</b>, office, port, harbour and shop</p>
<p><b>Geographical skills and field world</b></p> <p><b>Bold type</b> shows the focus of the subject knowledgeNC statement to be taught</p>	<p>:use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the <b>countries</b>, continents and oceans studied at this key stage</p>	<p>use <b>aerial photographs</b> and <b>plan perspectives</b> to recognise <b>landmarks and basic human and physical features</b>; devise a simple map; and use and construct basic symbols in a key</p>	<p>use world maps, atlases and globes to identify the <b>United Kingdom</b> and its countries, <b>as well as the countries</b>, continents and oceans studied at this key stage</p>	<p>use world maps, atlases and globes to identify the <b>United Kingdom</b> and its countries, as well as the countries, <b>continents and oceans studied at this key stage</b></p>		<p>use simple fieldwork and observational skills to study the <b>geography of their school and its grounds and the key human and physical features of its surrounding environment</b></p> <p>use aerial photographs and</p>

						<p><i>plan perspectives to recognise landmarks and basic human and physical features; <b>devise a simple map; and use and construct basic symbols in a key</b></i></p> <p><i>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</i></p>
Vocabulary						
resources	<p><i>Globes</i>  <i>Atlases</i>  <i>Maps (ordnance survey) of places explorers visited</i>  <i>Digital maps</i></p>	<p><i>Storybook maps</i>  <i>Aerial photographs</i></p>	<p><i>Globes</i>  <i>Atlases</i>  <i>Maps (ordnance survey) of Wirral &amp; ... Australia</i>  <i>Tourist brochures</i>  <i>Digital maps</i></p>	<p><i>Globes</i>  <i>Atlases</i>  <i>Digital maps</i></p>	<p><i>Digital maps</i></p> <ul style="list-style-type: none"> <li>- <i>Google maps</i></li> <li>- <i>Digimap (EDINA)</i></li> </ul>	<p><i>Maps (ordnance survey) of Wirral &amp; Heswall</i>  <i>Tourist brochures</i>  <i>Digital maps</i>  <i>Storybook maps</i>  <i>Aerial photographs</i></p>

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