**The LIFE Mid-Essex Primary Geography Curriculum Year B**



**Years 1 and 2**

**Key Knowledge –** Factual information that children will acquire in the topic

**Skills Progression –** the building of key skills that children will develop as they go through the year groups and through the topic

**Rationale –** to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

**Subject Intent Statement**

Our Geography Curriculum will inspire children to have a life-long curiosity and fascination about the world we live in; the people, places, resources, natural and human environments, and physical and human processes. Teaching in the Mid-Essex Primary Schools ensures that children fully understand the interaction and impact both human and physical processes have on the Earth, and can have upon each other, but also on the ever-changing formation and evolution of different landscapes and natural environments. The children will also learn vital geographical knowledge, skills to analyse, and how to further reflect upon and develop their critical thinking, understanding and love of this subject. Within our schools, we provide opportunities to collect, analyse and communicate a range of data, interpret a range of sources of geographical data such as maps, and to obtain contextual knowledge of a range of global locations, including both terrestrial and marine. We aim to instil heartfelt compassion and respect in our pupils around different cultures, countries and the environment. We aim to encourage our children to have courageous optimism in gathering their knowledge and skills and boundless creativity in applying this into their learning today, and their lives beyond.

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| **Topic** | **Key Knowledge** | **Skills Progression** | **Rationale** |
| **Incredible inventions** | * To locate where historical inventors came from. * To compare the locations of where inventors lived in relation to the UK. | Place knowledge   * To understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.   Human and physical Geography   * Use basic Geographical vocabulary to refer to key physical features including hills, cliff, coast, forest, soil, vegetation, valley, season and weather. * Use basic Geographical vocabulary to refer to key human features including city, town, village, factory, farm, house office, port.   Geographical skills and fieldwork   * To use maps and aerial photographs to compare locations. | * By looking at where inventors come from, it helps pupils to recognise that many inventors grew up in similar places to them and empowers pupils to recognise they too could become inventors. * The unit fits in with our Trust’s emphasis on ‘boundless creativity’ and encourages pupils to value creativity and invention. * This is taught in the Autumn Term to coincide with our topic on inventors. |
| **All things bright and beautiful** | * To look at and investigate where different foods come from and how different foods grow in different climates/landscapes. * To explore the different seasons and how the weather compares. * To learn which foods grow in each season. * To write a weather diary. | Place knowledge   * To locate hot and cold places in the world.   Human and physical Geography   * To identify seasonal and daily weather patterns in the United Kingdom.   Geographical skills and fieldwork   * To use world maps to locate different continents and countries where different foods grow. * To record geographical findings. | * The unit links and follows on from the spring unit from reception ‘On the Farm’. It encourages children to have an interest in where food comes from and the importance of produce. All of the Rural Primary Schools are close to farms which produce food. * The unit introduces pupils to the idea of climates and how different plants and creatures thrive in different areas. This is built upon in KS2. * It is taught as part of the ‘All things bright and beautiful’ topic in the Spring Term, making it cross-curricular. |
| **Let’s explore** | * To look at aerial photos and maps of our local area * To create their own simple maps of the local area using simple keys * 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 their maps   * To make a map of their journey into school and compass points to describe the journey * Compare where we live to a small non-European town | Place knowledge   * To understand Geographical similarities and differences through studying their own area of the UK and a small area of a contrasting non-European country.   Human and physical Geography   * To use Geographical vocabulary to compare and contrast their own environment to that of a non-European area, referring to key physical features including hills, cliff, coast, forest, soil, vegetation, valley, season and weather. * Use basic Geographical vocabulary to compare and contrast their own environment to that of a non-European area referring to key human features including city, town, village, factory, farm, house office, port.   Geographical skills and fieldwork   * 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 (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. | * The unit builds upon many of the key geographical skills taught earlier in the year with regards to comparing and contrasting different localities. The emphasis in this unit is very much on contrasting their own locations to other places. * Comparing their own locations and environments is a vital learning experience for our pupils, many of whom live in rural locations and need to recognise that this is different to many other people across the world. * This unit is taught in the Summer Term as it build upon skills learnt in Autumn and Spring. It is the key focus of the ‘Let’s Explore’ topic. |