

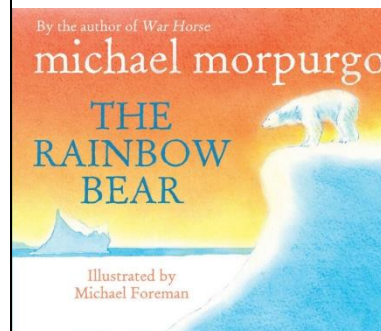


KS1 Markland Hill Geography Curriculum – YEAR B

Autumn		Spring		Summer	
The intention of the Geography Curriculum at Markland Hill Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.					
Fieldwork		Locational Knowledge		Place Knowledge	
	Hot and Cold Places (Oddizzi) Substantive Knowledge (NC objectives): - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Identify seasonal and daily weather patterns in the United Kingdom - Use world maps, atlases and globes to identify countries, continents and oceans END POINTS (Disciplinary Knowledge) To identify hot and cold places and locate them on a map To recognise the features of a hot and a cold place To identify the animals that live in hot and cold places and recognise how they adapt. To describe what I would see in a hot or cold place. Fieldwork Enquiry - 1. Draw a land use map of the school.	United Kingdom (Oddizzi) Substantive Knowledge (NC objectives): Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. END POINTS (Disciplinary Knowledge) - Check my understanding of the United Kingdom and locate the four countries of the United Kingdom.		Contrasting Locality (Oddizzi) Substantive Knowledge (NC objectives): - Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Use world maps atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage	

2. Make a key to show the areas that are hot and cold.
Or
1. Create a hot to cold key.
2. Walk around the school and carry out a test to decide how hot or cold the areas are. Label the map to show your findings.

Key Vocabulary: weather, hot, cold, world, Equator, temperature, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, iceberg, sand dunes, nomad, rain, river, animal, adapt, adaptation, blubber, burrow, environment, habitat, hibernate, suitable, unsuitable, features



- Identify the four capital cities and surrounding seas of the United Kingdom.
- Explain the differences between human and physical features **(Local walk)**
- Describe the human and physical features of one of the UK's capital cities.

Key Vocabulary: map, world, Europe, country, England, Scotland, Northern Ireland, Wales, capital, London, Edinburgh, Belfast, Cardiff, Union Jack, features, physical, human, nature, city

END POINTS (Disciplinary Knowledge)

- I can locate Zambia (Experiential - Google Maps, Street View)
- I can describe Zambia's key human and physical features
- I can locate the village of Mugurameno
- I can explain how people use the river in Mugurameno and compare this with the way we use the river near us
- I can describe the similarities and differences between the homes in Mugurameno and in the UK **(Fieldwork?)**

Fieldwork Enquiry – What types of buildings are there in our local area?

Discuss the different types of housing, carry out a survey in the local area of the different types of housing, record and present? Discuss the results e.g. why might we see lots of terraced housing? Who might be more likely to live in bungalows? Why do people want to live here?

Key Vocabulary: brick, fish, chore, crocodile, house, flood, crop, elephant, school, rain, farm, hippo, shop, wash, fence, park, village, water, field

				wildlife Zambia Zambezi nshima
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