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<p><b>National Curriculum coverage:</b> Locational knowledge (b) Human and physical geography (a &amp; b) Geographical skills and fieldwork (c &amp; d)</p>	<p><b>Context:</b> Building on the knowledge gained in EYFS about their local community, the children now widen their knowledge from High Green to Sheffield then moving on to the rest of the UK. Focus will be on human geography (settlements) and physical geography. In Science the children learn about materials and study buildings in the area and what they are made from.</p>
<p><b>Geography Specific Concepts</b> – Diversity, Change, Interaction, Place, Scale, Distance, Movement, Sustainability <b>Project Specific Concepts</b> – Identity, community, cohesion, beauty</p>	<p><b>Pre and Post Learning</b> Label a map of the UK with the 4 countries.</p>
<p><b>Visits and Visitors:</b> Local Walk – around High Green</p>	<p><b>St. Mary's Experience:</b> Visit a local park and Woodland Walk</p>
<p><b>Careers/preparation for adulthood:</b></p> <p> <b>If you like maps and finding places...</b> You could be:</p> <p> <b>A Map Maker (Cartographer)</b> – Creating maps people use every day.</p> <p> <b>A Digital Map Designer (GIS specialist)</b> – Using computers to make smart maps.</p> <p> <b>A Town Planner</b> – Designing new towns and cities.</p> <p> <b>Logistics Coordinator</b> – Plans delivery routes using maps.</p> <p> <b>Surveyor</b> – Measures and maps land areas.</p> <p> <b>If you like learning about countries and people...</b> You could be:</p> <p> <b>A Geographer</b> – Studying different places around the world.</p> <p> <b>A Journalist</b> – Reporting news from around the UK.</p> <p> <b>A Tour Guide</b> – Helping people learn about places of interest.</p> <p> <b>A Teacher</b> – Teaching children about the UK.</p> <p> <b>If you like weather and nature...</b> You could be:</p> <p> <b>A Weather Forecaster (Meteorologist)</b> – Predicting the weather on TV.</p> <p> <b>A Water Scientist (Hydrologist)</b> – Studying rivers and floods.</p> <p> <b>Weather Presenter</b> – Informs people about what the weather</p> <p> <b>Farmer (weather affects crops)</b> – Grows crops for food production</p>	<p><b>Key People:</b></p> <p><b>Ebenezer Howard</b> – Founder of the Garden City movement</p>
<p><b>Catholic Social Teaching:</b></p> <div data-bbox="114 1197 398 1468" style="display: inline-block; vertical-align: top; border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Solidarity</b></p>  <p style="text-align: center;">Showing we care</p> </div> <div data-bbox="421 1220 772 1476" style="display: inline-block; vertical-align: top; padding: 5px;"> <p><b>Stewardship</b> - develop a sense of responsibility for their environment.</p> <p><b>Solidarity</b> - Recognizing the countries and cities of the UK helps children understand that we are all part of a larger community.</p> </div> <div data-bbox="795 1197 1070 1468" style="display: inline-block; vertical-align: top; border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Stewardship</b></p>  <p style="text-align: center;">Caring for God's gifts</p> </div>	<p><b>British Values:</b></p> <p><b>Democracy</b> – Understanding their local area helps children see how communities are organised and represented.</p> <p><b>Mutual Respect and Tolerance</b> – Recognising and valuing the differences between the four nations and the decisions people make about where they want to live (urban Vs rural)</p>

<p><b>End points (by the time pupils leave St. Mary's):</b></p> <ol style="list-style-type: none"> <li>1. Be able to navigate using atlases, maps and recall of knowledge of places.</li> <li>2. Be able to interpret and express geographical information correctly (maps, fieldwork, data)</li> <li>3. Know where in the world significant places are (including local and worldwide) and the people who live there (population, settlement, migration, diversity)</li> <li>4. features were formed and transformed along with processes that affect it (E.g. weather, climate, tectonic activity and water cycle)</li> <li>5. Know how the earth has been affected by humans and resolve to alter their behaviour (i.e. climate change and sustainability)</li> </ol>		
<p><b>Prior knowledge: YR</b>          In Spring term, the children study 'Our local area'          Key questions answered:          What community are you part of?          What do you see in your community?          Who are the people that help me in my community?          How can I improve my community?          How can I be thankful to the people in my community?          What are the physical and human features in my community?</p>	<p><b>Future knowledge: Y2</b></p> <ul style="list-style-type: none"> <li>• Know the names of the 7 continents and locate them on a map</li> <li>• Know the names of the 5 oceans and locate them</li> <li>• Describe how people in different areas might live in different ways.</li> <li>• Identify common land/water features – mountains, hills, seas, rivers etc</li> </ul>	
<p><b>Crucial knowledge: Y1</b></p> <ul style="list-style-type: none"> <li>• Locate High-Green and Sheffield on a map</li> <li>• Name and locate countries and capital cities of the UK on a map</li> <li>• recall different types of settlements: town, city, village</li> <li>• Describe typical weather in the UK</li> </ul>	<p><b>Vocabulary</b></p>	
	<p><b>Tier 2</b>          (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p><b>Tier 3</b>          (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p>
	<p>1. locate, near, far, above, below, next to, between, direction, map, route</p> <p>2. name, capital, country, border, part, same, different</p> <p>3. home, live, where, many, few, bigger, smaller</p> <p>4. hot, cold, warm, cool, wet, dry, sunny, cloudy, rainy, windy, foggy, snowy, season, today, tomorrow</p>	<p>1. High-Green, Sheffield, city, town, region, landmark, coordinates, compass points (north, south, east, west)</p> <p>2. United Kingdom (UK), England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, map symbols, flag</p> <p>3. settlement, village, town, city, population, neighbourhood, community, street, road</p> <p>4. climate, temperature, precipitation, forecast, season (spring, summer, autumn, winter), weather patterns</p>