# Belton Primary School

# Geography KS1

# Medium Term Plan

# Key Stage 1 Geography: Unit 1 A

## Enquiry: *What is the geography of where I live like?*

### What the pupils will know

- The physical and human features of a range of significant locations around the world
- The physical and human features of their local area
- What land use refers to
- How to carry out fieldwork to identify, describe and record the main types of land use in their locality
- How to present their results graphically and as a land use map
- That the main types of land use are *transport, residential, economic activity, public services and open space*
- Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world
- Ways in which the environment of the local area is changing and the likely reasons for this
- How to plan and plot a geographical walk around the local area that includes its key physical and human features

### National Curriculum Coverage

**Locational knowledge**

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

**Human and physical geography**

- Use basic geographical vocabulary to refer to key physical and human features

**Geographical skills and fieldwork**

- 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
- Use simple observational skills to study key human and physical features of environments
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Geographical techniques the pupils will learn and apply

**Fieldwork data collection:**
Observe, record and interpret land use data relating to the local area

**Data representation:**
Bar Graph; Line Graph; Pictogram; Tally Chart; Land Use map

**Mapwork:**
World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. GIS Google Earth Pro and Google Street View

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- **Describe** the difference between physical and human features
- **Identify, describe and compare and contrast** the physical and human features of a range of significant locations around the world
- **Identify, describe and compare and contrast** the physical and human features they observe and record in the locality
- **Categorise** their observations into the five main types of land use
- **Describe** what each of these land use categories is – *transport, residential, economic activity, public services and open space*
- **Present** their findings using a range of graphs, charts and maps
- **Describe and suggest reasons** for what their results show
- **Locate and describe** where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world
- **Describe and suggest reasons** for ways in which they observe the environment of the local area changing

**Pupils working at greater depth will also:**

Use Google Earth Pro and Google Street View to **describe and explain** the similarities and differences in the land uses of their locality and those of the locality of other schools at different locations in the United Kingdom

### Prior Learning

**Earlier in Key Stage 1 pupils learned:**

- The physical and human features of the coast and seaside areas
- The distinction between rural and urban environments
- Some of the negative impacts people can have on environments
- That the United Kingdom is one country of Europe
- What the environments of temperate, polar and tropical regions are like
- To observe, record, present and interpret information collected through fieldwork (Weather)

**In Nursery and Reception pupils have**:

- Understood the difference between natural and human made features of the school grounds and local area
- Located key features of the school grounds on an outline plan
- Observed the school grounds and local area on Google Erath Pro
- Gathered information from a map and drawn their own simple maps
- Observed the location the United Kingdom is on a world map and globe
- Learned that they live in the United Kingdom

# KS1 – Unit 2 Year A

## Enquiry: *How does the geography of Kampong Ayer compare with the geography of where I live?*

### What the pupils will know

- The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole
- The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei
- Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation
- The distribution of tropical climate in the world
- The main features of a tropical climate
- How the tropical climate of Brunei compares with the temperate climate of the United Kingdom
- The structure of tropical rain forest vegetation
- The weather conditions experienced on a typical day in Banda Seri Begawan using
- The main physical and human features of Kampong Ayer
- How the human and physical geographical features of Kampong Ayer compare with those of their locality
- How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home
- How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important
- How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom

**National Curriculum Coverage**

**Locational knowledge**

- Name and locate the world's seven continents and five oceans

**Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

**Human and physical geography**

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human geographical features

**Geographical skills and fieldwork**

- 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
- Use simple observational skills to study key human and physical features of environments

### Geographical techniques the pupils will learn and apply

**Data representation:**
Bar Graph; Line Graph; Pictogram; Tally Chart.

**Mapwork:**
World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.

**GIS:** Google Earth Pro and Google Street View, Street Plans

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- **Identify and describe** the location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole
- **Identify and describe** the location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei
- **Explain** why Brunei has a tropical climate and why tropical rain forest is the dominant vegetation
- **Describe and explain** the distribution of tropical climate in the world
- **Describe and explain** the main features of a tropical climate
- **Compare and contrast** the climate of Brunei with the temperate climate of the United Kingdom
- **Describe and explain** the structure of tropical rain forest vegetation
- **Identify and describe** the weather conditions experienced on a typical day in Banda Seri Begawan
- **Identify and describe** the main physical and human features of Kampong Ayer
- **Compare and contrast** these features with those of their locality
- Draw a scale floor plan for a typical home in Kampong Ayer and **compare** it with one drawn of their own home
- **Describe** the most common forms of transport in the United Kingdom
- **Explain** why boats and boat building are so important in Kampong Ayer
- **Identify and describe** how school life in Kampong Ayer compares with their own

**Pupils working at greater depth will also:**

- **Explain** what an ecosystem is and **identify and describe** the main elements of the rain forest ecosystem in Brunei
- **Describe** the main features of deciduous woods and forests in the United Kingdom and **compare** them with tropical rain forests

**Prior Learning**

**Earlier in Key Stage 1 pupils learned:**

- The world's continents and oceans and the location of the North Pole and South Pole
- The distinction between physical and human features
- The main physical and human characteristics of their own locality
- The main elements of the weather
- The difference between weather and climate
- The distribution of polar, temperate and tropical regions
- How weather changes during the four seasons in the United Kingdom

**In Nursery and Reception pupils have**:

- Understood the difference between natural and human made features of the school grounds and local area
- Located key features of the school grounds on an outline plan
- Observed the school grounds and local area on Google Earth Pro
- Gathered information from a map and drawn their own simple maps
- Observed the location the United Kingdom is on a world map and globe
- Learned that they live in the United Kingdom

# KS1 – Unit 3: Year A

## Enquiry: *How does the weather affect our lives?*

### What the pupils will know

- The names and location of the continents of the world
- The location of the Equator, North Pole and South Pole
- The elements that make up the weather
- How to observe and measure elements of the weather using simple instruments
- How to record their results and display them graphically
- How and why the weather changes over time
- How and why the weather changes during the four seasons
- The location of hot and cold places in the world
- How the weather is different in countries located in the hot and cold places of the world
- How and why temperatures decrease from the Equator towards the North and South Pole.
- The features of the environments of Antarctica and Sahara desert
- Why Antarctica and the Sahara are both classified as deserts

### National Curriculum Coverage

**Locational knowledge**

- Name and locate the world's seven continents and five oceans

**Human and physical geography**

- Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human features

**Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify 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
- Use simple fieldwork and observational skills to study key human and physical features of environments

### Geographical techniques the pupils will learn and apply

**Fieldwork data collection:**

Maximum and minimum thermometer; Anemometer; Weather vane;
Eight points of compass; cloud cover – oktas.

**Data representation:**

Bar Graph; Line Graph; Pictogram; Tally chart; Venn diagram; Wind rose.

**Mapwork:**

World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- Correctly **recognise**, **name and locate** the world's continents and oceans on a world map
- Correctly **recognise, name and locate** the Equator, North Pole and South Pole on a world map
- **Identify and describe** the main elements of the weather
- **Observe and record** elements of daily weather over several days
- **Present** their results using a range of simple techniques
- **Describe and suggest reasons** for the changes their results show
- **Describe** how weather conditions change in the UK during the four seasons
- **Identify and locate** hot and cold areas of the world on a world map
- **Describe** how the weather is different in some countries in the hot and cold areas of the world
- **Describe and suggest reasons** for how the temperature changes between the Equator and the North Pole and South Pole
- **Compare and contrast** the environments of Antarctica and Sahara

**Pupils working at greater depth will also:**

- **Explain** different ways in which weather can affect our daily lives
- **Explain** why there are seasonal changes in weather
- **Explain** the distribution of hot and cold places in the world
- **Understand** why Antarctica and the Sahara are both classified as deserts

### Prior Learning

**In Nursery and Reception pupils have**:

- Experienced different weather conditions when outside and the clothes they wear accordingly
- Observed and discussed how the weather changes during the day and four seasons
- Observed and discussed seasonal signs in the natural world
- Located the UK on a globe, world map and in an atlas
- Know that continents are land and oceans water and that there are many countries in the world

# KS1 – Year B: Unit 1

## Enquiry: *Why don't penguins need to fly?*

### What pupils will know

- The geographical features of Antarctica including its polar climate
- How living things are adapted to survive in such an extreme environment
- How the geographical features of the Sahara Desert compare with those of Antarctica
- The location of Zambia in Africa
- Why Antarctica is a desert even though it is the coldest place on earth
- The geographical features of the Arctic Ocean and the North Pole environment
- How the Arctic and the North Pole is geographically different from Antarctica and the South Pole
- What a food chain is and identify and describe the main elements in the food chain of a polar bear
- Why polar bears are not found in Antarctica
- How to use atlas maps and GIS to plan an expedition from Canada to Antarctica
- Why penguins would not survive in tropical areas of the world

**National Curriculum Coverage**

**Locational knowledge**

- Name and locate the world's seven continents and five oceans

**Human and physical geography**

- Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human geographical features

**Geographical skills and fieldwork**

- 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
- Use simple observational skills to study key human and physical features of environments

### Geographical techniques the pupils will learn and apply

**Mapwork:**
World maps; Atlases; Globe; Terrestrial photographs.
Aerial and satellite photographs.

**GIS:** Google Earth Pro

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- **Observe**, **name** and **describe** a range of physical features of Antarctica
- **Describe** what a polar climate is like
- **Identify** and **locate** the seven continents and five oceans of the world together with the Equator, North Pole and South Pole
- **Identify** and **describe** some of the ways that living things are adapted to survive in Antarctica
- **Identify, describe** and **compare** the main physical features of the Sahara Desert with Antarctica
- **Observe** and **describe** how ice at the Arctic is different from the ice covering Antarctica
- **Describe** what a food chain is and **identify** the main parts of the food chain of a polar bear
- Plan and **describe** an expedition from Canada to Antarctica **identifying** the countries, seas and oceans that a traveller would pass through
- **Describe** what it means for some countries such as Zambia to have a tropical climate and compare its features with a polar climate

**Pupils working at greater depth will also:**

- **Explain** why both Antarctica and the Sahara Desert are deserts despite one being tropical and the other polar
- **Explain** why the location of the North Pole is constantly moving whilst the position of the South Pole is fixed
- **Explain** how the temperate climate of the United Kingdom compares with both tropical and polar places

### Prior Learning

**Earlier in Key Stage 1 pupils learned:**

- The location of hot and cold places in the world
- The distribution of polar, tropical and temperate areas of the world
- The location of the world's continents and oceans, Equator, North Pole and South Pole
- How weather influences farming and the types of food that can be grown in the UK
- Where different types of tropical imported fruit come from

**In Nursery and Reception pupils learned:**

- Experienced different weather conditions when outside and the clothes they wear accordingly
- Observed and discussed how the weather changes during the day and four seasons
- Observed and discussed seasonal signs in the natural world
- Located the UK on a globe, world map and in an atlas
- Know that continents are land and oceans water and that there are many countries in the world

# Unit 2: Year B

## Enquiry: *Why does it matter where my food comes from?*

### What pupils will know

- What a farm is and what happens on a dairy farm
- How milk is used as a raw material of dairy products
- The physical and human features of the rural and urban landscapes of Devon in the UK
- Why the weather in Devon makes it an ideal place for dairy farming
- How weather conditions in Devon compare with those of the UK as a whole
- What trade is and what importing and exporting means
- The most popular fruits consumed in the UK and where in the world they are produced
- The stages of growing bananas and exporting them to the UK
- How sugar is refined from sugar beet
- Some of the benefits of buying food locally
- The different meat produced by animals in Britain
- What 'free range' means

### National Curriculum Coverage

**Locational knowledge**

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Human and physical geography**

- Identify daily and seasonal weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical and human features

**Geographical skills and fieldwork**

- 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 to recognise landmarks and basic human and physical features

### Geographical techniques the pupils will learn and apply

**Mapwork:**

World maps; maps of the United Kingdom; Atlases; Globe.
Terrestrial photographs; Aerial and satellite photographs.

**GIS:**

Google Earth Pro

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- **Recognise** that food comes from plants and animals
- **Describe** what a farm is
- **Identify** and **describe** what happens on a dairy farm
- **Describe** and **suggest reasons** why the weather in Devon makes it a good place for dairy farming
- **Compare** the weather conditions in Devon with those in other regions of the UK
- **Describe** how cheese is made from milk
- **Identify**, **describe** and **rank order** the top ten most popular fruits in the UK and **give reasons** why half of these are imported
- **Identify** where Costa Rica is and **suggest reasons** why bananas can be grown here and not in the UK
- **Describe** how sugar is made from sugar beet
- **Identify** and **describe** different kinds of vegetables
- **Identify** and **describe** the animals from which different types of meat originates

**Pupils working at greater depth will also:**

- Identify and describe the features of the four main types of farm in the UK
- Locate the main farming regions on a map of the UK
- Explain why buying locally produced and 'free range' food can be beneficial

### Prior Learning

**Earlier in Key Stage 1 pupils learned:**

- The elements that make up the weather and observed and recorded how these changed locally over time
- About the different weather associated with the four seasons of the year
- The location of hot and cold places in the world
- A range of vocabulary and concepts related to the weather (see learning organiser)

**In Nursery and Reception pupils learned:**

- Experienced different weather conditions when outside and the clothes they wear accordingly
- Observed and discussed how the weather changes during the day and four seasons
- Observed and discussed seasonal signs in the natural world
- Located the UK on a globe, world map and in an atlas
- Know that continents are land and oceans water and that there are many countries in the world

# Unit 3: Year B

## Enquiry: *What do we find at places where the land meets the sea?*

### What the pupils will know

- The names and location of the world's seven continents and five oceans together with the Equator, North Pole and South Pole
- A range of physical and human features found at places around the coastline of Britain
- Why people enjoy spending time at the seaside
- Why the United Kingdom has such a long coastline compared with most other countries of the world
- How to use an Ordnance Survey map to interpret physical and human features of the coast
- How the physical and human features of the coastline at Bournemouth in the United Kingdom compare with those of the coastline of Townsville in Queensland, Australia
- The location and physical features of the Great Barrier Reef in Australia
- The distribution of hot and cold areas of the world
- The location and characteristics of tropical, temperate and polar regions of the world
- How the distribution of coral reefs is influenced by climate

**National Curriculum Coverage**

**Locational knowledge**

- Name and locate the world's seven continents and five oceans

**Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

**Human and physical geography**

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human geographical features

**Geographical skills and fieldwork**

### Geographical techniques the pupils will learn and apply

**Data representation:**
Bar Graph; Line Graph; Pictogram; Tally Chart; Venn Diagram; Map Symbols; Map Key; Annotated Map

**Mapwork:**
World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.

**Map techniques**
Number – letter co-ordinates; 8 Points of Compass; Four Figure Grid References; scale line

**GIS**
Google Earth Pro

### Disciplinary thinking skills the pupils will use to understand what they know

| | |
|---|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |

### SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

### End Points of Learning

**Pupils making a good level of progress will:**

- **Identify and locate** the world's seven continents and five oceans together with the Equator, North Pole and South Pole
- **Identify, observe and describe** a range of physical and human features found at places around the coastline of Britain
- **Suggest reasons** why people enjoy spending time at the seaside both in the past and presently
- **Explain** why the United Kingdom has such a long coastline compared with most other countries of the world
- Use an Ordnance Survey map to **identify, observe and describe** physical and human features of the coast
- **Compare and contrast** the physical and human features of the coastline at Bournemouth in the United Kingdom with those of the coastline of Townsville in Queensland, Australia
- **Suggest reasons** for the similarities and differences they observe
- **Identify and describe** the physical features of the Great Barrier Reef in Australia
- **Describe** the distribution of hot and cold areas of the world
- **Describe** the location and characteristics of tropical, temperate and polar regions of the world

**Pupils working at greater depth will also:**

- **Explain** how the distribution of coral reefs in the world is influenced by climate
- **Explain** some of human impacts on the Great Barrier Reef

**Prior Learning**

**Earlier in Key Stage 1 pupils learned:**

- The world's continents and oceans and the location of the North Pole and South Pole
- The distinction between physical and human features
- The main physical and human characteristics of their own locality
- The main elements of the weather
- The difference between weather and climate
- The distribution of polar, temperate and tropical regions
- How weather changes during the four seasons in the United Kingdom

| | | |
|---|---|---|
| • 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<br>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br>• Use simple observational skills to study key human and physical features of environments | | **In Nursery and Reception pupils have learned**:<br>• Understood the difference between natural and human made features<br>• Experienced different weather conditions when outside and the clothes they wear accordingly<br>• Observed and discussed how weather changes during the day and four seasons<br>• Gathered information from a map and drawn their own simple maps<br>• Observed the location the United Kingdom is on a world map and globe<br>• Learned that they live in the United Kingdom<br>• Learned that continents are land and the oceans water<br>• Learned that there are many countries in the world<br>• Visited the seaside and talked about what they observed and the activities they enjoyed |