**A logo for a school

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Description automatically generatedGeography Term Spring 1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Prior Knowledge**  To begin to identify some similarities and differences between themselves and others e.g., where we live compared to where others live.  To identify some features of the immediate environment such as signs of Autumn/Winter and to describe what they can see, hear and feel when outside. | **No geography this half term – History Focus** | **Prior Knowledge**  River and Mountains – human interactions with the environment | **Prior Knowledge**  River and Mountains – human interactions with the environment | **Prior Knowledge**  River and Mountains – human interactions with the environment | **No Geography this half term** |
| **Intent:**  Children will use their senses to explore and describe their immediate environment and be able to draw information from a simple map.  Children will continue to consider different celebrations, now describing both how and where they are celebrated.  Children will express signs of Winter and Spring. They will make observations and ask questions about what they can see, hear and feel in their own environments.  **Sequence of learning:**  Can I find China on a map/atlas/globe? Can I think about where different celebrations might happen, including Chinese New Year?  Can I draw information from a simple map of the school grounds when on a Winter Walk?  Can I draw information from a simple map of Fowey, when preparing for a school trip to the lifeboat station?  Children can explore their outdoor environment, on a Winter Walk, making observations of the seasons using their senses? | **Intent –**  **Sequence of Lessons** | **Intent:** Settlements  Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).  **Sequence of lessons:**  1. What is a settlement?  2. What is a village?  3. What is a town?  4. What is a city?  5. London- the largest city in the UK.  6. The city of Cardiff | **Intent:** Settlements  Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).  **Sequence of lessons:**  1. What is a settlement?  2. What is a village?  3. What is a town?  4. What is a city?  5. London- the largest city in the UK.  6. The city of Cardiff | **Intent:** Settlements  Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).  **Sequence of lessons:**  1. What is a settlement?  2. What is a village?  3. What is a town?  4. What is a city?  5. London- the largest city in the UK.  6. The city of Cardiff | **Intent –**  **Sequence of Lessons:** |
| **Key Vocabulary:**  Seasons, winter, spring, changes, see, hear, feel, senses, signs, maps, celebrations, places, countries, world, land, oceans, roads, buildings, location | **Key Vocabulary:** | **Key Vocabulary:**  settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban , sprawlings  settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, Taff, businesses, connect. | **Key Vocabulary:**  settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban , sprawlings  settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, Taff, businesses, connect. | **Key Vocabulary:** settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban , sprawlings  settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, Taff, businesses, connect. | **Key Vocabulary:** |
| **Impact:**  Children can use a map to go on a Winter Walk, using their senses to explore signs of Winter and Spring and feed back to their peers about their findings, adding information to their maps. Children can talk about where Chinese New Year is celebrating, exloring how it is celebrated through expressive arts and design decorations including lanterns and Chinese dragons. | **Impact:**  . | **Impact:**  Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement. | **Impact:**  Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement. | **Impact:**  Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement. | **Impact:** |