

## Geography – Autumn Term – Cycle A

Year 1 and Year 2

Autumn 2	Session	Learning Objective	Success Criteria
<b>Geography focus</b>  <b>Journeys Food</b>  <b>Where does our food come from?</b>	What can we buy on the high street?	To identify shops selling food locally or on the high street. To start to understand that shops sell foods from many different locations.	<ul style="list-style-type: none"> <li>● I know where the local high street is, and can role-play a visit there.</li> <li>● I know what food is sold there.</li> <li>● I understand what fresh, frozen and fast food is.</li> </ul>
	How does our food get to us?	To know that food comes from either plants or animals. To understand that the food we eat has a food story. To understand it has been changed (processed).	<ul style="list-style-type: none"> <li>● I know my food comes from plants or animals.</li> <li>● I can describe some of the steps in producing food.</li> <li>● I can describe how foods have been changed (processed).</li> </ul>
	What plants does Mrs MacDonald grow on her farm?	To understand what farming is, what a farmer does and where the plants and animals we eat come from.	<ul style="list-style-type: none"> <li>● I understand what farming is, and areas where farming occurs.</li> <li>● I understand what a farmer does.</li> <li>● I understand where the plants and animals that we eat come from.</li> </ul>
	What animals might Mrs MacDonald rear on her farm?	To understand that animals are reared in the UK, and used for dairy and meat.	<ul style="list-style-type: none"> <li>● I understand the job of a dairy farmer, and can describe their year.</li> <li>● I understand how milk and other food products are produced.</li> <li>● I can understand the type of land that a dairy farm needs to thrive.</li> </ul>
	Can we create a great British picnic?	To understand that some traditional foods originate in the UK.	<ul style="list-style-type: none"> <li>● I understand the parts of the UK and their traditional foods.</li> <li>● I know where Wales and Scotland are located.</li> <li>● I can mix and combine foods to make it into different products.</li> </ul>
	Can we create a Great British food map?	To understand the geography of the UK, and the types of food produced here.	<ul style="list-style-type: none"> <li>● I can name the countries in the UK.</li> <li>● I understand the geography of the UK.</li> <li>● I know the types of food produced, and the locations of these.</li> </ul>

Autumn 1	Session	Learning Objective	Success Criteria
<p><b>Geography focus</b></p> <p><b>Our World</b></p> <p><b>Where on Earth are we?</b></p>	What is the world like?	To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.	<ul style="list-style-type: none"> <li>● I know that the world is a sphere.</li> <li>● I understand differences between globes and maps.</li> <li>● I can locate the Equator, and know the names of continents and oceans.</li> </ul>
	How can we describe where places are on Earth's surface?	To demonstrate the relationship between maps and globes, and explore the idea of addresses.	<ul style="list-style-type: none"> <li>● I can turn my 'globe' into my own 'map' of the/a world.</li> <li>● I know and understand my address, and appreciate that each line of it 'zooms out' to a new scale.</li> <li>● I can explain this as 'nesting.'</li> </ul>
	What do the lines of maps and globes mean?	To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles.	<ul style="list-style-type: none"> <li>● I can locate and name the key circles or lines of latitude on both world map and globe.</li> <li>● I can identify features of the zones marked by the main lines of latitude.</li> </ul>
	Why do we have night and day?	To learn more about longitude, and about the Earth's daily rotation and its effects.	<ul style="list-style-type: none"> <li>● I can understand how day and night are caused as the Earth rotates on its axis.</li> <li>● I can locate lines of longitude.</li> <li>● I can locate and name the Greenwich/Prime Meridian and the <math>\pm 180^\circ</math> E–W lines of longitude.</li> </ul>
	What time is it where you are?	To introduce the International Date Line and time around the world	<ul style="list-style-type: none"> <li>● I can locate and name the <math>\pm 180^\circ</math> E–W line of longitude and the International Date Line (IDL).</li> <li>● I know why the IDL is located in the Pacific Ocean.</li> <li>● I know why the IDL zigzags and does not exactly follow the <math>180^\circ</math> E–W line of longitude.</li> </ul>
	What are the co-ordinates?	To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface.	<ul style="list-style-type: none"> <li>● I can make a world map using my learning across the course of the unit.</li> <li>● I am able to say how points on the Earth's surface are described, using longitude and latitude.</li> </ul>

Autumn 2	Session	Learning Objective	Success Criteria
<p><b>Geography focus</b></p> <p><b>Changes in our Local Environment</b></p> <p><b>How is the UK changing?</b></p>	<p>What are the key features of the UK?</p>	<p>To name and locate some key topographical features of the UK and your own region.</p>	<ul style="list-style-type: none"> <li>● I know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland.</li> <li>● I can name and locate some key topographical features of the UK.</li> <li>● I understand where I live within the UK.</li> </ul>
	<p>How did the 2012 Olympics change East London?</p>	<p>To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.</p>	<ul style="list-style-type: none"> <li>● I know the key changes that occurred in East London for the 2012 Olympic and Paralympic Games.</li> <li>● I understand that people hold differing views about change in their region.</li> <li>● I can explain some ways in which development can be sustainable.</li> </ul>
	<p>How did the Second World War change the West Midlands?</p>	<p>To understand that regions change over time and that change is continual</p>	<ul style="list-style-type: none"> <li>● I know that the Second World War changed the West Midlands region.</li> <li>● I can explain how the West Midlands changed following the Second World War.</li> <li>● I understand that change is continual.</li> </ul>
	<p>How is our local area changing?</p>	<p>To understand that change is happening in the local area, and that changes will continue to happen</p>	<ul style="list-style-type: none"> <li>● I know that change is happening in my local area.</li> <li>● I can describe the changes that have happened in my local area.</li> <li>● I understand that there will be continual change in my local area.</li> </ul>
	<p>How might our local area change in the future?</p>	<p>To explain how the local area has changed and how it might change in the future</p>	<ul style="list-style-type: none"> <li>● I can use a range of sources to identify change.</li> <li>● I can use appropriate geographical vocabulary to describe change.</li> <li>● I can understand how my local area might change in the future.</li> </ul>
	<p>How has our area changed from the past and how might it change in the future?</p>	<p>To understand how the local area has changed and to consider what it might be like in the future</p>	<ul style="list-style-type: none"> <li>● I know what my local area was like in the past.</li> <li>● I can offer my opinions on what my local area is like now and the changes that are happening.</li> <li>● I can share my hopes for the future of my area.</li> </ul>