

## Geography – Autumn Term – Cycle B

Year 1 and Year 2

Autumn 1	Session	Learning Objective	Success Criteria
<b>Geography focus</b>  <b>Seasons</b>  <b>What are seasons?</b>	Can we observe the weather?	To describe different types of weather, make observations and understand changes around us.	<ul style="list-style-type: none"> <li>● I understand that the weather changes.</li> <li>● I can observe different kinds of weather.</li> <li>● I know that people predict the weather.</li> </ul>
	What have we observed about the weather?	To observe the weather, and understand weather data from pictures, words and symbols.	<ul style="list-style-type: none"> <li>● I can choose the word or symbol to represent a type of weather.</li> <li>● I can describe the change in weather over a week.</li> <li>● I can interpret data in a chart or graph.</li> </ul>
	Why does the weather change?	To understand why weather changes, and know that there are different types of wind which bring about these changes.	<ul style="list-style-type: none"> <li>● I understand what wind is.</li> <li>● I understand it blows from different directions, and this causes changes in weather.</li> <li>● I know the points of the compass.</li> </ul>
	What are the seasons?	To understand that there are four seasons in the UK.	<ul style="list-style-type: none"> <li>● I know there are four seasons.</li> <li>● I can describe the different seasons.</li> <li>● I can use role play and geographical vocabulary to explain the differences.</li> </ul>
	What can we find out about the weather in different parts of the country?	To know about parts of the UK, including its capital cities, and talk about the weather there.	<ul style="list-style-type: none"> <li>● I can describe the weather in another part of the country.</li> <li>● I can write geographical questions about the weather.</li> <li>● I can use weather vocabulary.</li> </ul>
	What changes occur through the seasons, and how are they shown on maps?	To demonstrate understanding of the weather, and seasons in different parts of the UK.	<ul style="list-style-type: none"> <li>● I can identify changes related to the four seasons.</li> <li>● I can identify daily and seasonal weather patterns in the UK.</li> <li>● I understand weather symbols.</li> <li>● I can identify hot and cold areas of the world.</li> </ul>

Autumn 1	Session	Learning Objective	Success Criteria
<p><b>Geography focus</b></p> <p><b>Journeys – Trade</b></p> <p><b>Where does all our stuff come from?</b></p>	<p>Where do my school uniform and lunch come from?</p>	<p>To understand that our food and clothes can come from all over the world</p>	<ul style="list-style-type: none"> <li>● I know how to use an atlas to accurately locate countries.</li> <li>● I can name and locate several countries where my clothes and food originate.</li> <li>● I understand that it is sometimes difficult to ascertain where raw materials and ingredients originate.</li> </ul>
	<p>Where does my fruit salad come from?</p>	<p>To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl</p>	<ul style="list-style-type: none"> <li>● I know that plants grow in particular climatic conditions.</li> <li>● I can explain where in the world several different fruits originate.</li> <li>● I understand that each type of fruit grows in a particular season.</li> </ul>
	<p>How do my clothes get to my wardrobe?</p>	<p>To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed</p>	<ul style="list-style-type: none"> <li>● I know how cotton clothing is produced.</li> <li>● I can explain what ‘fair trade’ means.</li> <li>● I understand that there are various outcomes for items of clothing that are no longer wanted.</li> </ul>
	<p>How has the import of products affected local industries?</p>	<p>To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area</p>	<ul style="list-style-type: none"> <li>● I can pose my own enquiry questions.</li> <li>● I can plan and use a range of methods to collect evidence in answer to my geographical questions.</li> <li>● I understand that there are advantage and disadvantages to both imported and locally produced products.</li> </ul>
	<p>Local produce or imported produce?</p>	<p>To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others</p>	<ul style="list-style-type: none"> <li>● I know that there is no right or wrong regarding the issue of choosing imported or locally produced food.</li> <li>● I can explain the views of different groups of people on a geographical issue.</li> <li>● I understand that our shopping choice have an effect on the lives of others.</li> </ul>
	<p>What is the journey of our stuff?</p>	<p>To be able to explain the journey of a product to your home</p>	<ul style="list-style-type: none"> <li>● I know the journey of how at least one product gets to my home in detail.</li> <li>● I can explain my geographical learning in the form of a story.</li> <li>● I understand that there are many routes that products can take before arriving in my home.</li> </ul>