

Key Stage 1 and 2

Geography

We want our pupils to develop a curiosity and knowledge about the world they live in and to learn skills that will help them with employment and in living fulfilling lives. We follow a stage not age approach in Science.

Where we can, we adapt the curriculum topics to ensure maximum accessibility and opportunities for 'first-hand' learning for our students with VI.

To ensure that all the needs of our VI learners, all topic areas are taught sequentially, building on previous learning and ensuring concepts are embedded, with time for experiential and tactile learning.

	Autumn Term 1	Spring Term 1	Summer Term 1
Infants	My Local Area	Weather	Maps
Lower Juniors	Local Area	Water Cycle	History Focus
Upper Juniors	Birmingham	UK Geography	Where in the world?
	Autumn Term 2	Spring Term 2	Summer Term 2
Infants	The School environment	Climates in different countries compared to the UK	Directional language Oceans
Lower Juniors	Weather and climate UK countries	Passport to the World – Brazil and France	Present day Egypt
Upper Juniors	Mapwork	Passport to the world – China and Spain	Present day Greece

Infants

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<p>My Local Area</p>	<ul style="list-style-type: none"> • To show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive. • To use simple geographical language to communicate their ideas about various locations, functions and roles • To show what they think about different people and environments and answer simple questions about places and people • To collect information about the local environment • To ask relevant questions about places studied. • To understand what a tally chart is • To use geographical terms to describe human features- City, town village, house, shop. • To use geographical terms to describe human features- factory, farm, office, port, harbour. 	<p>ALL– to develop an understanding of what is in our local environment, there purpose and what they like/dislike.</p> <p>MOST – to be able to ask questions about the local environment and understand why certain amenities are needed.</p> <p>SOME – to be able to use geographical terms to describe the local environment and answer questions.</p>	<p>Visits to different local amenities.</p> <p>Photo's, recordings and objects of reference for each place.</p>

Weather	<ul style="list-style-type: none"> • To use correct terms to describe the weather (hot, cold, rain, frost, cloudy etc) • To understand that the weather changes from day to day. • To understand the types of weather we get in different seasons. 	<p>ALL- to be able to recognise and name different types of weather and that weather changes daily.</p> <p>MOST– understand that there are different seasons and that they have different weather.</p> <p>SOME– to identify which type of weather is associated with which season.</p>	<p>Experience of weather throughout the year.</p> <p>Feeling of heat, water, ice and wind via other means.</p>
Maps	<ul style="list-style-type: none"> • To use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas • To recognise simple symbols or representations on maps and plans • To follow directional instructions to follow a route round school. • To use a simple plan to follow a route (non-verbal instructions). • To draw a route on a map using directional instructions. • To use up, down, left right forwards, backwards to follow directions on a simple map. • To understand the meaning of the word 'map' • To understand that maps can represent real places. • To draw a simple map of a made up place. 	<p>ALL – to have a basic understanding of what a map is.</p> <p>MOST – to be able to create a map using objects/pictures.</p> <p>SOME – to be able to create a map and add a simple key.</p>	<p>Real maps, tactile maps, braille maps, enlarged maps.</p>

	<ul style="list-style-type: none"> • To draw a simple map of a real place (classroom) • To understand the meaning of the word 'key' • To create a simple key for their map. 		
The School Environment	<ul style="list-style-type: none"> • To understand the differences between the physical/natural and human/made features of places • To communicate their preferences about the physical/natural and human/made features of places • To recognise the physical/natural and human / made features of places • To understand the differences between physical and human features (natural and human made). • To follow directional instructions to follow a route round school. 	<p>ALL – understand that some places are natural and some are man-made places.</p> <p>MOST – to talk about what they like about different places.</p> <p>SOME – to understand the difference between natural and man-made places.</p>	Visit different places around the school campus – natural and man-made.
Climates in different countries compared to the UK	<ul style="list-style-type: none"> • To use simple geographical language to communicate their ideas about various locations, functions and roles • To understand that different parts of the World have different types of weather. • To understand where the north and south poles are located. 	<p>ALL – understand that there is different weather.</p> <p>MOST - understand that different parts of the world have different weather.</p> <p>SOME – understand that a climate affects weather.</p>	

	<ul style="list-style-type: none"> • To understand that the weather is colder at the north and south poles. • To understand where the equator is. • To understand that the weather is warmer close to the equator. 		
Directional Language/Oceans/Features	<ul style="list-style-type: none"> • To show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive. • To use simple geographical language to communicate their ideas about various locations, functions and roles • To use geographical terms to describe features- beach, cliff, coast, forest, hill, mountain, sea, river, season, weather • To use geographical terms to describe features- ocean, soil, vegetation, valley. • To use geographical terms to describe human features- City, town village, house, shop. • To use geographical terms to describe human features- factory, farm, office, port, harbour. • To understand the directions up, down, left, right, forwards, backwards. • To name the 4 countries of the UK • To name the 4 capital cities of countries of the UK. • To use an adapted map to locate the 4 countries of the UK. 	<p>ALL – to be able to use directional language</p> <p>MOST – able to use basic geographical language</p> <p>SOME – to name 5 oceans</p>	

	<ul style="list-style-type: none"> • To name the 7 continents. • To name the 5 oceans. • To use an adapted map to locate the continents and oceans. 		
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Lower Juniors

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
The Local Area	<ul style="list-style-type: none"> • To explore the local environment around the school. • Recognise the physical/natural and human / made features of places around school • Recognise simple symbols on simplified maps and plans of the school environment. • Understand a tally chart. • Investigate the amount of traffic/type of traffic on the local road. 	<p>ALL Understand the difference between Natural and man-made features</p> <p>MOST Be aware of their role in caring for their own environment</p> <p>SOME Be able to collect information about their local environment</p>	<p>Access to the local environment</p> <p>Adapted maps – enlarged, simplified, embossed</p>
The Water Cycle	<ul style="list-style-type: none"> • To explore all the uses of water • Keep a water diary • To recognise how much water we use each day 	<p>ALL Recognise and describe the many times that we use water. Understand</p>	<p>Simplified/embossed/ enlarged weather diary</p>

	<ul style="list-style-type: none"> • To understand where rain comes from • To investigate what happens to a puddle in the playground/ water on a plate • Experiment with changing states of water • To understand the concept of evaporation and condensation • Begin to understand how water keeps going round in a cycle 	<p>aspects of the cycle – cloud, rain, sun, mountains, rivers, sea etc</p> <p>MOST Be aware of what is happening when a puddle evaporates and water condenses on a surface</p> <p>SOME Be able to describe the concept of the water cycle</p>	<p>Tactile charts for recording water use</p> <p>Experience wet weather and discuss</p> <p>Make a cloud in a jar to feel the condensation</p> <p>Visit to water sources – rivers/lakes</p> <p>Roleplay the water cycle</p>
Weather and climate	<ul style="list-style-type: none"> • To use the correct terms to describe what the weather is like each day • Keep a weather check/diary and know that the weather changes from day to day • Know that we wear different types of clothes depending on the weather • To know that we have different weather in different seasons. • Weather at the North and South Poles is cold • Different parts of the world have different weather 	<p>ALL Understand terms like hot, cold, wet, windy, sunny</p> <p>MOST Understand that weather changes on a daily basis</p> <p>SOME Explain the different types of weather to expect in different seasons</p>	<p>Hot / cold objects to handle</p> <p>Variety of different clothes</p> <p>Access to different weathers – windy(kite flying), wet etc</p> <p>Weather reports</p> <p>Tactile symbols</p>
UK countries	<ul style="list-style-type: none"> • Know that we live in England • Study of what London is like • Traditional food, flag, customs etc of England • Know location of Wales • Study of Cardiff • Traditional food, flag, customs etc of Wales • Know location of Scotland • Study of Edinburgh 	<p>ALL Know that we live in England</p> <p>MOST Be able to name the 4 countries of the UK</p> <p>SOME</p>	<p>Research clips – Barnaby bear</p> <p>Online research – jaws / zoom</p> <p>Food to taste/ hands on resources</p> <p>Visiting speakers</p>

	<ul style="list-style-type: none"> • Traditional food, flag, customs etc of Scotland • Know location of Ireland • Study of Belfast • Traditional food, flag, customs etc of Ireland 	<p>Know the 4 countries of the UK and name the capital cities</p>	<p>Simplified UK maps / enlarged / embossed</p> <p>Embossed flags</p>
<p>Passport to the World – Brazil and France</p>	<ul style="list-style-type: none"> • Know location of France • Compare the weather in France to England • Research key features of France – food, flag, capital, language • Take part in a French day • Know location of Brazil • Compare the weather in Brazil to England • Research key features of Brazil – food, flag, capital, language • Take part in a Brazilian day 	<p>ALL Know that weather in Brazil is different to England</p> <p>MOST Ask relevant questions about places studied. Know that different places in the world experience different weather</p> <p>SOME Research to recognise similarities and differences between places studied</p>	<p>Simplified World maps / enlarged / embossed</p> <p>Embossed flags</p> <p>Online research – jaws / zoom</p> <p>Food to taste/ hands on resources</p>
<p>Present day Egypt</p>	<ul style="list-style-type: none"> • Research main cities in Egypt, capital city, flag • Describe what the weather is like in Egypt – temperature / rainfall • Understand there are only 2 seasons • Type of clothes people wear • To know that most of the land is desert • Study the River Nile – size, importance 	<p>ALL Describe what the weather is like in Egypt and know what the flag looks like</p> <p>MOST Ask questions about present day Egypt</p> <p>SOME Research aspects of the importance of the River Nile</p>	<p>Simplified World maps / enlarged / embossed</p> <p>Embossed flags</p> <p>Online research – jaws / zoom</p> <p>Food to taste/ hands on resources</p>

Upper Juniors

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
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<p>Birmingham</p>	<ul style="list-style-type: none"> • Knowledge of a local place • Knowledge about where they live • Knowledge about cities, countries, counties and understanding about their sizes • RRSA 	<p>ALL - Ask relevant questions about places studied, use simple geographical language to communicate their ideas about various locations, functions and roles, use resources given to them and their own observations to respond to simple questions about places and people</p> <p>MOST - Collect information about the local environment, understand what a tally chart is, use a tally chart to record information about the local environment.</p> <p>SOME - Understand the meaning of 'counties', identify key counties in the UK- one from each direction, as well as the West Midlands.</p>	<ul style="list-style-type: none"> • Visits to Black Country Museum and Blists Hill • Enlarged/braille maps and atlases • CCTV • Use of balls to show size differences between countries and cities
<p>UK Geography</p>	<ul style="list-style-type: none"> • Knowledge about capital cities and countries of the UK • Understanding about the sizes of cities and countries in the UK • Knowledge about the culture of the UK • Cooking skills based on UK food • RRSA 	<p>ALL - Will be able to: understand how simple 2 figure grid references can show a point on a map, ask relevant questions about places studied, use simple geographical language to communicate their ideas about various locations, functions and roles, use resources given to them and their own observations to respond to simple questions about places and people</p> <p>MOST - Will be able to: identify a point on an OS map using a 2 figure grid reference, name the 4 capital cities of countries of the UK, name the 4 countries of the UK.</p> <p>SOME - Will be able to: use an adapted map to locate the 4 countries of the UK, locate major cities from different regions of the UK, use the 4 directions to identify features on an OS map.</p>	<ul style="list-style-type: none"> • Food items from UK countries • Artefacts/objects of importance from UK countries (tartan, daffodils etc) • Use of balls to show size differences between countries and cities • ILS equipment (e.g. level indicators and high-contrast kitchenware) • Enlarged/braille maps and atlases • CCTV • Use of balls to show size differences between countries and cities

<p>Where in the world? The Americas</p>	<ul style="list-style-type: none"> • Knowledge of continents and South America in particular • Knowledge and understanding of culture, including language in SA 	<p>ALL - Will be able to: ask relevant questions about places studied, use simple geographical language to communicate their ideas about various locations, functions and roles, use resources given to them and their own observations to respond to simple questions about places and people</p> <p>MOST - Will be able to: gather simple information from reference books, name the 7 continents.</p> <p>SOME - Will be able to: locate world continents on a map or globe, name the 5 oceans, use an adapted map to locate the continents and oceans.</p>	<ul style="list-style-type: none"> • Visit to Cadbury World • South American food (Mexican) • Enlarged/braille maps and atlases • CCTV • Use of balls to show size differences between countries and cities
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<p>Map work</p>	<ul style="list-style-type: none"> • Understanding of maps, plans and keys • Map reading skills • Understanding of how to use and make a key • Knowledge of how to use coordinates to locate something on a map 	<p>ALL - Will be able to: understand the meaning of the word 'plan', draw round an object to make a plan, understand the directions up, down, left, right, forwards, backwards, draw a simple map of a made up place, use simple geographical language to communicate their ideas about various locations, functions and roles</p> <p>MOST - Will be able to: understand the meaning of the word 'map', understand that maps can represent real places, understand the directions north, south, east and west, draw a simple map of a real place (classroom), understand the meaning of the word 'key', create a simple key for their map.</p> <p>SOME - Will be able to: use north, south, east and west to follow directions on a simple map, use a simple plan to follow a route (non verbal instructions), draw a route on a map using directional instructions.</p>	<ul style="list-style-type: none"> • Enlarged maps • Tactile maps • Google Earth • iPads for Siri • Tactile materials for making maps and keys • VI-friendly atlases • CCTV
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<p>Passport to the World – China and Spain</p>	<ul style="list-style-type: none"> • Knowledge about China, Asia • Knowledge about Spain, Europe • Develop comparative skills by comparing China with UK and Spain with UK • Understanding of landscapes • Map reading skills • Cooking skills based on Chinese and Spanish food 	<p>ALL - Will be able to: ask relevant questions about places studied, use simple geographical language to communicate their ideas about various locations, functions and roles, use resources given to them and their own observations to respond to simple questions about places and people</p> <p>MOST - Will be able to: gather simple information from reference books, name the 7 continents.</p> <p>SOME - Will be able to: locate world continents on a map or globe, name the 5 oceans, use an adapted map to locate the continents and oceans, compare the human features of a region of Britain and a region of a European country, understand the differences between the human features of a region of the UK and a region of a European country.</p>	<ul style="list-style-type: none"> • Visit to Wing Yip • Variety of Chinese food • Visit to Chinese and Spanish Restaurants • Variety of Spanish food • China-related items (wok, chopsticks, fabric etc) • Spain-related items (fans, castanets etc) • Enlarged/braille maps and atlases • CCTV • Use of balls to show size differences between countries and cities
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<p>Present day Greece</p>	<ul style="list-style-type: none"> • Knowledge about present day Greece, Europe • Cooking skills based on Greek food 	<p>ALL - Will be able to: ask relevant questions about places studied, use simple geographical language to communicate their ideas about various locations, functions and roles, use resources given to them and their own observations to respond to simple questions about places and people</p> <p>MOST - Will be able to: understand what a tally chart is, gather simple information from reference books.</p> <p>SOME - Will be able to: recall 4 major cities in Europe, compare the human features of a region of Britain and a region of a European country, understand the differences between the human features of a region of the UK and a region of a European country.</p>	<ul style="list-style-type: none"> • Greek food items • Enlarged/braille maps and atlases • CCTV • Use of balls to show size differences between countries and cities
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