Year 1/2 Curriculum Overview
Geography

Year Groups	Cycle	Unit List	DE Lesson found in:
Years 1 & 2	A	1. My School & Where We Live	Year 1 & 2
		2. The United Kingdom	Year 1
		3. The United Kingdom	Year 2
	B	1. My School & Where We Live	Year 1 & 2
		2. The World	Year 1
		3. The World	Year 2

Please note, teachers may wish to use the lesson editing tools that are available on the Developing Experts platform. Lesson presentations can be merged, and slides can be edited, added or removed to ensure your lessons flow.

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Cycle A		
Unit	**Year Group**	**Rationale**
My School & Where We Live	**Year 1 & 2**	**DE suggest grouping the Year 1 and 2 content into:** - **Map Drawing (Cycle A)** - **Map Reading and area comparisons (Cycle B)** **Our suggested teaching order of lessons is:** **Year 1: My School: Where do we live?** *No prior learning is required to access this lesson. Children will learn how maps show us the important places in our local area. They will be introduced to an aerial map and the features that are drawn on a map. They will also be introduced to human and physical features as natural or manmade landmarks.* **Year 1: My School: What do maps tell us?** *Teachers will need to adjust the starter slides for children who start this unit in Cycle A, adding some additional slides within the presentation that refer to compass points. Children who covered this topic in Cycle B will have been taught compass points. This lesson introduces pupils to the symbols that appear on maps, using a simple, fictional map. The children will use positional language to describe the location of places on the map. They are asked to create a 3D map of their classroom which will consolidate their knowledge of how features are presented on a map.* **Year 1: My School: How do we draw maps?** *The children will have the opportunity to find symbols on a fictional map, before being asked to draw a simple map of their school site. Year 2 children can be extended to consider features that might appear outside of the school site.* **Year 2: Where We Live: Fieldwork: What is located in our local area?** *This will be all children's first experience of conducting fieldwork, outside of the school grounds. First, they will be reminded of what a landmark is and how that is plotted as a symbol on a map. Some children may need to recap the difference between natural and manmade features.* **Year 2: Where We Live: What should be included on a map of our local area?** *In this lesson, children are asked to use their knowledge of their local area from the previous lesson to draw a simple map. Year 1 children may need to use the support handout to draw what they saw during their fieldwork.* **Year 2: Where We Live: Assessment: Where do we live?** *This open-ended task asks the children to demonstrate their learning from the unit. Teachers will need to use the lesson editing tools to remove slides that were not taught in this sequence of lessons. In addition, teachers may want to add slides from the Year 1 My School Assessment presentation to scaffold the recap more carefully.*
United Kingdom	**Year 1**	*DE suggests teaching Year 1 & Year 2 United Kingdom units within the same cycle. This enables the sequential building of knowledge. In the Year 1 unit, the children are introduced to the four countries that make up the United Kingdom. They learn about the typical weather patterns, building on knowledge from the Early Years curriculum and Science curriculum. The children will begin to see that these weather patterns give rise to the UK's landscapes and affects the crops that can be grown.* *The Year 2 unit builds upon this knowledge by delving deeper into the human and physical features found in England, Northern Ireland, Scotland and Wales.*
United Kingdom	**Year 2**	

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Cycle B		
Unit	**Year Group**	**Rationale**
My School & Where We Live	**Year 1 & 2**	**DE suggest grouping the Year 1 and 2 content into:** - **Map Drawing (Cycle A)** - **Map Reading and area comparisons (Cycle B)** **Our suggested teaching order of lessons is:** **Year 1: My School: What is a compass?** *No prior learning is required to access this lesson. This lesson introduces the children to compass points and gives them the opportunity to apply this knowledge by following directions using a compass. Teachers will need to move the starter slide in this presentation that recaps human and physical features as this will be covered later in the unit.* **Year 2: Where We Live: Where is my school?** *This lesson teaches children about basic map skills, explaining that landmarks can be categorised as human or physical features. They explore an aerial map of their school and are given the opportunity to use direction language to describe the location of landmarks.* **Year 2: Where We Live: Where do we live?** *The children will have the opportunity to find symbols on a fictional map. They will begin to understand the importance of using a key. They will continue to build their map reading skills using geographical language.* **Year 1: My School: Are all schools the same?** *The children will begin to understand that not all schools are the same. They will be introduced to the terms 'urban' and 'rural'.* **Year 2: Where We Live: How are the Atlas Mountains similar or different to our local area?** *Building on learning of 'rural' and 'urban' locations, the children will compare their local area to that of the Atlas Mountains.* **Year 1: Where We Live: Assessment: Where is my school?** *This open-ended task asks the children to demonstrate their learning from the unit. Teachers may wish to adjust the Mission Assignment task which asks children to draw a map of their school site. As an alternative task, ask the children to write a letter to a child in the Atlas Mountains describing what their local area is like.*
The World	**Year 1**	*DE suggests teaching Year 1 & Year 2 The World units within the same cycle. This enables the sequential building of knowledge. In the Year 1 unit, the children are introduced to the seven continents and the five oceans. They will explore the North and South Poles and be introduced to the rainforests and deserts found near the Equator.* *In the Year 2 unit, the children will build on this knowledge by drawing comparisons between the hottest and coldest places on Earth. They will study the climate in Europe and how this changes depending on how far from the Equator countries are situated. They will begin to understand the different types of extreme weather, focusing on Florida, where hurricanes are seasonal.*
The World	**Year 2**	

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