



## Subject- Geography



### Threshold Concepts and Milestones

Threshold Concept	Year 1	Content
<p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> <li>• What is this place like - Can Year 1 describe what a place is like from photographs?</li> <li>• Key features of an area - Use geographical language to explain.</li> <li>• Show awareness of the world using a globe and identify key areas that they have learnt about.</li> <li>• Begin to use the terms country, continent and ocean.</li> </ul>	<p>Use globes to:</p> <ul style="list-style-type: none"> <li>- discuss what they already know/what they can already find.</li> <li>- Chn to identify which bit is the ocean and which parts show land.</li> <li>- Discussion: why is some of the land in different colours?</li> <li>- How can we identify different countries?</li> <li>- Introduce the concept of North and South.</li> </ul> <p>Introduce and investigate different areas of the world:</p> <ul style="list-style-type: none"> <li>- Lost and found story</li> <li>- Lion king story</li> </ul> <p>Name and locate the world's continents and oceans.</p> <p>-investigate locations of the polar climates: find the polar climates on a globe and identify the surrounding oceans.</p>

	<ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>-investigate locations of savannah climates: find continent of Africa on a globe and identify the surrounding oceans. Know that a continent is made up of lots of countries.</li> <li>-investigate locations of tropical (equatorial) climates: find the tropical climates on a globe and identify the surrounding oceans.</li> <li>-investigate locations of the desert climates: find the desert climates on a globe and identify the surrounding oceans.</li> <li>-Describe and locates the different oceans of the world, know and understand about their physical and human features.</li> <li>- Use of bbc documentaries (David Attenborough)</li> </ul>
<p><b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<p>Find simple similarities and differences between their local area and a contrasting area of the world.</p> <p>Identify the four seasons and the weather related to them. Introduce differences in weather around the world.</p>	<p>Discuss our country:</p> <ul style="list-style-type: none"> <li>-use pictures and videos to describe our different climate that we have.</li> <li>- Discuss seasons (what are they? Does every country have 4 seasons?) (this will be done throughout the year to give better understanding and meaning)</li> <li>-Compare to videos and pictures of the Arctic, Savannah, Equatorial and Desert climates, what similarities and differences do you notice?</li> <li>- use google expeditions to show these different areas.</li> </ul>

		<p>Begin to understand different climates and why places have different climates. Look at the globe- identify and discuss the equator and the poles and why this changes climate.</p> <p>How does climate effect clothing and housing? Sort clothes and pictures into hot climate and cold climate.</p> <p>Bring in sand dry grass and torches to simulate a hot climate. Bring in ice and icy water to simulate a cold climate. What do they notice and how do they think that will affect how they live, what they wear, eat and what can grow?</p> <p>Discuss deserts- what are they? What climates do deserts have? (Opportunity for group discussion and debate- discuss misconception of Antarctica not being a desert).</p> <p>Compare and contrast the human features, the physical features and the human processes of the different oceans of the world.</p>
<p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	<p>Looking at villages in Africa in hot climates and discussing the features and challenges of living there.</p> <p>Looking at Inuit villages in cold climates and discussing features and challenges of living there.</p> <p>Looking at villages in desert climates and discussing features and challenges of living there.</p>

	<p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Looking at villages in Equatorial climates and discussing features and challenges of living there.</p> <p>Create display and have children contribute (homework task).</p> <p>Can they create a map of the Arctic, a savannah, an equatorial region and a desert- label what they might find/see?</p> <p>Can chn identify the world's oceans?</p> <p><b>Prententation-</b> Chn to present the maps in a group and discuss why each map is different. What each climate is like and why this causes the differences.</p> <p>Watch weather forecasts. Create a weather station. Act out and film a weather forecast from different climates around the world.</p> <p>Discuss weather each morning and current season all year round.</p> <p>P4C debate- What is climate change? Who is responsible for it? What can we do to look after the environment? We can reflect on how lockdown changed the environment. (e.g.people driving less= cleaner air) Communicate around the school what we can do to help- posters.</p>
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