

Geography Year 1 Autumn 1		Our Local Area Topic Key Question: Where in the world do we live?			
NC objectives covered:	<p>*Pupils should develop knowledge about their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>+Use basic geographical vocabulary to refer to:Key human features, including: street, hills, school, church, park, garage,library, town, factory, farm, house and shops.</p> <p>* Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	Learning in this topic: <u>General geographical knowledge, position and significance</u> Enquiry process- What is the area like around our school? Buildings- church, houses, school, shops. Green space- Hills, parks, etc Expressing opinions- What do you like/dislike about our local area? Why? Could it be improved? School, Hednesford Hills etc Carry out a litter survey. Discuss findings and possible solutions to the problem. Locate home locality- We find a Teddy with a ripped address. How do we know where it lives- number, street name. Discuss what number is on their houses. Do we all live in the same street?In the same town?Children will know their address and the school's address. Children will know that they live in the towns of Hednesford or Cannock. Using Google Earth and other large scale maps, locate our school and town. Use geographical terms- Children will understand and use the terms-(<i>address, near, far, travel, route, journey, features, attractive, buildings, offices, church, school, shop, houses, park, shops, garage, factory, library, facilities, leisure</i>), when talking about their locality. Use secondary sources- Google maps, photographs of School, Hednesford Hills, St Peter's Church etc. Children will locate significant features of their locality (school and the surrounding area) on 'Google Earth'. <u>Place knowledge</u> School and home locality/ address- Hednesford town, Staffordshire, England Broader context- Staffordshire, England, Europe, The World <u>Human and physical geography</u> Land and building use- homes, streets, different types of buildings/ environments and what they are used for, what jobs do people do in these places- mainly focus on school, home, church and hills. <u>Geographical and fieldwork skills</u> Sensory Welly walks on Hednesford Hills to observe what they can see that is near and far in terms of their own locality. Carry out a litter survey. Walking around the school environment to find out what the features are. Make a drawing and bird's eye view map of the classroom, the school field. Learn how to use a key. Learn the compass directions. Make a route from their home to school noting significant features they may pass on the way.			
Prior Knowledge needed:	<p>Development Matters Knowledge and Understanding of the World - People and Communities *They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>-The World *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. *They talk about the features of their own immediate environment and how environments might vary from one another</p>				
Curriculum Concepts and Themes:	<p>Ourselves and Our Locality</p>	Curriculum Skills Progression:	<p>Talk about and describe key features of the local area. Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked. Carry out a small local survey. Identify geographical features on a large scale map. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use simple compass directions to describe the location of features on a map. Talk about and describe key features of landmarks within the locality. Express thoughts and views about a locality. Talk about and describe features of landmarks within the locality. Talk about how people can affect the environment they live in.</p>	Direct links to made other subjects:	<p>Science –Using Senses</p>
Inspirational Start: Class find a 'lost' teddy with part of the address missing on his tag. Where has he come from? Who has lost him? Where does he live? Idea that we all have an address./ locality- street, town, area, country.		Mid-way Milestone: Explore immediate locality of home and school and surrounding area. What are our immediate surroundings like? What is special about it? What are our likes and dislikes? How could it be improved?		Extraordinary End: Children take part in a Treasure Hunt, groups with maps to follow with a different starting point and different directions to follow, (using positional and directional language they have been learning).	

Geography Year 1 Spring 2 Africa Topic Key Question: In what ways does the country of Kenya, in Africa differ from the UK, in Europe?		Learning in this topic: General geographical knowledge, position and significance Enquiry Process- What are the similarities and differences between the United Kingdom and Africa? What is a continent? Can you identify them/locate them? Where are the oceans? Can you identify them/locate them? Where is Africa in relation to the other continents and oceans? What is the landscape like in Africa compared to the United Kingdom? Look at the three differing biomes in Africa (desert, tropical jungle and savannah/grassland). What are the similarities and differences between Kenya/Africa and Hednesford/United Kingdom? What animals do you find in Africa? What is the weather like in Africa? What plants grow in Africa?			
NC objectives covered:	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 	Locational knowledge Name and locate the world's seven continents and five oceans. Children will look at world map and learn the names of the seven continents with the help of a song. They will discuss climates (hot and cold areas/ continents). Children will learn the names of the five oceans and which continents and main countries they near to, especially the oceans around UK. Discover where Kenya is in the continent of Africa and locate on a map.			
Prior Knowledge needed:	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya). Describe and compare features of Kenya, making a comparison with Hednesford. Children will look at the human and physical features of Kenya, as well as the animals, plants, weather and Maasai people.			
Curriculum Concepts and Themes:	Africa (with Kenya as a focus).	Curriculum Skills Progression:	Identify and locate the 7 continents of the world. Identify and locate the 5 oceans of the world. Identify geographical features on a largescale map. Use simple compass directions to describe the location of features on a map. Use world atlases and globes to identify world countries, continents and oceans. Express thoughts and views about a locality. Talk about how people can affect the environment they live in.	Direct links to made other subjects:	<ul style="list-style-type: none"> Science- Ourselves and Animals, Plants. Music- rhythm English- African stories and information books. Languages-saying hello (Jambo). Maths- counting to 10 in Swahili. PE- Waka Waka dancing.
Inspirational Start: (hook to capture the imagination) Show children an aerial map of Hednesford and zoom out to England, the United Kingdom, to Europe, then to the World.		Mid-way Milestone: Can the children identify the 7 continents and 5 oceans? Can they identify some countries on the world map?		Extraordinary End: (a recognised end point to work towards) Children to create a giant map of Africa for the display with a 'zoom in' on the chosen country. Create and film a weather report for the UK and Africa/a wildlife documentary for the UK and Africa and fill it.	

Geography Year 1 Summer 1		Seaside Topic Key Question: What's it like to live beside the seaside?			
NC objectives covered:	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to: key physical features and key human features. Use world maps and, atlases and globes to identify the UK and its countries. Use simple compass directions and locational and directional language to describe the location and routes on maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Learning in this topic: General geographical knowledge, position and significance Enquiry process- What is the seaside like? Compare seaside resorts to own locality. Expressing opinions- What do you like/dislike about the seaside? Why? Could it be improved? Locate locality of seaside- Find out where our nearest Seaside resort is. How far away from Hednesford in the Midlands! Discuss their experiences, if any, of visiting a seaside resort in this country. Children will learn about coast, land, sea, seashore, beach etc Use geographical terms- Children will understand and use the terms- (<i>near, far, travel, route, journey, features, attractive, buildings, offices, church, school, shop, houses, park, shops, garage, factory, library, facilities, leisure, beach, coast, harbour, sea, ocean,)</i> , when talking about seaside locality. Use secondary sources- Google maps, photographs of St Ives, Cornwall. Children will locate significant features of St Ives and the surrounding area on 'Google Earth'. Look at maps and plans- make careful observations of all the features. Place knowledge Identify Human and Physical features of local area on a largescale map. (see vocabulary). Children will learn that seaside towns have to be on the coast. Look at the British Isle to identify what is meant by the coast/ coastline, what is meant by an Island. Human and physical geography Land and building use- homes, streets, different types of buildings/ environments and what they are used for- mainly focus on seaside area. Develop an understanding about how seaside resorts have changed over time. What kind of jobs do people do? Use basic geographical vocabulary to refer to: <i>Physical features, including:</i> forest, hill, river, soil, valley, vegetation, land, beach, sea, ocean, rocks, rockpools, sand, sand dunes, cliffs, coast, coastline, cave, bay. Natural <i>Human features, including:</i> city, town, village, factory, farm, house, office, shop, school, park, church, harbour, lighthouse, pier, promenade, fayre. Human, Man-made Geographical and fieldwork skills Use simple compass directions, locational language and directional language- children will revise the compass points and use directional and positional language when describing, following maps. Children will plan and follow routes on a map, some using symbols and a simple key to represent landmarks. Children will make comparisons between features of different places.			
Prior Knowledge needed:	Children should have experience of these skills: Talk about and describe key features of the local area. Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked. Carry out a small local survey. Identify geographical features on a large scale map. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use simple compass directions to describe the location of features on a map. Talk about and describe key features of landmarks within the locality. Express thoughts and views about a locality. Talk about and describe features of landmarks within the locality. Talk about how people can affect the environment they live in.				
Curriculum Concepts and Themes:	Beside the Seaside	Curriculum Skills Progression:	Talk about and describe a contrasting locality in the UK. Describe and compare features of known localities. Talk about and describe key features of a local area, using basic geographical vocabulary to refer to human and physical features. Use world maps, atlases and globes to identify world countries, continents and oceans. To use simple compass directions to describe the location of features on a map. Identify and describe patterns and changes within the local environment. Express thoughts and views about a locality. Talk about how people can affect the environment they live in.	Direct links to made other subjects:	History- Grace Darling and R.N.L.I English- Seaside stories and poems, non-fiction writing about sea life. Science- Natural and Man-made materials.
Inspirational Start: Postcard or a message in a bottle arrives for the class from the seaside!		Mid-way Milestone: Find out about how seaside towns have changed over time because of human progress and activity. (link with History)		Extraordinary End: Seaside theme dress up day (to link with History topic of Seaside).	