



Medium-Term Planning Our Curriculum



Term and Year:	Spring 1 - 2023
Class:	Year 1/2
Subject:	Geography
Key Unit Question:	What makes Britain great?
Key Themes:	Space
Memorable Experience:	Great British Tea Party

Vocabulary that will be taught:
Great Britain: an island comprised of England, Scotland and Wales
England: a country that is part of the United Kingdom
Scotland: a country that is part of the United Kingdom
Wales: a country that is part of the United Kingdom
Capital city: the city that functions as the government or administrative centre of a country
Human features: something that is built by/would not exist without humans
Physical features: something that is natural for example, rivers and mountains

National Curriculum Objectives: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas	Skills that will be taught and assessed: Year 1 <ul style="list-style-type: none">• Teacher led enquiries, to ask and respond to simple closed questions.• Use information books/pictures as sources of information• Observe about where things are• Draw picture maps of imaginary places and from stories.• Learn names of some places within/around the UK e.g., home, town, cities, countries Year 2 <ul style="list-style-type: none">• Children encouraged to ask simple geographical questions• Use NF books, stories, maps, pictures/photos and internet as sources of information• Make appropriate observations about why things happen• Make simple comparisons between features of different places• Use an infant atlas to locate places• Locate and name on UK map major features e.g., London, River Thames, home location, seas.• Begin to spatially match places (e.g., recognise UK on a small scale and larger map)
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Rationale:

This unit builds upon the knowledge the children acquired in the Autumn Term. Children have moved from the local geographical area to the wider country in which they live. Children will be able to refer back to their knowledge of countries and continents which they began to learn about in the Autumn Term. This unit connects to the wider world elements of the EYs curriculum. This will further support children when they begin to compare the UK with contrasting non-European country later in KS1 and a region in Europe and North or South America in KS2.

Prior Knowledge:

Children have learned in EYFS about the community to which they belong. They have had plenty of opportunities to explore the natural world around them and describe what they can see, hear and feel whilst outside.

Children will begin to learn about their immediate environment in Autumn 1 – Me, Who am I?, where children visit their own community, to observe and have discussions and when appropriate explore maps. They have also been taught that some environments that are different to the one in which they live, such as farms and landfill sites. And They have begun to use some geographical vocabulary to show their understanding.

In Year 1, children explored their immediate surroundings in school and were able to observe where things were within school and their local area. Children in Year 1 went on a walk around the local area and observed different features and landmarks in the village and were engaged in a teacher-led discussion about the environment.

This can be developed further in Year 2 by exploring directions and routes on a map to include these landmarks previously visited. Children can also begin to explore why these landmarks are positioned where they are in our local area.

Children were able to create picture maps of imaginary places from stories and so will be able to build upon this knowledge when looking at maps in Year 2 and being able to recognise that it is about a place.

What do we intend pupils to know and be able to do at the end of this unit?**Substantive Geographical knowledge:**

- To name the four countries of the UK
- To name the four capital cities of the UK
- To be able to talk about characteristics of each country

Disciplinary knowledge:

- To use an infant atlas to locate the four countries of the UK
- To sort landmarks into physical and human features
- To use information books, pictures and the internet to find information about the four countries

Key lesson questions		Activities/Key points
Lesson 1	<p>What are the countries of Great Britain?</p> <ul style="list-style-type: none"> • I can find the UK on a map • I can find Great Britain on a map • I can explain the difference between the UK and Great Britain 	<ul style="list-style-type: none"> • Show a map of the world. Recap the names of the continents and oceans. • Show a map of the UK. Identify the 4 countries of the UK. • Discuss the difference between the UK and Great Britain. • Has anyone been to these different countries? Does anyone know anything about these countries? • Label a map of Great Britain – label the capital cities accurately. • Discuss the different features and characteristics of each country – find out some key information about these countries.
Lesson 2	<p>What is so great about London?</p> <ul style="list-style-type: none"> • I can identify London as the capital city of the UK • I can find London on a map • I can find out about life in London 	<ul style="list-style-type: none"> • Looking at pictures and videos the children should be able to find out some information about life in London. • Identify landmarks in London and label them. • Year 1 – children to build a model and draw a map of London based on the story Katie in London • Year 2 – children to identify landmarks in London on an aerial map
Lesson 3	<p>What makes England great?</p> <ul style="list-style-type: none"> • I can find England on a map • I can explore some physical and Human features of England • I can discuss things that make England great 	<ul style="list-style-type: none"> • Show a map of Great Britain. Children should be able to identify England. • Explore what physical and human features are. • Learn about some physical features of England e.g., White Cliffs of Dover, Cheddar Gorge (locate on map) • Learn about some human features of England e.g., London Eye, Angel of the North (locate on map) • Learn about some exports from England e.g., Tea, Rhubarb, Tomatoes • Learn some interesting facts about England
Lesson 4	<p>What makes Scotland great?</p> <ul style="list-style-type: none"> • I can find Scotland on a map • I can explore some physical and human features of Scotland • I can discuss things that make Scotland great 	<ul style="list-style-type: none"> • Show a map of Great Britain. Children should be able to identify Scotland. • Explore what physical and human features are. • Learn about some physical features of Scotland e.g., Loch Ness, Ben Nevis (locate on map) • Learn about some human features of Scotland e.g., Edinburgh Castle, Glasgow Cathedral (locate on map) • Learn about some exports from Scotland e.g., Haggis, Highland Cattle, Shortbread, Whiskey • Learn some interesting facts about Scotland
Lesson 5	<p>What makes Wales great?</p> <ul style="list-style-type: none"> • I can find Wales on a map • I can explore some physical and human features of Wales • I can discuss things that make Wales great 	<ul style="list-style-type: none"> • Show a map of Great Britain. Children should be able to identify Wales. • Explore what physical and human features are. • Learn about some physical features of Wales e.g., Snowdon (locate on map) • Learn about some human features of Wales e.g., Conwy Castle (locate on map) • Learn about some exports from Wales e.g., Lamb, Rarebit • Learn some interesting facts about Wales
Lesson 6	<p>What makes Britain great?</p> <ul style="list-style-type: none"> • I can answer the key question “What makes Britain great?” • I can present my findings in a confident way 	<ul style="list-style-type: none"> • Children to use the information they’ve learned over the last half term to answer the question “What makes Britain great?” <p>*answer to key question can be dictated by class teacher – this could include; pictures, video, posters, written answers etc.</p>