



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 1
Class:	Year 1
Subject:	Geography
Key Unit Question:	Where do I live?
Key Themes:	Location and Place
Memorable Experience:	Easington Village Walk

Vocabulary that will be taught:

County Durham: the county where we live
 Easington: the village where we live
 England: the country where we live
 Green: grassy land
 House: a building where people live

Park: an area of land for public enjoyment
 Road: a surface that vehicles can travel on
 School: a place when children go to learn
 Shop: A small store selling a select type of goods
 Village: A small group of houses in a rural area

National Curriculum Objectives:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use basic geographical vocabulary to refer to key human and physical features
- use world maps, atlases and globes to identify the United Kingdom and its countries
- 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.

Rationale:

Our geography curriculum aims to provide a framework to enrich children's awareness and understanding of local, national and global geography. Our curriculum introduces our youngest pupils to key geographical concepts beginning with their immediate surroundings before expanding to the UK and the British Isles in the spring term.

As this is the first unit taught in KS1 it makes sense to explore the local geography building on the local history dimension established in the Y1 local study and knowledge from local Geography units. For pupils in Y1, this unit connects to the 'Understanding the World' elements explored in the EYFS curriculum.

This unit teaches the vital conceptual understanding of aerial views and formally introduces children to map work which builds the foundation upon which knowledge will be developed as the child progresses through school up to KS3.

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.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know where my school is
- I know where I live
- I know how to find where I live on a map

Disciplinary knowledge:

- I can make observations of my school and its surrounding grounds
- I can plan and follow a route on a map
- I can draw a map using basic map symbols and a key



Key lesson questions		Activities/Key points
Lesson 1	<p>What is my classroom like?</p> <ul style="list-style-type: none"> I can investigate my surroundings I can observe where things are I can create a map of the classroom 	<ul style="list-style-type: none"> Children to contribute different features of the classroom they could observe. Share ideas and record. Describe and explain aerial view (birds eye view) using the human and physical photographs. What does the photograph show? What do you notice? Where do you think this photograph was taken? Children should build a model and draw a simple map of the classroom. Define Challenge - Children to explore the use of a title and a key
Lesson 2	<p>What is my school like?</p> <ul style="list-style-type: none"> I can observe the school environment. I can draw a picture map of school I can begin to use symbols on a map 	<ul style="list-style-type: none"> Children to contribute different features of the school they could observe. Share ideas and record. Show children a map of your school grounds (fire plan) and highlight the key areas, inside and outside, E.g., classrooms, playground, school field. Children walk around the school environment, observing features, use of space and engaging in teacher-led discussion about the environment. What can you see, hear, smell, touch? Why is this place important? Children to build a model and draw a simple map of the school grounds Challenge - Children to explore the use of a title and a key
Lesson 3	<p>What is Easington Village like?</p> <ul style="list-style-type: none"> I can follow a route on a map I can make observations of my surroundings I can draw sketches of local landmarks 	<ul style="list-style-type: none"> Children to draw a map of Easington Village and plan a simple route. Go on a walk of the local area. Identify and sketch pictures of key places e.g., school, church, post office.
Lesson 4	<p>Where is Easington Village?</p> <ul style="list-style-type: none"> I can identify that Easington Village is in England I can recognise that England is a country in the UK I can begin to name and locate the four countries of the UK 	<ul style="list-style-type: none"> 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 5	<p>How can I find where I live on a map?</p> <ul style="list-style-type: none"> I can name the world's seven continents and five oceans I can identify the United Kingdom on maps I can begin to name and locate the four countries of the UK 	<ul style="list-style-type: none"> Show a map of the world. Highlight land, sea and continents visible. Listen to continent song: https://www.youtube.com/watch?v=gFIS3aLQPfs Highlight the seven continents of the world and the five oceans. Children to locate Easington on map of the UK, map of Europe and map of the World.
Lesson 6	<p>Where do I live? End of Unit Assessment / Knowledge Harvest</p>	