



Geography Medium Term Plan

Geography is the study of places and the relationship between people and their environments

Year 1 Geography	Autumn	Spring	Summer
Unit of work Driving Question	My home town What makes my local area so special?	Best of British What is wonderful about the United Kingdom?	Down Under How does life differ on the other side of the world?
Values	Hope	Hope	Trust
Concepts	Human impact Weather and climate Locality links	Human impact Weather and climate Locality links World wonders	Human impact Weather and climate Locality links World wonders
Link to NC programme of study	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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.

<p>What we need to know</p>	<p>Know where Redditch is on the map of the UK.</p> <p>Explore Redditch using Google Earth and Google Street view as well as aerial images.</p> <p>Know the difference between a human and physical feature.</p> <p>Know what human and physical features there are in our school grounds.</p> <p>Know what human and physical features there are in Redditch:</p> <p>To know we can represent these areas using a map.</p> <p>To know a key helps you identify places on a map easily.</p> <p>To interpret a simple map and key of our school grounds.</p> <p><i>*Collect evidence of our current season through: Weather stations Outdoor walks Photographs Build a seasonal display to include leaves *This does not have to be in geography lessons</i></p>	<p>That we live in the United Kingdom and it consists of England, N Ireland, Scotland and Wales.</p> <p>To know where we are on a world map and in relation to the equator.</p> <p>To know that countries closer to the equator are warmer.</p> <p>To know the capital city of England is London.</p> <p>To know the capital city of Scotland is Edinburgh.</p> <p>To know the capital city of Wales is Cardiff.</p> <p>To know the capital city of Northern Ireland is Belfast.</p> <p>To know and use positional language such as left, right, upwards, downwards, North, South, East and West.</p> <p>Know where the North Sea, North Atlantic, Irish Sea and English Channel are and label on a map.</p> <p>To know the characteristics of Scotland (human and physical features) include: Ben Nevis Edinburgh Castle</p>	<p>Know that Australia is in the continent Australia. United Kingdom is in the continent Europe.</p> <p>The capital city of England is London and the capital city of Australia is Canberra.</p> <p>Know that the UK is in the northern hemisphere and Australia is in the southern hemisphere.</p> <p>To know that Australia is approx. 32x bigger than the United Kingdom.</p> <p>To know that the key physical features of Australia include coral reefs, bush and desert and the wildlife that can be found there.</p> <p>Australia include coral reefs, bush and desert.</p> <p>To know that the most populated areas are on the coastline due to the country's physical features.</p> <p>To know that our town is Redditch and Sydney is a city in Australia.</p> <p>Know where Sydney is and how to locate and mark it on a map.</p>
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<p>Cross curricular opportunities</p>	<p>Computing: Digital maps</p>	<p>Description of a chosen physical feature – eg Giant's Causeway.</p> <p>ICT: Google maps/images/Street view to explore different parts of Australia.</p>	<p>Postcard home from Australia.</p> <p>ICT: Google maps/images/Street view to explore different parts of Australia.</p>

<p>Building on what we know</p>	<p>EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>They should be able to: Tell you something about where they live e.g the number of their house, the street where they live, something that is near their house.</p> <p>Show an interest in looking at maps and globes.</p> <p>Talk about features of their immediate environment.</p>	<p>Know where Worcester is on the map of the UK.</p> <p>Know the difference between a human and physical feature.</p> <p>Know what human and physical features there are in our school grounds.</p>	<p>That we live in the United Kingdom and it consists of England, N Ireland, Scotland and Wales.</p> <p>To know where we are on a world map and in relation to the equator.</p> <p>To know that countries closer to the equator are warmer.</p> <p>To know and use positional language such as left, right, upwards, downwards, North, South, East and West.</p>
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	<p>Talk about how different environments are different when looking at photographs and books.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		
Vocabulary	Human feature, physical feature, locality, Redditch, St Luke’s, map, symbol, key	North, South, East, West, United Kingdom, England, Northern Ireland, Scotland, Wales, mountain, lake, river, human feature, physical feature.	Hemisphere, coral reef, bush, desert, bushfire, river, population

<p>Quick fire 5</p>	<p>What is a human feature?</p> <p>What is a physical feature?</p> <p>Name 2 human features.</p> <p>Name 2 physical features.</p> <p>Why is a map useful?</p>	<p>What countries make up the United Kingdom?</p> <p>What is the capital city of:</p> <ul style="list-style-type: none"> • England • Scotland • Wales • N. Ireland 	<p>Where is UK on a map?</p> <p>Where is Australia?</p> <p>What is the difference in seasons between UK and Australia?</p> <p>What differences are there in wildlife?</p> <p>What is the capital city of Australia.</p>
<p>Disciplinary Knowledge</p>	<p>Graphicacy skills:</p> <ul style="list-style-type: none"> • Begin to follow routes on prepared maps. • Use basic symbols in a key. • Draw own maps and plans by drawing around shapes/using own symbols. • Use tallies and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to recognise familiar features <p>Fieldwork Enquiry and Practical Skills: Engage in simple, teacher-led fieldwork enquiries.</p> <ul style="list-style-type: none"> • Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences. • Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. 	<p>Graphicacy skills: Use a globe and world map to locate the UK and a UK map to identify countries, capitals and surrounding seas.</p> <ul style="list-style-type: none"> • Use aerial/satellite photos and plan perspectives to recognise familiar features <p>Fieldwork Enquiry and Practical Skills: Engage in simple, teacher-led fieldwork enquiries.</p> <ul style="list-style-type: none"> • Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences. 	<p>Graphicacy skills: Use a globe and world map to locate the UK and other countries</p> <ul style="list-style-type: none"> • Use tallies and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to recognise familiar features <p>Fieldwork Enquiry and Practical Skills: -Engage in simple, teacher-led fieldwork enquiries</p> <ul style="list-style-type: none"> • Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences. • Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.

	<ul style="list-style-type: none">• Understand what a compass is and begin to use one for simple navigation.		
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