



Geography

Year 1: Topic 1- Our Local Area

National Curriculum: The UK and Local Area

Term	Session	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Autumn Term: Topic 1 – Our Local Area What is it like where we live?	1	G.1.7.2. 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.	WALT describe the places that we go often and rarely, and what we see on the way to school	<ol style="list-style-type: none"> 1. I can say where I go often 2. I can say where I go rarely 3. I can say what I see on the way to school 	What do we know as 'local area experts'? <i>Compare journeys and landscapes and understand near/far, often/ rarely</i>	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Map of the UK • Pupil resource – Viewfinder template • Pupil resource – Places we go printed on A3 paper • Collection of 10–15 local area images 	Restaurant, high street, supermarket, place of worship, bus stop, train station, hospital, car park, river, pond, park, playground, wood, hill, block of flats (medium height and tall), bungalow, semi-detached house, stone cottage, school
	2	G.1.6.2. Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	WALT to understand what is near to school, far away from school and to gain a sense of place	<ol style="list-style-type: none"> 1. I know what is near 2. I know what is far 3. I know the furthest that I have travelled 	What is near to us and what is far away? <i>Compare journeys and landscapes and understand near/far, often/ rarely</i>	<ul style="list-style-type: none"> • Teaching slides • Large art paper to make a collage • Images from newspapers or holiday brochures 	Near, far, Edinburgh, Cardiff, London, Birmingham, Snowdon, Isle of Wight, Fort William, Caernarfon castle, Manchester, East Anglia
	3	G.1.7.1. 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.	WALT use and understand a simple plan of the classroom	<ol style="list-style-type: none"> 1. I can understand a plan of the classroom 2. I can hold the plan the right way up 3. I can add items to the plan 	How do you read a plan? <i>Learn about maps, map-making and symbols.</i>	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – NESW template • Pupil resource – Mapping a school • An OS map, town plan • A map and 'muddled up' map of classroom 	Map, plan, above, aerial, bird's eye view

(fieldtrip)

4	G.1.7.1. 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.	WALT understand and use a local area map	<ol style="list-style-type: none">1. I understand a map of the local area2. I can use the map to get around3. I can add items to the map	How do you use a map? <i>Learn about maps, map-making and symbols.</i>	<ul style="list-style-type: none">• Teaching slides• Pupil resource – Mapping a school• Pupil resource – Alphabet Town navigating cards• Pupil resource – Alphabet Town letter stations A-L• Pupil resource – Viewfinder (wk 1)	Map, plan, familiar, see clearly (plain view), hidden, navigation, grid, symbols, above, aerial, bird's-eye
5	G.1.7.1. 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.	WALT identify the destination of our <u>fieldtrip</u> , and recall the journey to get there	<ol style="list-style-type: none">1. I know where the nearest open space is2. I am able to locate it on an aerial photo and identify it3. I can recall a journey and put landmarks in sequence	What is our nearest open space? <i>Identify the significant features (landmarks) of their local area</i>	<ul style="list-style-type: none">• Teaching slides• Pupil resource – Map song• Simple map of fieldtrip route• OS Map of the school's area• Online mapping website	Open space, green space, field, park, forest, woodland, landmark, park, golf club, allotments, beach, cliffs, promenade (as appropriate)
6	G.1.7.1. 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.	WALT be able to remember a local journey and the stages in order	<ol style="list-style-type: none">1. I can remember a journey2. I can recreate a part of the journey3. I can create symbols for a map	Can we share our journey to explain what our area is like? <i>Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this</i>	<ul style="list-style-type: none">• Teaching slides• Key Assessment opportunity sheet• Quiz• Unit Quiz• Aerial photo of the area	Map, symbols, near, far, often, rarely



Geography

Year 1: Topic 2-People & Their Communities

National Curriculum: Understanding Places & Connections

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Spring Term: Topic 2 – People & Their Communities Where in the world do these people live?	1	G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary.	WALT be able to remember a local journey and the stages in order	I know which country of the UK I live in. I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area. I can describe the main characteristics of the part of the UK that I live in.	What is our area like?	<ul style="list-style-type: none"> Teaching slides Pupil resource – OS Regional map of the UK Pupil resource – Viewfinders (from Unit 1 Week 1) Suitcase with a teddy bear inside (optional) A range of images of school & locality (pre-ferably including an aerial view of the area around the school) A photo of the nearest high street/central shopping centre/district to your school – add to teaching slide 16 before lesson Sugar paper or a blank roll of wallpaper BBC Let's Move: Busy Streets – link Pavements and parks – link 	World, United Kingdom, England, Wales, Scotland, Northern Ireland school, car, coach, plane, buildings, high street, landmark
	2	G.1.3.2. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	WALT understand what the coast is like, and to see it through the eyes of someone who lives there	I know what a beach is, and where my nearest coastline is. I know what life might be like there, and the jobs of a lifeguard. I can draw and/or describe being by the seaside. I know the seas surrounding the UK.	What is it like living by the sea?	<ul style="list-style-type: none"> Teaching slides Props, e.g. conch shell, sand, toy seagull Suitcase from week 1, with week 1 contents in plus now also some holiday clothes added (optional) RNLI: To the Rescue – link Lifeguards, lifeboats and beach safety – link Living on the Isles of Scilly – link Materials for creating a beach scene/sculpture 	Sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurf/surfboard, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat

	3		WALT understand what living in a rainforest is like, and to compare it with our own lives	<p>I know what a rainforest is and can name a significant one in the world.</p> <p>I know what life might be like for people who live in a rainforest.</p> <p>I can describe an imaginary visit to a rainforest.</p>	What is it like to live in a rainforest?	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Postcard template • Rainforest sounds – link • BBC sound effects – link (search for ‘rainforest’) • An image of a house from your school’s local area • What is a rainforest habitat? – link • A postcard from the Amazon Rainforest – link • Information about the Awá – link • “<i>Slowly, Slowly, Slowly,</i>” said the Sloth by Eric Carle • <i>Wake Up, Sloth!</i> by Anouck Boisrobert and Louis Rigard • <i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i> by Lynne Cherry 	Rainforest, remote, hot, wet, home, different, tall trees, animals, noisy, sun
	4		WALT understand how and why different buildings are built to suit different places, using the example of Timbuktu	<p>I understand how (and why) different buildings are built in different places.</p> <p>I can describe the building materials and important buildings in Timbuktu/Mali.</p> <p>I can compare it with how my school was built.</p>	What is it like to live in a dry place?	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Fact Cat: Equator • A bowl of soil mixed with water that children can explore • Images of UK domestic architecture with a focus on the local building material – link • Images of Mali – link • Mud Mosque in Mali video – link • Sugar paper /wall-paper & materials for creating a class scroll 	Africa, hot, dry, glass, steel, brick, concrete, wood, Timbuktu, Mali, mosque, climate, Equator, same, different, similar
	5		WALT understand what a city is, and to locate world cities on a map	<p>I know what is similar about three cities that are found in different continents.</p> <p>I can explain where in the world these cities are.</p> <p>I understand what a capital city is.</p>	What is life like in large cities?	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Geography Bingo Cards • New York time-lapse – link • Beijing time-lapse – link • Sydney time-lapse – link • London time-lapse – link • A selection of photos from New York, Beijing and Sydney (these could be simple image searches online) • Your World, My World Oxfam – link 	Continent, country, city, capital, landmark, mountains, harbour, sea, coast
	6		WALT explain our reasons for going on a journey to another country, and imagine what a journey would be like.	<p>I can explain the reasons for going on a journey to one of the four countries and continents in this unit.</p> <p>I can describe the landscape and people in this place.</p>	Can you imagine what it is like somewhere else?	<ul style="list-style-type: none"> • Teaching slides (add the children’s chosen destination information to teaching slide 6 before the lesson) • Pupil resource – Example travel agent exchange • Pupil resource – Travel document • Key Assessment opportunity sheet • Unit quiz • In-flight briefing video – link • Plane taking off video – link 	As in previous lessons, and continent, country, city, capital, landmark. As appropriate for the location chosen. Do look through the images and videos

			I can be part of a role play in imagining what a journey would be like.	<ul style="list-style-type: none"> • In-flight food (optional) • A stamp for stamping the children's travel documents when they reach their destination (could be a simple shape/animal etc stamp) (optional) • <i>Oliver Who Travelled Far And Wide</i> by Mara Bergman and Nick Maland • <i>Flat Stanley</i> by Jeff Brown 	carefully for any additional vocabulary that might stimulate higher attaining children.
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Geography

Year 1: Topic 3-Animals & Their Habitats

National Curriculum:

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Summer Term: Topic 3 – Animals & Their Habitats Where do our favourite animals live?	1						
	2						
	3						
	4						
	5						

	6						