

Y1 Geography

<p>Context: During Y1 children will learn about their locality including Millhouses and Sheffield. They begin to gain an understanding of what physical and human features are in these areas and use them to compare Sheffield to a seaside town (Whitby). They will develop their geographical skills by using maps to explore the school grounds and locality using compass /locational/directional language. They will then use world maps, atlases and globes to identify the United Kingdom, its countries, capital cities and surrounding seas as well as beginning to name and locate the 7 continents and 5 oceans of the world. They will begin their understanding of locating the hot and cold areas of the world in relation to the equator and north and south poles. During the course of the year, children will use our weather station to identify and record weather patterns. Children also learn about what we can do to look after our seas/oceans and begin to have an awareness that our actions have an impact on the natural world around us.</p>	<p>Outcomes: Children will...</p> <p>(Crucial Knowledge is bold)</p> <ul style="list-style-type: none"> • know what country, city and suburb they live in. • know their address. • identify physical and human features • locate buildings on an aerial view map of the school grounds. • know the 4 compass direction points and use it to talk about the position of buildings in the school grounds. • label a simple map of the school grounds and add a key. • know the difference between the city and the seaside and identify what would we found in each. • be able to name and locate the 4 UK countries on a map of UK. • be able to name and locate the 4 UK capital cities on a map of the UK. • Be able to name and locate the bodies of water surrounding the UK • recall some facts about the 4 UK countries. • be able to explain that a sea/ocean is a large body of salt water that covers the Earth's surface. • be able to explain that continents are large areas of land. They usually have lots of difference countries within them. • be able to name and locate the 7 continents of the world on a map • be able to name and locate the 5 oceans of the world on a map • be able to locate the equator and hot/cold countries in a map. • be able to identify daily and seasonal weather patterns in the UK and hot and cold places of the world. • be able to use a key. 	<p>Outcomes: Children will...</p> <p>Disciplinary knowledge (communicating geographically):</p> <ul style="list-style-type: none"> • Ask and respond to simple geographical questions. • Observe and collect information and data from field work, specifically a weather station. • Begin to build an understanding that geographers study the world around them. • Communicate geographical information by reading simple aerial photographs.
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Additional Information: Eco team will set up a weather station at the beginning of each year. Y1 children will then be responsible for taking readings and monitoring the patterns over the course of the year. Results will be recorded in a shared area for all children to view and discuss. Once a half term, use a morning work activity to check in and look at the data that has been collected. Children should be able to describe and identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) and how weather can change during a day or what it is likely to be like at different times of the year.

	Key Question	Knowledge/ Skills <i>(taken from Becoming a geographer document)</i>	Prior Knowledge/ Skills	Learning challenges	Outcomes	Key Vocabulary
1	What is Geography?	communicating geographically – asking questions	To know what a question is	Introduction: Children say what they think geography is and develop some questions about what geography is?	Note: This can be done as a morning job.	
2	Where do I live?	Location knowledge – To name the country, city and suburb I live in. To tell someone my address	To know the name of the city they live in.	Children to complete an address sheet to say what country, city and suburb they live in.	Children say what country, city and suburb they live in. Children will begin to know their address	Address Country City, suburb, street
3	What are human and physical features?	Human and physical geography – To identify some physical and human features. Place knowledge – To know which features of a location are physical and which are human.	To name some human features.	Children to sort pictures into physical features/human features. (DNIS, Millhouses Church, Millhouses Park, Tesco, River in Millhouses Park, weather, Ecclesall Woods)	Children will identify human and physical features and give examples.	Human features Physical features
4	What human and physical features are in Millhouses? (fieldwork)	Human and physical geography – To identify some physical and human features Geographical skills and fieldwork – To observe and record the features around the school and local area (Millhouses).	To name some physical and human features.	Children will go on a walk around the local area to observe what it is like and identify the physical and human features, children to then draw pictures of physical and human features they have seen.	Children will identify and name some human and physical features in their local area.	Local area Fieldwork Observe Locate Street map Route Human features Physical features

5	Assessment week: Purple mash multiple choice quiz with the following questions. Analyse results and address misconceptions during morning work.					
6	What human and physical features are in Sheffield?	Location knowledge – To identify different features in the UK. Human and physical geography – To identify physical and human features Place knowledge – To know which features of a location are physical and which are human.	To know Sheffield is where we live. To locate Sheffield on a map. To know some physical and human features.	Children will learn about Sheffield by considering human and physical features: Transport (supertram), work (consider main employers), population, weather, topography (7 hills), rivers (5).	Children will identify and name some Sheffield landmarks Children can say what a physical and human feature is. Children can identify and sort the physical and human features in Sheffield.	Sheffield Landmarks Physical features Human features
7	What is an aerial photograph?	Geographical skills and fieldwork – To use aerial view photograph to identify features of the school grounds. Label an aerial photograph of the school grounds and local area;	Children have been exposed to aerial views and maps.	Children to talk about their favourite places to play Label an aerial view photograph of the school grounds	Children to talk about their favourite places to play in the school grounds and locate and label the main areas on an aerial photograph.	School grounds Aerial photograph Birds eye view
8	What is an aerial photograph?	Geographical skills and fieldwork – To use an aerial view photograph to identify features of the school grounds. To know the compass directions (North, South, East and West) locational and directional language forwards, backwards, left and right to describe the location of features in the school grounds.	To know what an aerial view photograph is and what it shows.	Children go outside to explore the school grounds with their aerial photograph, use compass drawn on school playground/aerial photograph to identify which way is N.S.E.W. Use positional language to identify where places are in relation to each other in the playground eg the climbing wall is next to the MUGA. Children work with a partner to locate and say where two places are in relation to each other by observing and locating them on the aerial photograph. Record a sentence in their books eg The muga is between the mud kitchen and the book hut.	Children to locate places in the school grounds on an aerial map and talk about their position. Children to use the 4 compass direction points to say where places are located.	Compass Direction Positional language Aerial photograph
9	How to use a key?	Geographical skills and fieldwork – To begin to use and construct basic symbols in a key.	To know what a map is and what it shows.	Children to use a key, and add symbols to their aerial map from last week.	Children to use a key appropriately.	Locate Key Aerial map Birds eye view
10	What are the human and physical features of the seaside (specifically Whitby)?	Location Knowledge Can identify different features in the UK e.g. mountains, rivers, Can use a map to locate Whitby and use key words to talk about it Physical and human Geography Can describe human and physical features of a coastal town (Whitby) and the UK using correct terminology	Human and physical features	Classify the features of Whitby as human or physical. Look at aerial photographs/maps of Whitby. Children will learn about Whitby by considering human and physical features.	Children will be able to locate Sheffield and Whitby on a map. Children will be able to talk about the features of a seaside place (Whitby) Children will be able to say whether a feature is human or physical and explain how they know.	City, Town, suburb, Country, Locality, Environment, seaside, beach, cliff, coast, sea, ocean, port, harbour, rural, urban
11	What is the difference between a seaside and a city	Place knowledge – to understand the difference between a city (Sheffield) and the seaside and use key words to talk about them Can say which features of a location (Sheffield and the Whitby) are physical and which are human.	To have been to Sheffield or the seaside	Children to cut and stick physical and human features for Sheffield and Whitby. Children to say the differences and similarities between them. Transport, work, population, physical features, weather, topography, sea vs rivers. Discuss similarities and differences to Sheffield.	Children can sort facts. Children can explain some ways in which Whitby and Sheffield are similar and different.	Similarities, Differences, City, Town, Country, Locality, seaside, Coastal, Beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather factory, farm, house,

						office, port, harbour and shop.
12	Can you name and locate the 4 countries of the UK?	Location knowledge – To name four countries in the UK and locate them on a map.	To know what country we live in.	Children will locate the 4 UK countries on their map and colour each country/label the map.	Children will be able to name and locate the 4 UK countries on a map of UK.	Locate Map globe UK England Wales Scotland Northern Ireland Europe
14	Can you name and locate the capital cities?	Location knowledge – To name four countries in the UK and locate them on a map. To begin to name the capital cities in the UK	To know the countries that make up the UK.	Children will locate 4 UK countries and capital cities on their map.	Children will be able to name and locate the 4 UK countries on a map of UK. Children will be able to name and locate the 4 UK capital cities on a map of the UK.	Locate Map UK Capital city London Cardiff Belfast Edinburgh
15	Why is the union Jack red, white and blue?	Location knowledge – To identify the flags of the four countries in the UK.	To identify the Union Jack flag.	Children to colour the flags and write the names of the countries.	Children will be able to identify the flags of the 4 UK countries.	Flag UK Union Jack England Scotland Wales Northern Ireland
16	What facts can you recall about the 4 UK countries?	Location knowledge – To identify different features in the UK.	To name the 4 UK countries and capital cities.	Children cut and stick the pictures with the correct country (capital city, flag, flower, landmark)	Children will recall some facts about the 4 UK countries.	UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast
17	Can you name and locate the seas surrounding the UK?	Location knowledge – To begin to name the seas around the UK and locate them on a map.	To name the 4 UK countries and capital cities. Be able to locate them on a map/globe	Children will locate and name the 4 main seas surrounding the UK	Children will be able to locate and name the 4 main bodies of water surrounding the UK.	Irish Sea, North Sea, English Channel and Atlantic Ocean
18	How do maps and globes help us? What are continents and where are they located?	Location knowledge – To name the 7 continents of the world and locate them on a map. Communicating geographically: Use world maps, atlases and globes and digital maps to locate the UK and its countries	To know what country we live in.	Children will locate the 7 continents of the world on their map.	Children will be able to name and locate the 7 continents of the world on a map	Locate Continents World Map Atlas Land Ocean/Sea
19	What are the oceans and where are they located	Location knowledge – To name the 5 oceans of the world and locate them on a map. Use a map, globe and atlas to locate places.	Know the seas around the UK	Children will locate the 5 oceans of the world on their map.	Children will be able to name and locate the 5 oceans of the world on a map	
20	How can we look after our seas?	Sustainability Begin to talk about sustainability and why it is important. Discuss how the oceans/seas are important to human life. Name some ways in which we can look after our seas/oceans Begin to have an awareness that our actions have an impact on the natural world around us	Knowledge of the oceans and seas surrounding the UK	Create a poster to explain how we can have an impact on reducing the plastics in the oceans	Begin to have an awareness that our actions have an impact on the natural world around us.	Sustainability

21	Where are hot and cold countries located?	Human and physical geography – To locate hot and cold countries around the world in relation to the equator and North and south poles	To know what the weather/climate is like in the UK, London and Estrel (introduce the concept that we are twinned with a country in South America).	Children will identify the climate zones on their map and locate the countries. Discuss the impact on the polar regions due to climate change.	Children will be able to locate the equator and hot/cold countries in a map. Children will begin to name and locate climate zones around the world (temperate, cold, warm, tropical). Children will be able to say the affect climate change has had on the polar regions.	Locate Equator Northern hemisphere Southern hemisphere Hot Cold Temperate Tropical Weather Climate
21	ASSESSMENT WEEK Assessment week: Multiple choice quiz/or written multiple choice quiz with the following questions. Analyse results and address misconceptions during morning work.					