

Geography – Year 1

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>Use basic locational and directional language. Use aerial photos. Construct simple maps. Undertake simple fieldwork and observational skills within school locality, recognising key human and physical features of the environment.</p> <p>Use basic geographical vocabulary for human and physical features. Understand geographical similarities and differences through studying human and physical geography of a small area of the UK.</p> <p>Name and locate the four countries of the U.K. Name and locate the seas surrounding the U.K. Identify characteristics of the four countries of the U.K. Use maps and atlases.</p> <p><u>Throughout the year</u> Identify seasonal and daily weather patterns in the U.K.</p>	<p><u>Where in the school are we?</u> Children understand basic language for giving directions e.g., right, left, turn, forward, backward. They can find their position on a simple map of a familiar location and use features of the environment to navigate a simple route. They are beginning to know the difference between human and physical features.</p>	Basic	Adventurous	Technical
	<p><u>How is our town special?</u> Children understand the vocabulary of human and physical geography and they can identify some of these features in the local area. They can apply this understanding to make comparisons between two environments (urban/town, rural/woodland). Children notice the impact of seasonal weather on these environments.</p>	<p>Weather, observe.</p> <p>School Human, image, place map</p>		<p>Climate, season temperature</p>
	<p><u>What is the United Kingdom?</u> Children understand maps can be drawn on different scales to represent different areas. They can use a map to find and name the countries of the UK and describe the position of these countries with their locational and directional language. They are beginning to understand how some features are represented on maps e.g., hills and rivers.</p>	<p>Town Local, road, shop, town, Boston, church, river</p> <p>UK England, Scotland, Northern Ireland, Wales, country, sea, ocean, land, village</p>		<p>Feature, physical, local, aerial, route, location, navigate, position, direction/s</p> <p>Urban, rural, seasonal features</p>
	<p><u>Is the weather always wonderful?</u> Children know there are four seasons in the year, and they can describe the weather associated with each season. They can recall the order of the seasons and</p>	<p>Seasons Daylight, dark, seasons</p>		<p>atlas, diagram, index channel, English Channel, North Sea, Irish Sea, coast, represent, symbol.</p> <p>environment, deciduous, evergreen, blossom</p>

know they are a continuous cycle. Children know how these changes in weather impact an environment.

Knowledge

Substantive Knowledge

To be visited each term – Seasons

Climate

Make observations (1 lesson per season). Lesson 1

Children to go outside and make observation of the weather and impact the climate is having on the environment/ temperature at that time of the year.

Vocabulary – season, observe, weather, climate, temperature.

[Have an instant response to something wonderful and change happening in the outdoor world.](#)

Where in the school are we?

Place

Lesson 2

LO: To know the difference between human and physical features

Children to study the difference between human and physical features; that human features have been built/put there by humans and physical features have occurred naturally in the school grounds. Walk around grounds spotting features, work out whether human or physical (trim trail / trees).

Vocabulary – physical, human, features, local

Lesson 3

LO: To know that an aerial photo is an image taken from the air looking down on a place.

Know that an aerial photo is an image taken from the air looking down on a place. Children to use Digi maps and google earth to look at school grounds.

Compare what they saw last lesson to how it looks on a map from above.

Vocabulary – aerial, image, place

[By using Google maps, express what it is like to look at the school from a viewpoint.](#)

Disciplinary Knowledge

Every lesson: Remind the children what it means to be a **cartographer** (map expert) and discuss the geographical skills to be used in that lesson to achieve the learning objective.

Where in the school are we?

Similarities and differences: what features of our environment look like in reality compared to how they are presented on a map.
Compare aerial photos to maps of the school.

Observation: being aware of the features in the environment around us and identify them as human or physical.

How is our town special?

Changes over time: observe how the seasons have changed the woodland.

Similarities and differences: visit the rural woodland and the built-up urban area around school and observe how the two locations are similar or different using understanding of human and physical features.

Lesson 4

LO: To know that a map is an illustration of a place.

Know that a map is an illustration of a place, with the features of an environment represented for us to find a route or location. Use different maps from both Digi maps and google earth to show different ways features can be illustrated (symbols and colours). Can children locate familiar features on the maps? School, possibly extend to places they know in Boston town.

Vocabulary – map, route, location

Lesson 5

LO: To know how to navigate a familiar location.

Practise left and right on playground. Children to navigate each other around the playground, showing understanding of positional language (retrieval of EYFS). Children to mark spots on a simple map of the school and navigate one another from one location to another, using left, right, backwards and forwards.

Vocabulary – navigate, route, position.

Lesson 6

LO: To know directional vocabulary

Transfer learning to navigate to maps rather than outside. Look on map, describe where the playground is, eg. in front of the Sports Hall. From a point on playground, children follow instructions such as left, right, forwards and backwards to locate other locations.

Vocabulary – direction/s

How is our town special?

Place / Climate

Climate -Lesson 1

Lesson 2

LO: To know the difference between human and physical features.

Know the difference between human and physical features and how they have come to be somewhere (occurred naturally or put there by people).

Vocabulary – human, physical features

Lesson 3

To know and understand human features.

Observation: being aware of the varied environments local to school and how these have been impacted by humans.

How is the UK important to us?

Observation: Take note of the shapes of the individual countries and where they are in relation to each other using their locational vocabulary and transfer this understanding onto a blank map in order to label the places.

Interpretation: Taking observations and making sense of them to understand the map/atlas and what it is telling them.

Is the weather always wonderful?

Similarities and differences: recognising how weather is throughout the seasons e.g., rain in every season but snow only in winter.

Observations: looking at the signs that each season is coming/has arrived. What the weather is in each season including daylight hours.

Changes over time: using observations made and identifying what has caused the changes, why they have happened. What happens to plants through the year as the seasons change. How daylight hours are different at different times of the year.

Look at the locality of Boston and recognise and identify the human features (roads, factories, car garages, traffic lights, retail, houses, dock). How do they contribute to the local area? Begin to look at how these are shown on maps.

Think about the villages around Boston, what features do they know?

Vocabulary – local, road, shops, village, town, church, Boston

[To express what they like about the local area](#)

Lesson 4

LO: To know and understand physical features.

Recognise and identify physical (trees, river, flowers, wild plants) features of our town and surrounding area. How do these contribute to the local area?

Are they important? Notice how these are represented on maps.

Vocabulary – river, local area, town

Lesson 5

To know the difference between urban and rural areas.

Identify the difference between urban and rural areas by comparing their human and physical features. Compare the areas in map form. Make observations about number and location of buildings.

Vocabulary – urban, rural

Lesson 6

To understand the impact seasonal weather has on geographical features.

Impact of seasonal weather on physical geographical features – leaves changing colour and trees losing their leaves in autumn. Do these changes impact the human or physical features?

Vocabulary – seasonal, features

[Reflect on how a season changes our local area.](#)

What is the United Kingdom?

Place

Climate - Lesson 1

Go outside to observe the signs of spring.

Lesson 2

To know which countries makes up the United Kingdom.

Know the UK (United Kingdom) as a group of countries who work together. Name of the four countries of the UK; England, Scotland, Northern Ireland, and Wales including where each country is located.

Vocabulary – country, England, Scotland, Wales, Northern Ireland

Lesson 3

LO: To know the location of countries in the United Kingdom

Know that an atlas is a book of maps, know the features of an atlas, contents page, index, labelled diagrams. Explore maps of the United Kingdom, learn the shapes and positions of the countries.

Vocabulary – atlas, index, diagrams

[By comparing other people's lives with other communities in the UK](#)

Lesson 4

LO: To know the names of the seas surrounding the UK.

Know the names and locations of the seas surrounding the UK, English Channel, North Sea, Irish Sea, Atlantic Ocean. Introduce the difference between a sea and an ocean (ocean is a large open expanse of water, seas are smaller, usually enclosed by land).

Vocabulary – sea, channel, English Channel, North Sea, Irish Sea

Lesson 5

LO: To know which countries have coasts and how this is displayed on a map.

Which countries have coasts (where the land meets the sea) to which seas; England – North Sea, English Channel and Irish Sea, Wales – Irish Sea, Northern Ireland – Irish Sea, Scotland – North Sea, Irish Sea. Explain beaches and cliffs are part of the coastline. On a map, blue meets green. How a sea is represented on a map (blue area labelled with the name).

Vocabulary – coast, map, represent, symbol.

[Imagine what it might be like to live in a different part of the UK](#)

Lesson 6

TRIP to beach, reinforce understanding of coast.

If no trip then learn about coastlines (where beach meets sea/ocean), cliffs (steep rock face usually by sea) and beaches (land alongside water, usually sandy or pebbly) in school.

Is the weather always wonderful?

Climate-

To be covered for one session each season

Review and collate the year's observations - Names of the four seasons; spring, summer, autumn, winter and when they occur (the months of the year – spring = March April May, summer = June, July, August, autumn = September, October, November, winter = December, January, February) and the order in which they occur.

LO: To know the signs of different seasons.

Know signs of the seasons/weather associated with each season including change in the length of the day (understand that in winter our daylight hours are shorter and so it gets dark earlier whereas in the summer our daylight hours are longer and so it is bright early in the morning and late at night).

Vocabulary – daylight, morning, night, seasons

[Express your favourite time of day and season](#)

LO: To know how the weather impacts the environment.

Ways in which seasonal weather impacts the environment: spring – rain and warm sun encourage deciduous tree to grow their leaves, flowers begin to bloom, blossom grows. Summer – hot sun and limited rain can dry out plants.

Autumn – wind blows the leaves off the trees; cold rain means lots of plants stop growing. Winter – frost kills off lots of plants, only evergreen trees have kept their leaves, lack of sunlight means plants that have survived grow less.

Vocabulary – environment, deciduous, evergreen, blossom

[What type of weather do you like and why?](#)

Concepts

Place

Climate

SKILLS

Mapping/cartography

Compass understanding

Fieldwork

Use as wide a range of maps as possible.

Identify and **label** places and features on maps.

Analyse the similarities and differences between two or more places.

Create own maps and **evaluate** their effectiveness.

Describe the position of features/places – next to, above, below.

Identify the direction of movement – forward, backward, right, left.

Classify environmental features such as “human” or “physical”.

Investigate the characteristics of an environment.

Observe changes in an environment.

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.