


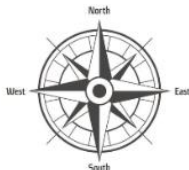




Curriculum Coherence – Year 1 Geography

Term 1 Where I live

Prior Learning/Starting Points:

EYFS- Understanding the World - The beginnings of understanding of people and communities lie in early attachment and other relationships. Enjoys joining in with family customs and routines. Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE /NC objectives</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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 Geography.</p> <p>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.</p> <p>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.</p>	<p>ACTIVITIES</p> <p>Use maps/globes/atlases/digital maps to locate Sheffield and local surroundings.</p> <p>Label a simple map of the UK and local community.</p> <p>Describe diagrams and maps using compass points and geographical vocabulary.</p> <p>Describe the features of their local area.</p>    	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>The features of their local area.</p> <p>The difference between towns and cities.</p> <p>Some of the countries and capital cities of the UK.</p> <p>will be able to</p> <p>Use world maps, atlases and globes to identify their local environment.</p> <p>Use the compass points and positional language to navigate and find their way around a local area.</p> <p>will understand</p> <p>Similarities and differences through studying the physical geography of different places.</p> <p>How maps and aerial photographs can show the physical features of an area.</p>

VOCABULARY

County, country, capital city, directions, compass points, North, South, East, West, navigate, route, locate, location.

Town, village, city.

Capital cities

England – London
Scotland – Edinburgh
Wales – Cardiff
Northern Ireland – Belfast

READING OPPORTUNITIES



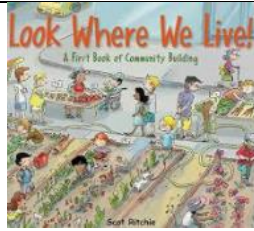

NEXT STEPS IN LEARNING:

Key Stage 1:

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.

Key Stage 2:

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),



and land-use patterns; and understand how some of these aspects have changed over time.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

SKILLS

Use key geographical language to describe physical features.

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Questions:

Where do I live?

How is a town different to a village or city?

What are the four compass points?

What is the name of your town?

What makes your town special?

LINKS

Science – Weather (seasonal changes)

English – Locational settings of stories and narratives. Adjectives for setting description.

Maths - Positional language, movement and direction.

Computing – Positional algorithms/Programming and coding.