

Year One Long Term Plan for Geography

Autumn 1 – Enquiry Question: What is around our school?

| Knowledge | Skills | Vocabulary | National curriculum objectives |
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| <p>*To know some basic human/ manmade and physical/natural features of the school grounds.</p> <p>*To know how to create Maps and plans showing natural and manmade features.</p> <p>*To know about seasonal changes- Observe Autumn weather and changes (linked to science and art).</p> <p>*Know that we can copy pictures from photographs and maps to create our own map.</p> <p>*Know that we can describe the place of something. This is called its location.</p> | <p>*Use fieldwork to identify the key human and physical features of the surrounding environment (the park).</p> <p>* Devise a simple map showing a route based on first hand experiences within school grounds. Understand maps are drawn from a bird's eye view.</p> <p>*Use observational skills to study the geography of the school and its grounds identifying simple natural and manmade features.</p> <p>*Create a map of the park by drawing main features in relation to the two main paths.</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>*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries studied during the year.</p> | <p>field</p> <p>school</p> <p>houses</p> <p>autumn</p> <p>season</p> <p>weather</p> <p>bird's eye view</p> <p>natural</p> <p>manmade</p> <p>map</p> | <p>Human and physical geography</p> <p>*Identify daily weather patterns in the United Kingdom – observation of autumn weather</p> <p>Geographical skills and fieldwork</p> <p>*Use simple directional language (across, through, next to, opposite) to describe the location of features and routes on a map</p> |

Autumn 2 – Enquiry Question: Which landmarks might the Naughty Bus visit?

Knowledge

*St Andrew's day- I can Locate Scotland on a map of the UK. I know Edinburgh is the capital city.

*I can locate England on a map of the UK. I know London is the Capital city (linked to English)

*Observe features of London and identify landmarks Big Ben, The London Eye, The Tower of London and Buckingham Palace.

Skills

*Use a map of the United Kingdom to locate England and Scotland.

*Name, locate and identify characteristics of the capital city of England.

*Name the capital city of Scotland and locate Scotland in relation to England.

*Use photographs and simple illustrated maps to recognise landmarks of London.

Vocabulary

river
city
capital
map
landmarks
countries

National Curriculum Objectives

Location Knowledge

* Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.

Geographical skills and fieldwork

*Use maps, atlases and globes to identify the UK and its countries, continents and oceans.

*Use aerial photographs to recognise landmarks and basic human/manmade and physical/natural features.

Spring Term – Enquiry Question:
Do meerkats live in the South Pole?
How have humans affected habitats?

Knowledge

*Locate the North / South Pole on a world map and compare the different climates to our local area- Bebington. (Not yet naming continents as in Y2 simply identifying land/ sea)

*Locate the Equator and find the hot/cold countries

* Use compass directions North and South to describe a route on map.

*Contrasting localities
Kalahari Desert/South Pole

*Why are meerkats suited to living in the Kalahari?

*Which animals live in cold places such as the North and South Pole?

*Which animals live in hot places such as the Kalahari Desert?

Skills

*Compare Bebington to the Kalahari and polar regions.

*Identify daily weather patterns in the United Kingdom – observation of Winter and Spring weather.

*Use world maps, atlases and globes to identify land and sea. Locate the United Kingdom on a world map.

*Use a map of the United Kingdom revise location of England and Scotland then to locate Wales and Northern Ireland.

*Create your own map of the route taken in the Lost and Found book – including land/sea.

*Use compass directions North and South to describe a route on map.

*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

Vocabulary

desert,
sea,
ocean,
season,
Winter
Spring
Weather
Equator
Kalahari
Desert
South Pole
Forest
Woods

National Curriculum Objectives

Location Knowledge

*Compare Bebington to the Kalahari and polar regions

Human and physical Geography

* Identify daily weather patterns in the United Kingdom – observation of winter weather.

*Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

Location Knowledge

Name, locate and identify characteristics of the capital city of Wales and Northern Ireland.

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| <p>*Seasonal Changes- Observe Winter and Spring weather and changes.</p> <p>*St David's day- Locate Wales and Cardiff on a map of the UK</p> <p>*St Patrick's day- Locate Northern Ireland and Belfast on a map of the UK</p> <p>*Exploring and observing the impact of humans on Environment.</p> | <p>*Ask and Answer questions making direct comparisons between two observations. E.g. When comparing Bebington and the Sahara Desert on a map, pupils can state that Bebington has a cooler climate than the Sahara [analysing] because it is further away from the equator [interpreting].</p> <p>*Name the capital cities of Northern Ireland and Wales and locate these countries on a map in relation to England and Scotland.</p> | | <p>Geographical skills and fieldwork</p> <p>*Use world maps, atlases and globes to identify land and sea. Locate the United Kingdom on a world map.</p> <p>Use simple compass directions and locational and directional language including (for example near, far, left, right, North, South, East, West)</p> |
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Summer Term – Enquiry Question: What features can we see in New Brighton?

| Knowledge | Skills | Vocabulary | National Curriculum Objectives |
|---|--|--|--|
| <p>*Human and physical features of New Brighton</p> <p>*Compare Bebington and New Brighton. Understand geographical similarities and differences.</p> <p>*Seasonal Changes- Observe Summer weather and changes.</p> <p>*St George's Day - locate England on the map and recap capital cities of the UK countries.</p> | <p>*Use fieldwork to identify the key human and physical features of the surrounding environment (New Brighton).</p> <p>*Use observational skills to study the geography of New Brighton identifying simple human and physical features.</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Bebington/New Brighton</p> <p>*Use a map of the United Kingdom to locate England, Scotland, Wales and Northern Ireland.</p> <p>*Name, locate and identify characteristics of the capital city of England.</p> <p>*Name the capital cities of Scotland, Northern Ireland and Wales.</p> | <p>beach coast harbour Season Summer weather sea river pier</p> <p>UK Capital city England Scotland Northern Ireland Wales</p> | <p>Place Knowledge</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (New Brighton)</p> <p>*Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Human and physical geography</p> <p>*Identify seasonal and daily weather patterns in the United Kingdom – Summer.</p> <p>*Use maps, atlases and globes to identify the UK and its countries</p> |