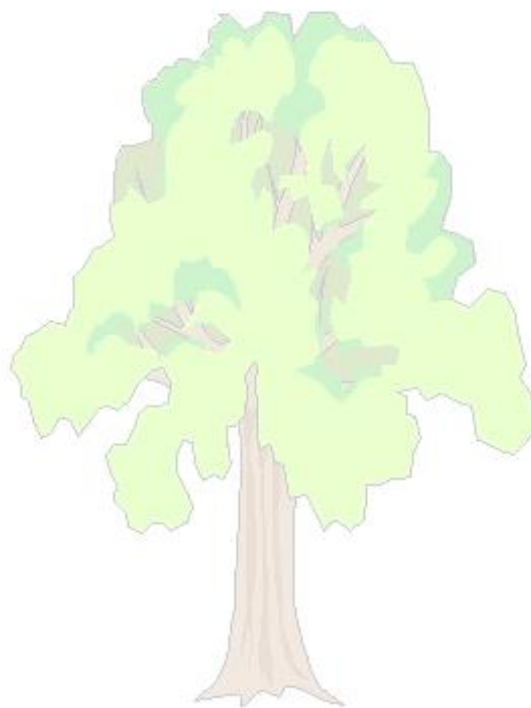


## Year 1 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	What makes the UK great?		What is on our doorstep? Local area study		



## Year 1 Geography Medium Term Plan

Term 2 Geography – What makes the UK great?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p>Unite Kingdom (UK) Map, Globe London, Cardiff, Belfast, Edinburgh Country, City Sea Atlantic Ocean, North Sea, Irish Sea, Celtic Sea English channel</p>	<p>Chn will research some of England, Scotland, Wales and Northern Ireland most famous traditions and partake in some of them.</p> <p>Opportunities to learn some Welsh language.</p>

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	
Lesson Overview including Substantive knowledge	<p><b>London!</b></p> <p>The chn will tour London using various computer based media.</p> <p>They will learn that London is the capital city of England and that England is the country in which we live.</p> <p>We will compare London's location to Maidstone by looking at maps and then its human and physical landmarks</p> <p><b>Prior Unit (History) Retrieval</b> Chn will explore some of London's famous landmarks and institutions</p>	<p><b>Visit England</b></p> <p>Children will take a flying tour of England, taking in the West, North and East key features in particular</p> <p>We will learn about St George and the symbols of England: the flag, the rose and the 3 lions motif</p> <p>Chn will learn the names of the seas that surround England (English Channel, Irish Sea and North Sea)</p> <p>Celebrate England Afternoon</p>	<p><b>Visit Scotland</b></p> <p>Continuing their flying tour, chn will visit Scotland, joined by the Lochness monster</p> <p>Through virtual media, we will visit the capital city of Edinburgh and explore the castle</p> <p>Chn will learn the names of the seas that surround Scotland (North Sea, Irish Sea Atlantic Ocean)</p> <p>They will learn about St Andrew and the symbols of Scotland: the thistle, saltire (flag) and the unicorn</p> <p>Celebrate Scotland Afternoon</p>	<p><b>Visit Wales</b></p> <p>Continuing their flying tour, chn will visit Wales, joined by the a red dragon</p> <p>Through virtual media, we will visit the capital city of Cardiff and explore the castle</p> <p>Chn will learn the names of the seas that surround Wales (Irish Sea, Celtic Sea)</p> <p>Chn will learn about St David and the symbols of Wales: the Welsh flag, the daffodil and the leak ad the red dragon</p> <p>Celebrate Wales Afternoon</p>	<p><b>Visit Northern Ireland</b></p> <p>Continuing their flying tour, chn will visit Northern Ireland- through virtual media, we will visit the capital city of Belfast</p> <p>Chn will learn the names of the seas that surround Northern Ireland (Atlantic Ocean, Irish Sea)</p> <p>Chn will learn about Finn MacCool and the story of the Giant's Causeway</p> <p>Chn will learn about St Patrick and the symbols of Northern Ireland: the flag, the flax flower daffodil and the leak &amp; the red dragon</p> <p>Celebrate Northern Ireland Afternoon</p>	<p><b>Retrieval- BIG QUESTION National Conference</b></p> <p>Children will work in groups, using role-play, to become delegates from each of the 4 nations. They will persuade passengers arriving at the airport to not only visit London but other countries and capital cities of the UK. Passengers will then vote based on the persuasive arguments they here</p> <p>Using knowledge they have acquired throughout the unit, chn will continue their persuasion by creating a leaflet for their chosen country – describing what they have learnt</p>
Geography Knowledge	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>On a map of the UK, I can name and locate major features.</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>On a map of the UK, I can name and locate major features.</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>On a map of the UK, I can name and locate major features.</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>On a map of the UK, I can name and locate major features.</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>On a map of the UK, I can name and locate major features.</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>I can answer basic geographical questions.</p>
Organisation & Communication	<p>Messy map of London</p>	<p>Class poster advertising England</p> <p>Pupil offer – celebrate England afternoon</p>	<p>Class poster advertising Scotland</p> <p>Pupil offer – celebrate Scotland afternoon</p>	<p>Class poster advertising Wales</p> <p>Pupil offer – celebrate Wales afternoon</p>	<p>Class poster advertising Northern Ireland</p> <p>Pupil offer – celebrate Northern Ireland afternoon</p>	<p>Debate</p> <p>Leaflet about their chosen country from the UK</p>
Famous People						

Term 4 Geography – What is on our doorstep?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key human features, including: town, village, house, and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>...directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>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</li> <li>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</li> </ul>	Local area Map School Town Village House Shop Human features Key Physical features Route	Walk around local area and Scavenger hunt

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5		
Lesson Overview including Substantive knowledge	<p><b>EYFS Retrieval</b></p> <p>Chn will share their prior knowledge of where they live. We will explore the local area through pictures and online media</p> <p><b>Where do I live?</b> <i>I can understand where I live in the local area</i></p> <p>Discussions around the importance of place will lead us to look at addresses and what these mean and are used for.</p>	<p><b>Our classroom</b></p> <p>Chn will be introduced the basic compass points (NESW)</p> <p><i>I can look at aerial photographs.</i></p> <p>Chn will look at aerial views of familiar places and begin to distinguish the differences between front facing and aerial viewpoints</p> <p><i>I can understand what our classroom looks like.</i></p> <p>They will then apply this knowledge to the layout of the classroom</p>	<p><b>Where is our school?</b> <i>I can locate our school in our local area.</i></p> <p>Chn will build on their knowledge of aerial images from the previous week to identify and label key familiar features of the local area</p> <p>We will discuss the purposes of maps and how they can be used</p> <p>The children will use the knowledge acquired in the unit so far to locate the school using Google maps.</p>	<p><b>Fieldwork around our school</b> <i>I can observe (look at) the school environment and draw a simple map.</i></p> <p>Chn will use their observational skills to describe the school grounds, using their senses</p> <p>We will complete fieldwork, looking at the school sight and discussing its features, both human and physical</p> <p>The children will use their computer skills to photograph chosen locations to aid their descriptions</p>	<p><b>How do I get to school?</b> <i>I can understand the route I take to school.</i></p> <p>As a class, we will discuss various methods of getting to school. We will create a pictogram to show the most/least popular methods</p> <p>We will collect data from other classes and compare the results</p> <p>Using their prior knowledge of their home address, chn will plot their route to school using either a local OS map or Google earth.</p>	<p><b>Marvellous maps</b> <i>I can begin to recognise map symbols.</i></p> <p>Chn to begin to understand the reasons for map symbols and how they can be used as a key</p> <p>We will explore map symbols by looking at the familiar symbols found on treasure ,aps before moving onto common map symbols</p> <p>During the scavenger hunt, chn will locate symbols located (prior to fieldwork) in key places around our local area and describe what these symbols represent</p> <p><b>Retrieval- BIG QUESTION</b> Pupils will create a large scale class map</p>	
	Geography Knowledge	<p>I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map.</p> <p>I can answer basic geographical questions.</p>	<p>I can draw basic maps, including appropriate symbols and pictures to represent places or features.</p>	<p>I can add labels onto a photograph of features.</p> <p>I can answer basic geographical questions.</p>	<p>I can draw basic maps, including appropriate symbols and pictures to represent places or features.</p>	<p>I can ask a familiar person prepared questions.</p>	<p>I can add labels onto a photograph of features.</p> <p>I can use everyday language to describe features (i.e. bigger, smaller).</p>
Organisation & Communication	Passport	Messy maps	Google map quiz	An aerial map of the school and its grounds	Pictogram of our class methods of transport  Description of our route to school	Walk around local area  Description of what each symbol represents	
Famous People							