



Whole School definition of Geography:

Where we learn about and observe the world around us including our local environment.

Autumn Term - Weather and Seasons	Spring Term - Local Area	Summer Term - United Kingdom
<p>National Curriculum links</p> <p><i>Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom</i></p>	<p>National Curriculum links</p> <p><i>Geographical skills and fieldwork: 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</i></p> <p><i>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</i></p> <p><i>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</i></p> <p>Human and Physical Geography: - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>National Curriculum links</p> <p><i>Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p>Human and Physical Geography- Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Objectives: Linking to your science unit of Seasons)</p> <p>Lesson 1: Order the months of the year and recognise seasons.</p> <p>Possible resources:</p> <p><u>KS1 Activities:</u></p> <p>Month labels (order the months)</p> <p>The four seasons (photos to sort)</p> <p>The four seasons vocabulary (match the vocabulary to the photos)</p> <p>Months with symbols</p> <p>Sorting the months into seasons (cut out the months and sort them into the seasons they belong to)</p> <p>Quiz: Weather and Climate</p> <p>Lesson 2: Spot the differences between the seasons/ Find clues to decide which season we are in.</p> <p>Possible resources:</p> <p><u>Online Pages:</u></p> <p>Season photo gallery, Seasons, Seasonal effects.</p> <p><u>KS1 Activities:</u></p> <p>How seasons change (decorate each tree to represent each season)</p> <p>How seasons change vocabulary (match the vocabulary to each season)</p> <p>The four seasons from my window (draw a scene of each season)</p> <p>Seasonal Explorer Scavenger Hunt 2.</p> <p>Weather and Seasons I Spy (explore the school grounds looking for clues to determine the season and/or weather)</p> <p>Lesson 3: Identify the types of clothing worn in different weather (Suggested activity: ask each child/group to bring in an item of clothing for their allocated weather type, for everyone to discuss)</p> <p>Possible resources:</p> <p><u>Online Page:</u></p> <p>Clothing for different weather photo gallery</p> <p><u>KS1 Activity:</u></p> <p>Dressing for the weather (choose a weather type and pick suitable clothes to wear.</p> <p>Select four images: ask a partner to pick the odd one out and to explain why)</p>	<p>Objectives:</p> <p>Lesson 1: Spot the differences between rural and urban areas and know what type of settlement I live in. (Look back at rural areas such as Park Hall and Ilaam which the children will have visited in EYFS)</p> <p>Possible resources:</p> <p><u>KS1 Activities:</u></p> <p>Urban and Rural</p> <p>Urban and Rural Vocabulary</p> <p>Word Mat: Settlements</p> <p>Lesson 2: Recognise the symbols used on an Ordnance Survey map.</p> <p>At the end of the session, pose the question - Do we have enough variety of buildings in our urban town for everybody to work? Ready for next lesson.</p> <p>Possible resources:</p> <p><u>KS1 Activities:</u></p> <p>Ordnance Survey Map Symbol Activity (Titles included in pack: 1. Core Ordnance Survey Symbols</p> <p>Ordnance Survey Symbols</p> <p>Core Map Symbol Photos</p> <p>Map Symbol Photos</p> <p>Ordnance Survey Core Map Symbol Names</p> <p>Ordnance Survey Map Symbol Names</p> <p>Ordnance Survey Symbol Answer Sheet)</p> <p>Lesson 3: To carry out fieldwork investigating the buildings within our local area.</p> <p>Pose the fieldwork question - Do we have enough variety of buildings in our urban town for everybody to work? Use the lesson to go and gather data by taking photos in our local town/ recording what buildings the children can find.</p> <p>Lesson 4: To gather the data collected to answer our field work question. Share the enquiry question again – Do we have enough variety of buildings in our town for everybody to work? Using the photos gathered last lesson, create a simple map (whole class) using symbols from previous learning. Begin to discuss an answer to the enquiry question.</p> <p>Lesson 5: To share my findings to our enquiry question.</p>	<p>Objectives:</p> <p>Lesson 1: Introduce the four points of a compass.</p>  <p>Lesson 2: Locate on a map the four countries of the United Kingdom.</p> <p>Possible resources:</p> <p><u>Map Resource:</u> Continents and Countries</p> <p>Quiz: United Kingdom Online Page: Key Facts</p> <p><u>Films:</u> Bird's-eye tour of the countries of the UK: 1. England 2. Scotland 3. Wales 4. Northern Ireland and Belfast</p> <p><u>Online Map:</u> Interactive OddPod map</p> <p><u>Map Resource:</u> UK Countries and Capitals</p> <p>Lesson 3: Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Possible resources:</p> <p><u>Films:</u></p> <p>Fly over the UK's capital cities: 1. London 2. Edinburgh 3. Cardiff 4. Northern Ireland and Belfast.</p> <p>Fly over England's coastline</p> <p><u>Map Resource:</u> UK Countries and Capitals</p> <p>Lesson 4: Identify the seas surrounding the United Kingdom.</p> <p><u>Films:</u></p> <p>Fly over England's coastline</p> <p>Lesson 5: Explain the differences between human and physical features and identify these within one of the UK's capital cities. (VR opportunity)</p> <p>Possible resources:</p> <p><u>Word Mats:</u> 1. Human Features 2. Physical Features</p> <p><u>KS1 Activities:</u></p> <p>Name and sort the physical and human features of countries within the UK for: England, Scotland, Wales or Northern Ireland</p> <p><u>Films:</u></p> <p>Fly over the UK's capital cities for: 1. London 2. Edinburgh 3. Cardiff 4. Northern Ireland and Belfast</p> <p>Lesson 6: Share my understanding of the UK.</p> 

Lesson 4: Identify the types of weather we have in the United Kingdom and record the daily weather in our area using a simple tally chart or pictogram.

Possible resources:

Online Page:

Guess the Weather photo gallery

KS1 Activity: Weather Diary (record the weather where you live for a week)

Lesson 5: Explore how the weather affects different jobs.

Possible resources:

Online Page: Weather and jobs photo gallery

KS1 Activity: How jobs are affected by the weather (discuss how each job would be affected by different types of weather)

Quiz: Weather and Climate Show What You Know: Weather and Seasons assessment paper

Write a letter to the local council to report on their findings. What are there a lot of? Is there any buildings we need more of? Do we live in a rural or urban area? What proof do we have for this form our findings?

Pretend you are travel agents. Split into groups giving each group an area to present such as capital cities, seas, human and physical features etc.

Possible resources:

Quiz: United Kingdom Show What You Know: The United Kingdom assessment paper

Key Vocabulary:

Place names	Geographical terms and processes	Locational terms
Antarctica Earth My school	rain season snow sunshine temperature wind	Arctic inside outside polar



(Add Actions)

Glossary:

Weather: The daily mixture of temperature, wind, rain, sunshine etc.

Temperature: How hot or cold it is.

Season: A time of year with a particular type of weather.

Weather forecast: Explaining what the weather will be like.

Key Vocabulary:

Place names	Geographical terms and processes	Locational terms
My county My neighbourhood My town or local area	building map office route street symbol	east local north south west



(Add Actions)

Glossary:

urban - A populated area.

rural - The countryside.

Town - A built up area with businesses and shops.

Settlement- A place where people live.

Local- A area close by.

Map- A drawing which shows where places are located.

Symbol- A small picture used to represent something.

Ordnance survey - A organisation which creates maps of the UK.

Fieldwork - An educational activity undertaken outside of the classroom.

Key Vocabulary:

Place names	Geographical terms and processes	Locational terms
Ben Nevis English Channel Europe Ireland Irish Sea North Sea My town or local area	city country river sea town village	across northern



(Add Actions)

Glossary

Country - An area with its own laws, language and culture.

Capital City- The city that serves as the centre of government for the country.

United Kingdom- A country made up of England, Scotland, Wales and Northern Ireland.

Compass: A tool used to show directions to help people to find their way.

Sea- Large body of salty water where the land meets.

Human Feature: Things that built have built.

Physical Feature: Elements that make up a landscape. They naturally appear.

Year 1

By the end of Year 1, children should *know*:

- basic vocabulary and concepts about weather and the climate;
- the main nations and features of the UK, including their locations and related key vocabulary;
- the location and features of the local area.

By the end of Year 1, children should be *able to*:

- create a simple weather chart;
- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area;
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
- use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

Cross Curricular links:

Science: Seasonal changes

Computing: Beebots directions

History: Landscape maps

RSHE: Local Environment

RE: Churches/ Mosques in the local area.