**Geography. Medium Term Planning**

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| **Term:** Autumn 1 | **Year:** 1 and 2 Cycle B | **Theme: Local area- Some resources on Oddizzi** |

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| **National Curriculum** | **Week** | **NC- Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key words K** |
| 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. Pupils should be taught to: **Locational knowledge**  ♣ name and locate the world’s seven continents and five oceans  ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **Place knowledge**  ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **Human and physical geography**  ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ 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  ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Geographical skills and fieldwork**  ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  ♣ 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  ♣ 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  ♣ 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. | **1** | • 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. • Use basic geographical vocabulary to refer to key physical and human features | Build on EYFS knowledge of their own environment and children in Y1 will start to learn the names of key places in the UK beyond their immediate environment. | I can spot differences between rural and urban areas and know what type of settlement I live in | **LO: Know the difference between rural and urban areas, including your own.**  **Lesson Resources PowerPoint: Settlements and Local Area Knowledge Organiser: Settlements and Local Area KS1 Activities:1. Urban and Rural 2. Urban and Rural vocabulary**  This lesson introduces and contextualises some of the concepts and language that children will need when investigating their local area. It begins with children describing what they can see in contrasting areas within the UK (Slide 3). This leads on to an exploration of the typical features of rural and urban locations, including their own local area. The session should end with a plenary, where the teacher pulls out key words and concepts that will be used in the following lessons. ***Settlements and Local Area PowerPoint -Slides 2 to 12***  Working in pairs, children sort the Urban and Rural - spot the differences cards into three groups: urban, rural or both.  Extension: children could also organise the place terms and adjectives listed on the Urban and Rural Vocabulary materials against the same headings. Having read the Year 1 or Year 2 guided reading texts on Settlements, children suggest words that would describe a village. How are these different from the words they would use to describe a city? They draw something they would find in a city and compare their drawings with each other.  Discuss: would you expect to find these things in your local area? Enquiry activities  **Key questions**  • What can I see in pictures of different places? • What are the main differences between an urban and a rural area? • What different features might I find in rural and urban areas? • What sort of settlement do I live in? What if… everyone wanted to live in the countryside? | City, Rural, urban, ,ap, settlement,  town, village |
| 2 | • 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. | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. | I can explore and record the features of our school grounds | ***LO:* Use fieldwork to identify and record the main features of the school grounds**.  ***Lesson Resources PowerPoint: Settlements and Local Area KS1 Activities 1. I Spy – School grounds. 2. I Spot – School grounds. 3. Scavenger Hunt Online Pages: See Main Teaching Points.***  *In this lesson, children carry out simple fieldwork within the school itself, observing its main features and using simple charts to collect data about: key sites (e.g. school office, hall); things that they can spy / spot around the school, including their locations; their favourite part of the school grounds.*  ***Settlements and Local Area PowerPoint -Slides 13 to 16 Online Pages: Oddizzi.com - explore the world - global knowledge - your local environment*** *–*  *Activities Whole class activity Working in groups, children carry out simple fieldwork around the school grounds, completing the I Spy and I Spot worksheets to show what they have observed and where. Their findings are shared with other groups and displayed on the classroom wall. Enquiry activities*  ***Key questions***  *• What are the main features of the school and its grounds? • Where can these features be found? • What do I notice about them? • How do I feel about them? • What is my favourite part of the school grounds?* | *Classroom, field, fieldwork,*  *grounds, hall, staffroom,* |
| 3 | • 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. • 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. • 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. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  begin to understand basic vocabulary relating to human and physical geography. | I can explore and record features of our local area. | ***LO:* Use fieldwork to identify and record the main features of the local area.**  **Lesson Resources**  **PowerPoint: Settlements and Local Area**  **KS1 Activity:1. Scavenger Hunt (4 different activities in this**  **pack) 2. Houses and Homes 3. Houses and Homes Tally.**  **Activity**  Prior to the fieldwork, children discuss what that they might see. Either verbally, or with the aid of an online tool such as Google Street View, talk them through the journey they are about to make, encouraging them to comment on any potential hazards (e.g. road crossings), as well as some of the other features. If children are completing the Houses and Homes tally, they will need to look at the Houses and Homes sheet to help explain the different types of building they will be making a tally of. They should have the opportunity to clarify any terms on the sheet with which they are not familiar. Share out Scavenger Hunt sheets and/or the Houses and Homes Tally sheet, with pencils and clipboards (if you have them). You may want the whole class to focus on completing the same Scavenger Hunt or Tally sheet, or you may want different groups to work with different sheets. Either way, you will need to ask the children to slow down and really look around them during the walk, in order to notice things that they might not always have looked at properly before. Encourage them to talk with each other about what they can see, although you may also want to organise two or three stop points where everyone is quiet and children have a chance to note things down. What children have noted will help them complete a written recount in the next lesson.  Key questions  • What things (human and physical features) can I see in the local area? • What kinds of houses and homes are there (and how many can I find of each kind)? • If I close my eyes in this place, what can I hear, smell and feel? • What do I like best in the area and what would I change? What if… everyone's house looked the same? | *Bungalow, semi-detached,*  *caravan, feature, flats, home,*  *house, human, physical, terraced* |
| 4 | • 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. • 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  begin to understand basic vocabulary relating to human and physical geography. | I can use what I found out about the local area to write a recount of my journey | **LO: Using data collected during fieldwork, recount the journey through the local area.**  **PowerPoint: Settlements and Local Area KS1 Activity: Recount**  **Activity** Drawing on the data gathered during the local area fieldwork, children recap the journey, placing the main features in the order in which they were encountered. They then write an individual recount of the journey. Extension: Children have an audience they are writing for. An example could be a friend in another area that they would like to explain the journey to.  **Key questions** • What things (human and physical features) did I see in the local area? • What order did I see those things in? • Where did I find those things? • When I closed my eyes in this place, what could I hear, smell and feel? What if… I could make one big change to the local area? What would it be? | Feature, rural, human, urban,  Settlement, physical, human |
| 5 | • 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. • 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. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  begin to understand basic vocabulary relating to human and physical geography. | I can recognise the symbols on a map of my local area. | ***LO:* Recognise some commonly used Ordnance Survey map symbols.**  **Lesson Resources PowerPoint: Settlements and Local Area KS1 Activities: Ordnance Survey Map Symbol**  **Activity**  Using an online mapping tool, such as Google Maps or Digimap for Schools, display an (unlabelled) aerial view of the school. Discuss: what features can children make out that they observed during their exploration of the school? Zoom slightly further out, like a bird flying higher above the area, to show the area they walked through during the local area fieldwork. What features can they observe now? Can they work out where they walked to? (Year 2 children could work in pairs to mark out their journeys on a printed copy.) Switch to ‘map view’ and discuss what is different about this comparedwith the aerial view? (With Year 1, you may want to switch between the two types of view a few times.) How are the main features shown on the map view? What words can we read … and what do we need help with? The little pictures on the map stand in for some of the main features and are known as map symbols. Share some of the Ordnance Survey map symbols on the PowerPoint and invite children to match them to their names (slides 29 and 30). (If you are using Digimap, the maps will already be using Ordnance Survey symbols.) Children work in groups to match Ordnance Survey Symbols flashcards to Map Symbol Photos. When they have paired up the images and the symbols, they then match the Ordnance Survey Map Symbol Names. Return to the local area online map. As a whole class, discuss: which symbols could have been (or were) used for our local area? What did they tell us about the area?  Key questions  • What can aerial views and maps show us about our local area? • How are maps different from aerial views? • What symbols are commonly used on (Ordnance Survey) maps? • Why do maps use symbols? • What did we find out on our fieldwork that would be hard to show on a map? What if … maps didn’t use symbols, only words? | *Ordnance survey, key, scale, map,*  *symbol* |
| 6 | • 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. • Use basic geographical vocabulary to refer to: • - key physical features, including: beach, cliff, coast, forest, hill. mountains, sea, ocean, river, soil. valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  begin to understand basic vocabulary relating to human and physical geography. | I can work with others to make a map of my local area | **LO: Create a map of our local area, showing the key features**  **Lesson Resources PowerPoint: Settlements and Local Area KS1 Activities:1. Rectangular prism net 2. Local Area Description (End Point Assessment Activity)**  Whole class activity As a whole class, recap your local area fieldwork and the main features that you saw. List them on a large sheet of paper or IWB. Which of these things showed up on the online aerial view and map? Each child selects one human or physical feature (or landmark) and recreates it as a 3D image, using the rectangular prism net (this is especially good for the built environment, but could also be used for trees and other physical features). Identify a defined area of floor space, about 2 square metres in size (e.g. the reading mat, or part of the school hall) and ask the children to place their features on to it, one at a time, so as to create a simple ‘messy map’ of the local area. (For Year 1 children, you might want to supply some key layout features within the area, such as the school, a main road or river.) As the children place each feature, ask them to think carefully about what they noticed was near to it when the fieldwork took place. This will help them think about the spatial relationship between each feature, although it is not necessary to be precise about it: ‘close’ and ‘far away’ are sufficient distinctions. The whole class observes the ‘messy map.’ Are things where they need to be? Do some features need to move to another place? What else would need to be added to make the map complete? Do any words, including place names, need to be included? (Year 2 children could consider the use of map symbols and a key, if it not possible to show additional features using an object. They might also want to revisit the online map at this stage and compare it with their own ‘messy map.’ Where would North be? Can they find their favourite places?)  **Key questions**  • What are the main features or landmarks of the local area? • Which features are close to each other and which are further apart? • Which landmark would I choose to make a model of? • Where would I place this landmark on a map? • What are places called in my local area? | Map, features, urban, physical,  Human, rural |
| To assess current Geography knowledge | **7** |  |  |  | **Assessment- Children create a leaflet about the surrounding area.** |  |