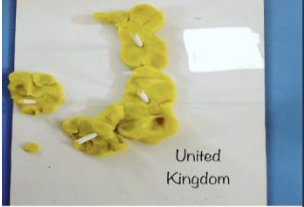





Geography. Medium Term Planning

Term: Autumn 1	Year: 1 and 2 Cycle A	Theme: United Kingdom
Key vocabulary.		
<p>Lesson 1 Map, aerial view, United Kingdom</p> <p>Lesson 2- Countries, England, Ireland, Scotland Wales</p> <p>Lesson 3- London, Edinburgh, Cardiff and Belfast</p> <p>Lesson 4- Human, physical, Scotland, wales, Northern Ireland.</p> <p>Lesson 5- Ocean, coast village, shop, city, town</p> <p>Lesson 6- Climate, weather</p>		

National Curriculum	Week	NC- Coverage	Skills taught	Knowledge	Activity Outline
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	1	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge.	<p>I can locate the United Kingdom on a map.</p> <p>I can name the four countries of the United Kingdom.</p> <p>I can locate the four countries of the United</p>	<p>What is the United Kingdom?</p> <p>This lesson looks at pupils' understanding of where they are in the world and their prior knowledge of the United Kingdom. It also explores the four countries of the United Kingdom, giving an overview of each.</p> <p><i>Online Page: Explore the world - places - Europe - United Kingdom - key facts KS1 United Kingdom PowerPoint -Slides 2 to 11</i></p> <p>Whole class activity. Pupils label the four countries of the United Kingdom on the map. They can also label where they live . Using a blank map of the UK, pupils</p>

<p>their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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 <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ 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 				<p>Kingdom on a map</p>	<p>fill the map with facts they know about the United Kingdom.</p>
<p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold 	2	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge.</p>	<p>I can name the capital cities of the United Kingdom.</p> <p>I can locate the capital cities of the United Kingdom on a map.</p>	<p>Locate on a map the four countries of the United Kingdom.</p> <p>Using playdough show the children the UK and encourage them to look at the size and shape and create it from playdough. Then discuss the 4 countries the UK has and ask children to identify where they are using straws.</p>  <p>United Kingdom</p> <p>22 likes myteacherbrain As part of our map work looking at the United Kingdom, the children had to work in pairs to create the UK. First they had a go at what they thought it looked like (example on image 2) and then we looked at a map of the UK and the children edited their play dough map! We used four straws for the children to indicate where the four countries are. They honestly loved this idea and it worked really well to assess their proper understanding and comparing it to their own understanding. Plus it was super fun! 🍌🍌</p>
	3	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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</p>	<p>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</p>	<p>I can describe the characteristics of the capital cities of the United Kingdom.</p>	<p>Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Using a messy map – you can use a printed version or create one and paint it as a project to use over the next 2 lessons.</p>  <p>Then identify the 4 capital cities and surrounding seas. Ensure these are pre-prepared read for children to annotate.</p>
	4	<p>To use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about</p>	<p>I can explain what a physical feature is.</p>	<p>Explain the differences between human and physical features.</p> <p>Using the same map from last week children identify some human and physical features they can see and add to their annotated map. Pre- print some physical/ human features such as Buckingham palace, Edinburgh castle.</p>



<p>areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> ♣ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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, 		and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	the physical and human features of geography.	I can explain what a human feature is.	
	5	To 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	To use key vocabulary to demonstrate knowledge and understanding.	I can explain what a physical feature is. I can explain what a human feature is.	Describe the human and physical features of one of the UK's capital cities. Extended writing opportunity: Write an imaginary postcard from one of the UK's capital cities. <i>Place items/ pictures all about London on the tables. Go on a virtual tour through London sightseeing. Children then draw/write post cards to each other about the physical and human features in London.</i>
	6	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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	Children will 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	I can explain what a physical feature is. I can explain what a human feature is.	Share my understanding of the UK. Extended writing opportunity: Create an information sheet about a UK country. <i>2 options- Create small world towns using lego/playdough/building blocks to identify what they have learnt about the United Kingdom</i> <i>Option 2- Children design a poster encouraging children to visit the United Kingdom from another country.</i>



<p>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</p> <ul style="list-style-type: none">♣ 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.					
To assess current Geography knowledge	<u>7</u>				<u>Use assessment pack on Oddizzi</u>