

Year 1 Geography

Our Story

Assessment Questions		
<p>- What is the name of the country where we live? In which do city do we live? What is the name of our local area?</p> <p>- What is a landmark? Can you give me an example of a landmark in Sparkhill or Birmingham? What is a map? What does it show us?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that our school is in Sparkhill on the Stratford Road in the city of Birmingham.</p> <p>I know some key landmarks in my local area (swimming baths, park etc) and can describe parts of my school and playground.</p> <p>I know that we live in a country called the UK.</p> <p><u>Geographical Skills and Fieldwork</u> I know that a map is used to plot and show where landmarks are in relation to one another in a specific area.</p> <p>I know that you can look at a map to see wherelandmarks are in relation to one another.</p> <p>I can read and make a simple map to showplaces and things, using a key.</p> <p><u>Key Vocabulary</u> Local area, city, Birmingham, country, England,landmarks, map, symbols, key. Bigger, smaller, near, far away, left, right, next to,close by.</p> <p>Geography Core Concepts: Landmarks</p>	<p><u>Locational Knowledge</u> NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Find Birmingham and England on a UK map.</p> <p><u>Place knowledge</u> NC 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 Name and identify characteristics and landmarks of our local area of Sparkhill.</p> <p><u>Geographical Skills and Fieldwork</u> NC</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. <p>Use a simple picture map to move around the school, use relative and directional language.</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features (draw a map of myclassroom or local area). Use photographs and maps to identify features of the localarea.</p> <p><u>Fieldwork Opportunities.</u> Walk around, observe, take photos of and draw keylandmarks in the local area. Use a simple map to move around school/playground/park/ local area.</p>	<p>In this topic, the children learn about and broaden their knowledgeof their local area – Sparkhill.</p> <p>They begin to recognise and describe basic human and physical features found in the local area anddescribe them in simple terms using some directional language.</p> <p>For example, <i>‘Around my school thereis Sparkhill park and next to the park there is the Stratford road – which is very busy. Behind our school is Sparkhillswimming baths.’</i></p> <p>Children will complete simple fieldwork exercises to observe the local area surrounding the school. The children learn that maps help us to locate the position of landmarks in relation to one another and they begin to use anddraw simple maps of their surrounding area.</p> <p>They will begin to understand that we live in the centre of a country (the UK) in the city of Birmingham and will start to recognise the UK on a map of the World.</p>

Year 1 Geography Whizz, Bang, Pop

Assessment Questions		
<ul style="list-style-type: none"> - <i>What is an island? Where is Birmingham on a UK map?</i> - <i>What are the 4 countries in the UK? What are their capital cities?</i> - <i>What is a famous landmark in London? Why is it important in this topic (clue – Guy Fawkes)?</i> 		
Know	Do	Understand
<p><u>Locational Knowledge</u> Know that the UK is an island surrounded by water. Recognise a map of the UK and know where Birmingham is on the map.</p> <p>Know that England, Ireland, Scotland and Wales are the four countries that make up the UK.</p> <p>Know the names of the capital cities in England, Scotland, Ireland and Wales.</p> <p><u>Human and Physical Geography</u> Know that population means how many people live in a place and I know that London has the largest population in UK.</p> <p><u>Geographical Skills and Fieldwork</u> Know that the Houses of Parliament in London were there in 1666. I know this is a landmark.</p> <p>Show where China is on a world map.</p>	<p><u>Locational Knowledge</u> NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Find the UK on a world map. Use a map of the UK to find the capital cities of England, Scotland and Wales and Northern Ireland and their seas.</p> <p><u>Human and Physical Geography</u> Explain what population is and how London has the largest population in UK</p> <p><u>Geographical Skills and Fieldwork</u> NC: 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. Show where China is on a world map and name its Continent (where fireworks were invented).</p> <p>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</p> <p>Study aerial photos and simple maps of London and find where Big Ben and the Houses of Parliament are.</p> <p>Identify landmarks in London (especially Houses of Parliament for Guy Fawkes)</p>	<p>In this unit the children will deepen their understanding of the UK and its position in the world. They will know that the United Kingdom is made up of four different countries and they will know the names of these countries and begin to locate them (with support) on a map of the UK.</p> <p>They will be introduced to a globe and a world map and will be able to find the UK on both.</p> <p>They will look at maps of London and some famous landmarks in London. They will look at Big Ben and Houses of Parliament, connecting how important this was during the gunpowder plot in 1666.</p>
<p><u>Key Vocabulary</u> Countries – England, Ireland, Scotland, Wales, UK, island landmark population Geography Core Concepts: Landmarks Population</p>		

Year 1 Geography

Wild Weather

Assessment Questions		
<ul style="list-style-type: none"> - Can you tell me some words to describe different types of weather? - Show me on a world map where the South Pole is. What is the weather like there? - Show me a world map where a desert is? What is the weather like there? - What does climate mean? 		
Know	Do	Understand
<p><u>Human and Physical Geography</u> I know the appropriate weather words to describe the weather outside. Cold, windy, sunny, raining, snowing, hailing, mild, hot.</p> <p>I know that weather can be different in various places around the world.</p> <p>I can describe the weather at the south pole and in the desert.</p> <p>I know what a beach, mountain, forest, sea and river looks like.</p>	<p><u>Locational knowledge</u> NC name and locate the world's seven continents and five oceans Name the continent of the UK and of another area of the world (cold/hot).</p> <p>Use world maps to identify the UK in its position in the world and another area/country of the world (hot/cold).</p> <p>Label the South and North pole on a globe and a map of the World</p> <p><u>Human and Physical Geography</u> NC 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</p> <p>Find UK and other areas on a world map and describe their weather patterns, using the equator and North and South Poles to explain reasons.</p> <p>NC Use basic geographical vocabulary to refer to: key physical features, including: desert, beach, cliff, coast, forest, hill, mountain, sea, ocean, river</p>	<p>In this topic the children will draw upon the previous topics knowledge and deepen and secure their understanding of weather conditions around the world.</p> <p>The children will identify seasonal and daily weather patterns in the United Kingdom and then focus on the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>They will be able to locate the North and South pole on a globe and a world map, describing the weather conditions and understanding this in relation to the distance from the equator.</p>
<p><u>Key Vocabulary</u> Seasons – Autumn, Winter, Spring, Summer Weather words- hot, sunny, dry, cold, wet, rainy, snow, windy, icy, climate, temperature Geography Core Concepts: Climate Environment</p>	<p><u>Fieldwork Opportunities.</u> Use Google Earth to find very hot countries or very cold countries (places with a different climate to our own)</p>	

Year 1 Geography

Wild Safari

Assessment Questions		
<p>- <i>What is a rainforest? Can you tell me where one is in the world (country)?</i></p> <p>- <i>How is a rainforest different from where we live in Birmingham? Use weather words to describe the climate in places with rainforests.</i></p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I can name some countries and continents in the world that have jungles and/or rainforests.</p> <p><u>Human and Physical Geography</u> I know that weather can be different in various places around the world.</p> <p>I know that rainforests are hot, humid, sticky and wet.</p> <p>I know that the largest rainforest in the world is the Amazon Rainforest in South America.</p>	<p><u>Locational knowledge</u> NC name and locate the world's seven continents and five oceans Label countries with rainforests in them on a world map and name some of the continents.</p> <p><u>Place Knowledge</u> NC 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> <p><u>Human and Physical Geography</u> NC 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</p> <p>Identify the key physical features of rainforests and jungles and compare to our own local area. <u>Use basic geographical vocabulary to refer to:</u> Key physical features, including: desert, beach, cliff, coast, vegetation, weather, forest, hill, mountain, sea, ocean, river</p> <p><u>Geographical skills and fieldwork</u> NC:</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 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 	<p>In this topic the children will deepen their understanding of the difference between physical and human features. They will be able to explain that human features are landmarks/buildings/objects that has been built by man and placed somewhere – for example a church, shop, road and a physical feature is something that occurs naturally and has not been built by man. It may have been there for a very long time.</p> <p>Children will be able to sort human and physical features. They will be able to locate some rainforests on a map of the world and describe the key physical features of rainforests and jungles.</p>
<p><u>Key Vocabulary</u> Seasons – Autumn, Winter, Spring, Summer Weather words- hot, sunny, dry, cold, wet, rainy, snow, windy, icy, climate, temperature Geography Core Concepts: Climate Environment</p>	<p><u>Fieldwork Opportunities.</u> Sort photos/pictures/maps of different places in the world (rainforest/south pole/uk) by recognising their human/physical features. Use Google Earth to find very hot countries or very cold countries (places with a different climate to our own)</p>	

Year 1 Geography

Dungeons and Dragons

Assessment Questions		
<p>- <i>In which continent is the UK? What is a landmark? Name some castles in England today that were built by the Normans.</i></p> <p>- <i>Where is Hastings – can you show me on a map? Where did William’s Army come from, which country?</i></p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I can name and find 4 countries of UK and surrounding seas on a map.</p> <p>I can name and locate Denmark, Norway and France on a European map.</p> <p><u>Geographical Skills and Fieldwork</u> Know that maps give us information about the position of landmarks in an area.</p> <p>Know that four point compass points can be used to identify position.</p> <p>I can use and understand geographical vocabulary (learn important names: <i>Hastings, English Channel, Pevensey</i>).</p> <p>Know some castles from this time can still be seen today.</p>	<p><u>Locational Knowledge</u> NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Find where England is on a map of Europe.</p> <p><u>Geographical Skills and Fieldwork</u> NC</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 <p>Use a map of Europe to find England, Denmark, Norway and France (with support) and trace the routes that the armies took.</p> <ul style="list-style-type: none"> • 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 <p>Use aerial photographs to observe features of castles and landmarks which have survived from that time (Tamworth, Warwick, Kenilworth all built by the Normans).</p> <p>Use the four compass points to describe position of landmarks.</p>	<p>In this unit the children will be introduced to the idea of compass points and how they can be used to identify position. The children know the names of the four compass points and be able to use them when describing objects.</p> <p>They will use the four compass points to help them to understand where Pevensey, Hastings and the English Channel are in relation to one another. They could locate some famous castles in England</p>
<p><u>Key Vocabulary</u> Landmarks (castles) settlement (where people lived) Compass points: North, South, East, West Geography Core Concepts: Settlement Landmarks</p>	<p><u>Fieldwork Opportunities.</u> Visit to Tamworth castle – children could take photographs/sketch the castle and other human features in the area.</p>	

