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| **Geography Year 1 Medium-Term Plans 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**Geography Medium-term Plan (Year 1 - Autumn term)**

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| **Year Group:** 1 | **Term:** Autumn | | **Unit of Learning**: Geographical skills and fieldwork |
| **About the unit:**  Children will be able to explore including practical activities; their locality and the wider world. The children will begin to understand navigation through compasses, directional language and routes. | | **Where the unit fits in:**  Children are learning about Superheroes and within this unit the children will be learning how the heroes might find those in need of help. | |
| **Prior Learning:**  From the Reception year the children will have had the opportunity to explore the Codeapillars by planning, selecting and creating the code for the Codeapillar to follow. | **Vocabulary:**  Non-negotiable: Near, far, left, right  Additional: forwards, backwards, North, South, full turn, half turn | | **Resources:**  Google maps  Codeapillars |
| **Assessment (By the end of this unit the children will be able to…)**  Use locational and directional language (e.g. near, far, left, right) to describe routes on a map.  To be able to describe the geography of the school and it’s grounds. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to use locational and directional language to describe a route. | Practically move in the directions needed (e.g. children become robots and can only move in the way they are shown – children have cards that have simple directions on for them to control each other.  The Evil Pea has hidden the veggies and left a map behind. Can the children describe the route the Evil Pea must have taken? | | The children will confidently be able to use the vocabulary near, far, left and right to describe a route. They will begin to use additional vocabulary including forwards, backwards, North, South, full turn, half turn. |
| To be able to follow a route. | A map is left behind to show the direction in school where Supertato has been captured. The children must follow the route to locate the hero. | | The children will be able to identify the desired location by following the route. |
| To know about the geography of the school. | Leave an aerial plan with a drawing to show the Evil Pea’s location. Can the children work out what the aerial plan is showing and where in the school it is? Can the children add labels for the location? | | The children will be able to identify part of the school building from an aerial plan to show where the evil pea is hidden. |
| To know about the geography of their classroom. | The children can now create their own aerial plan of the classroom. Ensuring the children realise that the perspective is from above and they are modelled what a good one looks like first. | | The children will be able to draw their own aerial plan of their classroom and plan where the evil pea might be hiding. |
| To know about the geography of the school grounds. | They will be able to label features of the school grounds.  Using the aerial photographs the children are to work together to create a key for the map and add their symbols onto the map. (These could include playground, trees, field, pirate ship) | | The children will be able to recognise their school using the aerial photographs and add labels.  The children will understand the use of a key and create a simple key for the school grounds. |

**Geography Medium-term Plan (Year 1 - Spring term)**

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| **Year Group:** 1 | **Term:** Spring | | **Unit of Learning:** Locational knowledge |
| **About the unit:**  The children are to have a good understanding of the country that they live in and be able to recall knowledge facts linked to the country. | | **Where the unit fits in:**  This is the first unit that looks at capital cities of the countries within the United Kingdom. As this is predominantly covered in Year 1 the children will need to re-visit the learning to ensure it has gone into their long term memory. | |
| **Prior Learning:**  In Reception the children will have looked at their environment when comparing it to other countries (e.g. Uganda) and as part of this looked at England’s capital city. They have explored globes and have come across some of the vocabulary that they will need to recall and use (e.g. seas, oceans, countries). | **Vocabulary:**  Locate, country, capital city, surrounding, sea, characteristics, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, United Kingdom, the English channel, south, north sea, east, west, Irish sea, Atlantic ocean, north | | **Resources:**  Floor map of UK  Google maps  Illustrated maps  Non-fiction books  Websites (including visit Britain tourism web pages)  Globe/ atlases |
| **Assessment (By the end of this unit the children will be able to…)**  Name and Locate the four countries and capital cities of the UK.  Name and locate the surrounding seas.  Identify the characteristics of the four countries of the UK. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| Name the four countries and talk about their characteristics.  Locate the four countries on the map of the UK. | Have a UK themed week where each day one of the countries in the UK is explored in depth.  Have the whole map of the UK and begin by locating the country on the map.  Have ‘jigsaw puzzle’ UK maps for the children independently to sort with a partner when they first come into school. (laminated maps)  Explore each country using the web pages but immersing the children in the country for the day, this may include trying foods, taking part in traditional dances, looking at traditional dresses and the heritage. | | The children will be able to confidently name the four countries and talk about some of the characteristics of each country.  The children will be able to locate the four countries on a map of the UK. |
| Name the capital cities of the four countries in the UK. | Explore the capital cities as part of the country immersion.  Look for the capital city names on a map/ atlas that shows the UK.  Were any of the children in the cohort born in/ family comes from a different area of the UK that could be explored using the maps/ atlases.  A morning job could be that the children then have the same UK map puzzle to solve but now have to match the name of the capital city to the correct country. | | The children will be able to name the capital cities of the four countries and match the capital city to the correct country. |
| Name and locate the surrounding seas of the UK. | Ensure maps that the children explore have the seas on them too so that the children are regularly looking at them.  The children can talk about the country to rehearse the knowledge and then learn about the sea/s that surround each country.  Label the seas on a map of the UK. | | The children will be able to name and locate the surrounding seas of the UK. |

**Geography Medium-term Plan (Year 1 - Summer term)**



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| **Year Group:** 1 | **Term:** Summer | | **Unit of Learning:** Place knowledge |
| **About the unit:**  The children will explore several countries to look at the similarities and differences between those countries and the country within which they live now. | | **Where the unit fits in:**  The children will have already explored globes, atlases and maps to look at the countries within the UK. This is the children’s first look at the wider world within Year 1. | |
| **Prior Learning:**  In Reception, the children have looked at the heritage of their cohort and mapped out where the children and their families come from. The children have compared their own life to that of a child who lives in Ghana. The children have had opportunities to explore maps, atlases and globes both in Reception and in Year 1 during the previous term. | **Vocabulary:**  Similarities, differences, same, different, Africa, Kalahari desert, hot and cold places, equator, North pole, South pole, beach, mountain, hill, ocean, town, village, | | **Resources:**  Maps  Atlases  Globes  Video clips  Photographs  Websites linked to the countries explored |
| **Assessment (By the end of this unit the children will be able to…)**  Compare (using similarities and differences) the UK with a contrasting country in the world. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to compare two countries.  To be able to identify how two countries are different.  To be able to identify how two countries are similar. | Compare Botswana/ Namibia/ South Africa with England when exploring where meerkats are from.  Children could write an information booklet/ tourism guide to show the other children in the school why it would be good to visit the other country, why and how it is different to England.  Use photographs of the landscapes both in England and the country/ies in Africa. Ensuring to use beach images in the UK too to avoid the misconception for some children that there are no beaches in the country we live in.  Rehearse orally ‘what’s the same’, ‘what’s different’ with talk partners, small groups etc. Tourism websites and videos would be good to explore.  Look at features of countries being compared including the hills, mountains, beaches, ocean. | | The children will know the name of a country other than England and be able to compare these countries by identifying how they are similar and how they are different. |

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| **Year Group:** 1 | **Term:** Summer | | **Unit of Learning:** Physical geography |
| **About the unit:**  The children will be able to look at, predict and describe the seasonal and daily weather patterns in the UK. | | **Where the unit fits in:**  The children will look at the daily weather pattern and seasons throughout the year. In the Summer term this unit will be brought to a close by comparing each season in terms of changes and weather patterns. | |
| **Prior Learning:**  In Reception, the children will have learnt the season names (e.g. Autumn, Winter, Spring, Summer) and begun to look for the seasonal changes that occur (e.g. making leaf crowns in Autumn when the leaves are falling off the trees, ice pictures in Winter using natural resources, Spring photographs when the flowers start appearing, looking at suitable clothing in the summer when it gets warmer). Children will have looked at how the weather has been during the Autumn and Spring terms in order to compare to the current weather patterns. | **Vocabulary:**  Changes, similar, differences, temperature, weather, sunny, cloudy, foggy, frost, hail, sleet, ice, rain, windy, snow, cold, dark, hot, warm, cold, freezing, Autumn, Winter, Spring, Summer, day daytime | | **Resources:**  Weather forecast  Weather chart  Rain catcher  Wind gauge (e.g. sock)  Outside thermometer |
| **Assessment (By the end of this unit the children will be able to…)**  Identify the seasonal and daily weather patterns in the UK | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| Can identify seasonal and daily weather patterns in the UK in Autumn. | Ensure the children know that it is Autumn – teach explicitly and have an Autumn display. The children can add to the display with photographs, pictures and writing to show how they know it is Autumn.  Weather chart within the classroom for a monitor to change the daily weather chart and record in a book the weather and daytime temperature.  This could be looked at through Forest Schools. | | The children will know what Autumn looks like in terms of the seasonal changes.  The children will be able to describe the daily weather patterns in the UK in Autumn. |
| Can identify seasonal and daily weather patterns in the UK in Winter. | Ensure the children know that it is Winter – teach explicitly and have a Winter display. The children can add to the display with photographs, pictures and writing to show how they know it is Winter.  Weather chart within the classroom for a monitor to change the daily weather chart and record in a book the weather and daytime temperature.  This could be looked at through Forest Schools. | | The children will know what Winter looks like in terms of the seasonal changes.  The children will be able to describe the daily weather patterns in the UK in Winter. |
| Can identify seasonal and daily weather patterns in the UK in Spring. | Ensure the children know that it is Spring – teach explicitly and have a Spring display. The children can add to the display with photographs, pictures and writing to show how they know it is Spring.  Weather chart within the classroom for a monitor to change the daily weather chart and record in a book the weather and daytime temperature.  This could be looked at through Forest Schools. | | The children will know what Spring looks like in terms of the seasonal changes.  The children will be able to describe the daily weather patterns in the UK in Spring. |
| Can identify seasonal and daily weather patterns in the UK in Summer. | Ensure the children know that it is Summer – teach explicitly and have a Summer display. The children can add to the display with photographs, pictures and writing to show how they know it is Summer.  Weather chart within the classroom for a monitor to change the daily weather chart and record in a book the weather and daytime temperature.  This could be looked at through Forest Schools. | | The children will know what Summer looks like in terms of the seasonal changes.  The children will be able to describe the daily weather patterns in the UK in Summer. |
| Can compare the UK seasons and talk about how the weather is similar/ different between the seasons. | Have some time to discuss the seasonal and daily weather patterns.  Look at a photograph taken from the same view each week to see how the season changes.  Go through the daily temperature record to look at the temperatures and weather that is typical for each season.  Can the children identify what they are wearing now compared to the other seasons? Why do they need to wear different clothes (e.g. type of coat, type of hat, sun cream etc.)? | | The children are to compare the 4 seasons and detail what is typical of each season and how the daily weather patterns change. |