

Year 1 Medium Term Plan

Key Learning in Geography

Autumn: What's it like where we live?

1. To be able to describe the places that they go often and rarely and what they see on the way to school.
2. To be able to understand what is near to school, far away and to gain a sense of place.
3. To be able to use and understand a simple plan of the classroom.
4. To be able to understand and use a local area map.
5. To be able to identify the destination of their fieldtrip and recall the journey to get there.
6. To be able to remember a local journey and the stages in order.

Cross curricular links:

English: developing oral and listening skills through using geographical vocabulary; writing short descriptions or captions when recalling places visited; composing lyrics for a song (Lessons 1-6)

Maths: asking and answering questions about totalling and comparing categorical data when recording statistics of modes of travel to school (Lesson 1); interpreting simple pictograms and tables (Lessons 3 and 4); sequencing events in chronological order using language, recalling their fieldtrip (Lesson 5)

Art & design: developing a wide range of art and design techniques in using colour, pattern, texture, through map-making and creating 3-D models; exercising skills with charcoal, pastel, crayon or paint, cutting, sticking and collage (Lesson 6)

Music: learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody (Lesson 5).

Geography skill

Map work- map of the classroom, map of the school, map of the local area.

Potential education visits

Place of interest in the local area.

Key Learning in Geography

Spring: What will we see on our journey around the world.

1. To be able to describe the location and place that they live in as part of the UK.
2. To be able to understand what the coast is like, and to see it through the eyes of someone who lives there.
3. To be able to understand what living in a rainforest is like, and to compare it with our own lives.
4. To understand how and why different buildings are built to suit different places, using the example of Timbuktu.
5. To be able to understand what a city is, and to locate world cities on a map.
6. To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like.

Cross curricular links:

English: writing at length on the different landscapes and people studied (Lessons 3, 4)

Maths: considering the distance (in hours and days) to travel to these places and link to children's mathematical understanding (Lessons 5, 6)

Art: finding out about notable artists from the Amazon and Mali (Lesson 5) especially if they create art of landscapes (Lesson 6)

Music: considering native musicians (Lesson 3).

Geography skill

Map work-recognising the UK and the individual countries. Finding other countries in relation to the UK.

Potential education visits

Key Learning in Geography

Summer: Where do different animals live?

To locate and describe the home of Emperor penguins

To locate and describe the home of the Asia panda

To describe specific place knowledge about the location of a significant animal

To locate a significant animal and describe the African landscape in Namibia

To understand an animal's yearly movements and describe the countries it passes over

To explain and understand the locations and places studied in the different continents

Cross curricular links:

Maths: gain a sense of scale and distance (Lessons 1-6)

Science: world habitats and ecosystems (Lessons 1-6)

Art & design: the mountain, forest, jungle or polar landscapes could lead on to looking at artists who have depicted these landscapes (Lessons 1-6)

Music, dance and drama: works of art (see above) could lead on to further work related to music, drama and dance. There are many sources online of sound recordings of animals that could stimulate animal inspired actions or dances (Lessons 1-6)

PSCHE/citizenship: the children could discuss the following issues: What does endangered mean? How can we care for the world and the environment? (Lessons 1-6).

Geography skill

Recognised and identify continents.

Potential education visits

Danson Park to see visiting and native birds.

Key vocabulary

Common: land that everyone can use
Dunes: sandy mounds by the sea or in a desert
Far: distant
Forest: large area covered with trees
Key: symbols on a map, and what they mean
Map: plan of a place, from above
Near: close
North, South, East, West: compass points
Often: many times
Park: land or large garden where people walk or play
Plan: outlines of a room or rooms, from above
Rarely: not often
School: building where children learn
Symbol: picture on a map to show a feature on land
Wetland: swamp or marsh near a river or coast
Wild: land not farmed, used for parks or gardens, or built on
Wood: land covered with trees, smaller than a forest.

Key vocabulary

Compass points: points on a magnetic compass marking the four main directions: North, South, East, West
Continent: land mass defined by physical, human or cultural features: Europe, Africa, Antarctica, Asia, Oceania, North America and South America
Country: political area defined by physical, human or cultural features
Seaside: a tourist resort by the coast
Desert: A dry area of land which receives very little rain or precipitation
Remote: a location far away from cities or towns – away from people and populations
Equator: imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres. The Equator lies at 0° latitude: the midday Sun is always high in the sky. Because the sun is never far from being overhead, the sun's rays are very concentrated and so temperatures are high
Passport: a document that entitles you to travel to different countries.

Key vocabulary

Antarctic: a polar region in the South Pole
Arctic: a polar region in the North Pole
Continent: land mass defined by physical, human, or cultural features: Europe, Africa, Antarctica, Asia, Oceania, North America or South America
Equator: imaginary line around the middle of the Earth where day and night are almost equal, and there is little change in season; some areas have a dry season and wet season
Endangered: a species which is at risk of becoming extinct
Migration: the movement of people or animals from one place to another
North, South, East, West: compass points, locational vocabulary
North Pole: the most northerly place of the Earth
Ocean: a body of salt water
South Pole: the most southerly place of the Earth.

ASSESSMENT

All children can:

Know about the local area and the nearest local green space (physical geography)
Create a landmark as part of a simple class map
Describe their landmark
Use maps, plans and aerial photographs
Use geographical vocabulary: map, plan, near, far, often, rarely.

Most children can:

Know and understand about the local area and its physical and human geography
Create a landmark as part of a simple class map
Describe their landmark and know where it was on a class journey
Use maps, plans and aerial photographs
Use geographical vocabulary: map, plan, near, far, often, rarely, North, South, East, West.

Some children can:

Know and understand about the local area and its physical and human geography.
Create a landmark as part of a simple class map, and consider its relative size (scale).
Describe their landmark and know where it was on a class journey.
Use maps, plans and aerial photographs.
Use geographical vocabulary: map, plan, symbol, near, far, often, rarely, North, South, East, West.

ASSESSMENT

All children can:

Know and understand their locality and a series of locations and places outside of Europe
Describe the physical and human geography of a distant place
Use geographical vocabulary: e.g. near, far, long way away
Be supported in a role-play that summarises this understanding.

Most children can:

Understand that within a location/country there are different ways of living
Describe the physical and human geography of several different places
Use geographical vocabulary: e.g. near, far, long way away (distant), North, South, East and West
Complete a travel document and work with a peer in a role-play that summarises this understanding.

Some children can:

Know, describe and understand their locality and a series of locations and places outside Europe
Understand that within a location/country there will be differences in how people live
Describe in detail the physical and human geography of a distant place using geographical vocabulary
Understand, explain and describe aerial photographs and video material of different places.

ASSESSMENT

All children can:

Recognise the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America
Understand that some of these continents have significant hot and/or cold areas
Describe specific human and physical features in these landscapes
Use specific place knowledge to describe the habitat of a significant animal.

Most children can:

Locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America
Describe which of these continents have significant hot and/or cold areas
Describe specific human and physical landmarks of some of these continents
Use specific place knowledge to describe and explain the habitat of a significant animal.

Some children can:

Describe and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America
Describe which of these continents have significant hot and/or cold areas
Describe specific human and physical landscapes for these continents
Use specific place knowledge to understand the threats facing the habitats of a significant animal.