YEAR ONE

Main topics: Geographical vocabulary, The UK & seas, Antarctica, Africa, Compare Zanzibar and Rayleigh, Pirates maps (basic symbols, key)

YEAR ONE - AUTUMN TERM

NC objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ 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 discuss various types of weather and make observations about the weather outside today. - I can make observations about weather patterns across the four seasons.	**Introduce the key human and physical geographical vocabulary.** **Autumn topic** - C.C. Science Autumn weather, basic weather symbols/pictures (during morning meetings, ask what the weather is like today). **LO: To identify different types of weather and select appropriate clothing for Autumn.**	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, factory, farm, house, office, port, harbour and shop. Seasons, weather, observations, North pole, South pole.
☐ 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. (Focus on the UK in year 1) ☐ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- I can locate the four countries of the UK on a map, in an atlas or using digital technology. - I can name the capital cities of the four countries in the UK. - I can name and locate the seas that surround the UK.	***LO: to use a world map to identify countries in the UK.*** ***LO: To name and locate the four countries of the United Kingdom.*** ***LO: To name and locate the four capital cities of the United Kingdom.*** ***LO: to use aerial maps to recognise human and physical geographical features.*** ***LO: to understand what an aerial view is and be able to speak about human and physical features of the UK.***	United Kingdom, UK, England, Scotland, Northern Ireland, Wales, seas, oceans, equator.

YEAR ONE - SPRING TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ 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 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. (Focus on the UK in year 1).	- I can discuss various types of weather and make observations about the weather outside today. - I can make observations about weather patterns across the four seasons. - I can identify the location of hot and cold areas of the world in relation to the equator, the North and South Poles. - I can use basic geographical vocabulary to make observations and comparisons between two contrasting places using aerial photographs.	***LO: to identify seasonal weather patterns in the UK -*** continue with morning meetings and weather diaries for the season of Winter. Antarctic Explorers - C.C. History (Robert Falcon Scott and the race to the South Pole). ***LO: to use world maps, globes and digital technologies to identify Antarctica in relation to the North and South Pole and the equator.*** Refer to prior learning about icy places in EYFS. Key teaching: - Locate Antarctica on world map, globe and Google Earth. - Explore Google Earth aerial photos. Speak about lack of human geography. - Introduce the equator and share that this is the hottest part of the world. - Talk about the North and South Poles being far from the equator. - Climate and weather conditions. - Animals that live there. - Compare to Rayleigh, looking at aerial photos, continuing to talk about key geographical differences (houses, climate, animals etc).	South Pole, North Pole, climate, weather, equator, hot, cold, seasons, aerial photographs.
☐ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and	- I can devise a simple map with basic map symbols.	**Deep Blue Sea - Pirates!** ***LO: to devise a simple map and use basic map symbols.***	Maps, key, school, symbols.

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, season and weather.		*LO: to use simple fieldwork and observation to look at the geography of our school grounds.*	
☐ 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 discuss various types of weather and make observations about the weather outside today. - I can make observations about weather patterns across the four seasons.	*LO: to identify seasonal weather patterns in the UK.* Spring Term 2 'Seasonal changes' - C.C. Science Weather diary, choices of clothing for spring time.	

YEAR ONE - SUMMER TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ 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. (Focus on the UK in year 1). ☐ 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. ☐ Use aerial photographs and plan perspectives to recognise	- I can use key geographical vocabulary to make observations and comparisons between two contrasting places using aerial photographs. - I can use basic geographical vocabulary to make observations and comparisons between two contrasting places using aerial photographs.	Continue recognising weather symbols and creating weather diaries. Discuss clothing choices for spring. Africa *LO: to discuss similarities and differences in human and physical geography.* Key questions: - Is Africa a hot or cold place? - Where is the equator? - What does this tell us about the climate in Africa? Look at physical and human features of Africa. Children to sort if they are physical or human features. Identify where Africa is on a world map & identify one physical and one human	

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.		feature. *LO: to discuss similarities and differences in human and physical geography using aerial photographs.* Identify human and physical features on a map using aerial photos of Africa - e.g. river, coast, town, mountain, forest. *LO: to compare the human and physical features of Rayleigh and Africa.* Compare human and physical features of Zanzibar and Rayleigh. Whole School Art Day - Look at African artist Martin Bulinya. C.C. Art - make African masks. Use charcoal to create MB inspired pictures.	