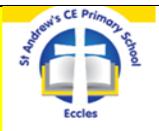


# Geography – Year 1



<u>Honesty</u> Describe feelings		<u>Love</u> Loving the world around us Loving our country (British Values)		<u>Forgiveness</u> Saying I'm sorry		<u>Respect</u> Asking questions about our environment Discuss ways in which people don't respect the environment.		<u>Cultural Capital Opportunities</u> <ul style="list-style-type: none"> <li>Walk around the local community</li> <li>Visit a mountain/harbour/village/shop</li> <li>Plan a visit to Morrison's</li> </ul>				
<u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and Physical Geography</u> <u>Geographical Skills and Fieldwork</u>		<u>Aspirations</u> Children are excited to explore the world around them as well as the world beyond their knowledge.  To become a weather presenter.  To live in a different location.		<u>Bringing Learning To Life</u> <ul style="list-style-type: none"> <li>Make a class collage of the world using tissue paper</li> <li>Learning songs about seasons/weather</li> <li>Watch weather person videos.</li> <li>Look at maps of Eccles</li> <li>Use Digimaps</li> </ul>		<u>Emotional Well-Being</u> <ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> </ul>		<u>Resilience</u> <ul style="list-style-type: none"> <li>Children can show resilience to falls when exploring the world</li> <li>Children can 'get dirty' and understand that it is ok.</li> </ul>		<u>Valuing Our Diversity</u> Respecting other cultures and traditions in other countries.  Understanding the four cities in the UK and their differing opinions.		<u>Respect and Responsibility</u> Look after our planet. Understand why plants, flowers and crops are important in the world.
What will they learn?				In what order?								
Key Concepts		Key Skills		Autumn		Spring		Summer		End points		

<p>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 their locational awareness.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• <b>Locational Knowledge</b></li> <li>• <b>Place Knowledge</b></li> <li>• <b>Human and physical geography</b></li> <li>• <b>Geography skills and fieldwork.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate the continents and oceans of the world on a map.</li> <li>• Compare our local area to a place outside of Europe.</li> <li>• Identify the seasons.</li> <li>• Identify weather patterns in the local area.</li> <li>• Use directional language.</li> <li>• Create a simple map or route.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a Eccles and of a small area in a contrasting non-European country eg New Zealand or Mexico.</li> <li>• Use basic geographical vocabulary to match physical features to their images, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley etc.</li> <li>• Discuss the River Irwell and its features</li> <li>• Understand what vegetation is: process of growing plants and crops.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Discuss what continents are like.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Use basic geographical vocabulary to discuss season and weather</li> <li>• Locate hot and cold areas of the world</li> <li>• Discuss hot and cold areas in relation to the Equator and the North and South Poles</li> <li>• Identify North and South pole as well as the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>• Do some simple fieldwork and observational skills of the local area. (Eccles Park) using Digimaps.</li> <li>• Create a simple map of Eccles using directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map using a key with symbols that the children make up themselves</li> <li>• Match key human features to their images, including: city, town, village, factory, farm, house, office, port, harbour and shop for the local area.</li> </ul>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>• Children can explain key the similarities and differences between Eccles and a non-European country eg Mexico or New Zealand.</li> <li>• They can identify physical features of an environment e.g. mountain, valley, soil etc.</li> </ul> <p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Identify daily weather patterns in the United Kingdom.</li> <li>• Identify seasons.</li> <li>• Identify and name hot and cold countries.</li> </ul>
--	--	---	--	--	--

					<p><u>Summer:</u></p> <ul style="list-style-type: none"><li>• Draw a sketch of Eccles Park designing own key for human and physical features.</li><li>• Use directional language left, right, up and down.</li><li>• Create an accurate map of the local area.</li></ul>
--	--	--	--	--	--