

Out and About – Year 1

Learning Question	Vocabulary	Key learning
Recap Previous Learning	• Same • Different • People • Community • Home • School	• Revisit learning from EYFS. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country • Explain some similarities and differences between life in this country and life in other countries.
Can I use simple fieldwork and observational skills to study the geography of school and its grounds?	• Fieldwork • local area, • locate (find), • observe • record • Natural • Man Made	• Can I describe 3 (or more) features of our classroom? • To understand what our classroom looks like. • Can I identify (spot) 3 areas in my school by using an aerial plan? • Can I work together with a partner on a fieldwork walk, using my senses to observe different things in school.
Can I identify physical and human features in our school grounds?	• Human • Physical • Features • Map	• Can I understand what human and physical features are? • To use basic geographical vocabulary to refer to key human/ physical features. • Use a simple picture map to move around the school • Recognise that a map is about a place.
Can I devise a simple map; and use and construct basic symbols in a key?	• Aerial view • Birds-eye • symbol	• Do I understand what an aerial view is? • Can I draw an aerial plan / map of the school using a key, labels, colour and a title? • Can I label my map carefully?

Can I recognise a range of map symbols and understand their use?	• Map symbols, • street, • house/housing, • business, shops • stream, river • forest • map, • key, title, route.	• Use own symbols on a map. • Can I name the four points of a simple compass? • Can I follow compass directions to move to the correct place (location)? • Can I recognise 4 (or more) map symbols and explain what they show? • Follow compass directions. • Recognise a range of map symbols and understand their use. • Begin to recognise map symbols.
Can I describe the location of features and routes on a map?	• Map symbols, • street, • house/housing, • business • shops • stream, river • forest • map, • key, title, route.	• To describe where things are on a map • Can I locate school on a map? • Can I label places on a map of our local area? • Can I show a 'route' on a map of our local area? • Can I explain my route to a partner using key words?
Can I understand what our local area is like?	• Fieldwork • local area, • locate (find), • street • map • observe • record • route • safety	• Can I find features on a map? • Can I go on a field trip of our local area following a street map? • Can I use my 'looking' and 'listening' skills to record what I can see and hear in our local area? • Can I make decisions (choices) about what I like and dislike about our local area? • Make observations about where things are within local area. • Use information books/pictures as sources of information to investigate their surroundings.
Learning review Can I explain the geography of the local area?	Use the vocabulary from across the unit of work.	• Assessment task to show learning about the geography of the area around school.

Castles – Year 1

Learning Question	Vocabulary	Key learning
Recap Previous Learning	• Local • Location • Maps • Geography	• Revisit learning on maps and local area. • Where do they live? Where is school located? • What is the local area like?
Can I Explore why some castles were built on hills?	• Features • Hill • Cliff • River	• Can children identify land features, like hills and cliffs? • Do the children understand the advantages of building a castle on a hill? • Do the children understand the disadvantages of building a castle on a hill? • Can they describe the resources the residents of the castles needed to have nearby and how this influenced the location of the castle? • Can children use the key stage one geographical physical features vocabulary, which includes: hill, sea, river, and cliff?
Can I discover the physical features that make castles easier to defend?	• Defend • Cliff • Forest • Hill • Sea • River • Valley • Problem	• Can the children identify physical features of land including, cliff, forest, hill, sea, river and valley? • Do the children understand the advantages of building on or near certain land features? • Do the children understand the disadvantages of building on or near certain land features? • Can children use the geographical vocabulary to describe physical features that castles are often close to? • Can children think about how these features made castles easier to defend? • Can children any problems the builders of these castles might have encountered?
Can I become familiar with castles in the UK's capital cities?	• Countries • Capital • Surrounding • Home • Decide • Decision	• Can children identify the UK on a world map? • Can they identify the countries that make up the UK? • Can they name and locate the capital cities of the UK? • Can children identify the land features that each capital city castle has been built on or near? • Do the children understand why the areas surrounding castles were often home to lots of people • Can children begin to think about which geographical features made people decide to live near the castle site?

Can I explore and make maps?	• Arial • Compass point • Land features • Landmark	• Can children use the compass points to move around a map • Can children create a map? Can children use a simple key? • Can children investigate aerial photos, spotting land features and landmarks? • Can the children identify physical features of the land? • Can the children identify physical features and other points of interest on aerial photos? • Can the children use compass points to move around a map grid?
Learning review Can I explain why castles were built in certain places?	Use the vocabulary from across the unit of work.	• Assessment task to show learning about the geography of castle locations.

Seas and Coasts – Year 1

Learning Question	Vocabulary	Key learning
Recap Previous Learning	• Local • Location • Maps • Geography • Castle • Capital	• Revisit learning on maps and castles. • Where do they live? Where is school located? • What are the countries of the UK? Name the capital cities. • Recap geography vocabulary associated with the local area and castles. • Recap different types of maps and known symbols.
Can I locate and name British seas?	• Island • Sea • Ocean • Compass • Port	• Children will discuss what an island is • Children encouraged to think about what being an island means for the UK. • Use a compass rose to locate the seas around the UK. • Name the seas/ocean surrounding the UK. (North Sea, English Channel, Irish Sea, Atlantic Ocean) • Find out about some of the human activities that take place in them.
Can I find out about British ports?	• Seas • Ocean • Port • Ferry • Cargo Ships • Passenger ship	• Name the seas/ocean surrounding the UK. (North Sea, English Channel, Irish Sea, Atlantic Ocean) • Find out about some of the human activities that take place in them. • Locate some British ports including Dover. • Find out more about the port of Dover. (link to Dover castle – previous units of castles history/geog)
Can I find out about the British coast? (Formby – west coast) (Runswick Bay – east coast)	• Beach • Cliff • Dunes • Coast	• Can children identify physical features? • Can children identify human features? • Can children explain what the seaside is like? • They will talk about pictured British beaches, naming and locating human and physical features they can see.

Can I find out about a British seaside resort? (Blackpool – west coast) (Whitby – east coast)	• Coast • Pier • Fairground • Resort • Seaside • Harbour	• Can children identify physical features? • Can children identify human features? • Can children explain what the seaside is like? • They will talk about pictured British beaches, naming and locating human and physical features they can see.
Can I compare a British beach with a tropical beach?	• Tropical • Watersports • Pier • Fairground • Palm tree	• Children will compare British and non-British beaches. • They will identify and discuss the different human and physical features of each beach. • They will be challenged to work out if the beach is British and explain their reasoning. • They will have the opportunity to say which beach they would prefer to visit and explain why. • Can children compare two pictures? • Can children identify features of beaches? • Can children use observational skills to answer questions?
Learning review Can I explain the geography of the coast?	Use the vocabulary from across the unit of work.	• Assessment task to show learning about the geography of British sea and coast.