



Year 1: Geography



Autumn Term – Local Area Study

Enquiry - *What is the geography of where I live like?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Year 1 pupils will be looking at the geography in our local area. They will focus on human and physical geography – looking for human and physical features in and around Bentley Heath. They will discover the types of transport used in the UK and children will also be looking at the 4 nations of the UK and will identify these on a map.</p>	<p>The physical and human features of a range of significant geographical locations. The physical and human features of my locality. What the term 'land use' refers to. That the main types of land use are transport, residential, economic activity, public services, open space and agricultural. How to carry out fieldwork including the use of Google Earth Pro and Google Street View, to identify, describe and record the main types of land use in the locality of my school. Present the data I collect through fieldwork graphically and as a land use map. Suggest reasons to explain what my results show. Where I live in the United Kingdom in relation to its four nations, largest cities and the European continent. Ways in which the environment of the local area has changed in the past and is changing now, and the possible reasons for this. How to plan and plot a geographical tour around the local area that includes its key physical and human features.</p>	<p>Recognise : Name and point out physical and human features in and around BH. Identify: Distinguish how their area may be similar to others. Describe: Give an account in words of something in their area. Observe: Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Select: Decide upon and choose that information considered most suitable or relevant Categorise/ Classify: Arrange information about their local area into particular groups according to shared qualities or characteristics Sequence: Place a set of related events or things that follow each other into an order Compare and contrast: Find similarities and differences between their area and the UK. Recall: Remember and recount something learned about their local area. Reason/ speculate: Thinking and forming ideas about where they live without necessarily firm evidence yet to back it up – conjecture, supposition Summarise: Outline or sum up briefly the main points about something</p>

Sequence:

In Early Years, children will have already made sense of their physical world and their community. Their personal experiences may include: visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters, looking at their local environment. They will have also taken part in Forest School. As well as this, children will have used maps to locate countries, identify land and sea and compare different continents to one another.

Vocabulary: Landscape, City, Town, Village, Urban, Rural, Physical feature, Human feature, Environment, Region, Land use, Country, Location, Transport, Residential, Public service, Economic activity, Open space, Agricultural, Settlement.

Spring Term – Comparing global environments

Enquiry- *Why don't penguins need to fly?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>During this half term children will be covering a geography topic which looks at the 'the white continent' of the world. They will be completing work based on 'Pip the penguin' who lives in the Antarctic. They will discover lots of facts about penguins and why no polar bears live in the Antarctic. The children will be comparing Antarctica to the Arctic and The Sahara Desert.</p>	<p>The distribution of polar, temperate and tropical regions of the world. The geographical features of Antarctica including its polar climate. How living things are adapted to survive in such an extreme environment. How the geographical features of the Sahara Desert compare with those of Antarctica. The location of Zambia in Africa and some of its physical and human features. Why Antarctica is a desert even though it is the coldest place on earth. The geographical features of the Arctic Ocean and the North Pole environments. How the Arctic and the North Pole is different from Antarctica and the South Pole. What a food chain is and the different parts of the food chain of a polar bear. Why polar bears are not found in Antarctica. How to use atlas maps and GIS to plan an expedition from Canada to Antarctica. Why penguins would not survive in tropical areas of the world.</p>	<p>Recognise: Name and point out where the Antarctic is and what lives there. Identify: Distinguish how the Antarctic, Arctic and Sahara may be similar. Describe: Give an account in words of why Antarctic is a desert even though it's the coldest place on earth. Observe: Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Select: Decide upon and choose that information considered most suitable or relevant Categorise/ Classify: Arrange information about the food chain into particular groups according to shared qualities or characteristics Sequence: Place a set of related events or things that follow each other into an order Compare and contrast: Find similarities and differences between the Arctic and Antarctic. Recall: Remember and recount something learned, Reason/speculate: Thinking and forming ideas about why penguins wouldn't survive in tropical areas. Summarise: Outline or sum up briefly the main points about something.</p>

Sequence:

In Early Years, children will have already made sense of their physical world and their community. Their personal experiences may include: visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters, looking at their local environment. They will have also taken part in Forest School. As well as this, children will have used maps to locate countries, identify land and sea and compare different continents to one another. In Autumn term, children will have learnt about where they live in the United Kingdom in relation to its four nations, largest cities and the European continent. They will

also have learnt ways in which the environment of the local area has changed in the past and is changing now, and the possible reasons for this.

Vocabulary: Adaptation, Expedition, Equator, North Pole, South Pole, Polar, Tropical, Temperate, Habitat, Predator, River, Valley, Coastline, Ice sheet, Ice berg, Waterfall.

Summer Term – Coastal Study

Enquiry - *Why do we love being beside the sea so much?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>During this half term, children will be learning about 'Why do we love being beside the sea so much?' Children will begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they will become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments.</p>	<p>The names and location of the world's seven continents and five oceans together with the Equator, North Pole and South Pole. A range of physical and human features found at places around the coastline of Britain. Why people enjoy visiting the seaside. Why the United Kingdom has such a long coastline. How to use an Ordnance Survey map to interpret physical and human coastal features. How the physical and human features of the coastline at Bournemouth in the United Kingdom compare with those of the coastline of Townsville in Queensland, Australia. The location and physical features of the Great Barrier Reef in Australia. The distribution of hot and cold areas of the world. The location and characteristics of tropical, temperate and polar regions of the world. How the distribution of coral reefs around the world is determined by climate.</p>	<p>Recognise: Name and point out different seaside holidays. Identify: Distinguish a seaside holiday in the UK from abroad. Describe: Give an account in words of geographical features of the seaside. Observe: Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Select: Decide upon and choose that information considered most suitable or relevant to answer a question Categorise/ Classify: Arrange information into particular groups according to shared qualities or characteristics Sequence: Place a set of related events or things that follow each other into an order Compare and contrast: Find similarities and differences between different coasts. Recall: Remember and recount something learned about coastal areas. Reason/ speculate: Thinking and forming ideas about why someone might love being by the seaside. Summarise: Outline or sum up briefly the main points about something</p>

Sequence: In Early Years, children will have already made sense of their physical world and their community. Their personal experiences may include: visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters, looking at their local environment. They will have also taken part in Forest School. As well as this, children will have used maps to locate countries, identify land and sea and compare different continents to one another. In Autumn term, children will have learnt about where they

live in the United Kingdom in relation to its four nations, largest cities and the European continent. They will also have learnt ways in which the environment of the local area has changed in the past and is changing now, and the possible reasons for this. In Spring term, children will have learnt about polar regions of the world.

Vocabulary: Landscape, Tropical, Island, Bay, Reef, Cliff, Headland, Spit, Port, Beach, Coral, Physical feature, Human feature, Environment, Country, Location, Climate, Tourism, Coast, Tropical, Ecosystem.