































Prior Learning

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	Spring—Local Map Work (Linked to Topic - London's Burnin')	Summer - Comparing Countries around the World (Linked to the Topic—Explorers)
<p>Relevant Prior Learning</p> <p>In EYFS, children will have learn about Stoneferry as their locality and this is part of a bigger world. They will have explored their school and local areas and looked at how life in England is similar and different to other countries.</p>	<p>Relevant Prior Learning</p> <p>Children in Autumn will have learnt where Hull is in the UK. They will have looked at an aerial photograph of the school and have some understanding of North, South East and West. They will have begun to say if a feature is physical or human. They will also have looked at where the north and south poles are and equator.</p>	<p>Relevant Prior Learning</p> <p>Children will have learnt their address and will have said what they like and dislike about the area in which they live. They will have located and learnt the 4 countries of UK and know London is the capital of England In Spring they will have named some of the waters around the UK and will be able to point to the North and South Poles and Equator on a globe. They will also understand that humans are damaging the planet.</p>

Navigation	Fieldwork	Population	Economic Activity	Tectonic Activity	Human Features	Physical Features	Natural Resources	Sustainability	Climate and Landscape
									

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	Spring—Local Map Work (Linked to Topic - London's Burnin')	Summer - Comparing Countries around the World (Linked to the Topic—Football Frenzy)
Priority Key Concepts	Priority Key Concepts	Priority Key Concepts
 	 	  
Through the unit the children will also experience	Through the unit the children will also experience	Through the unit the children will also experience
   	    	   

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	Spring—Local Map Work (Linked to Topic - London's Burnin')	Summer - Comparing Countries around the World (Linked to the Topic—Football Frenzy)
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Year 1 Cycle 2

Geographical skills and Human and Physical Locational Knowledge Place Knowledge Responsibility I can orally express ideas and observations	I can locate Hull on a U.K map I can use a globe to identify the equator and north and south poles I know the 4 main directions I can use aerial photographs and plan to identify the key I can describe some of the physical and human features I can understand some of the ways that humans can affect the world around us	Geographical skills and Locational Knowledge I can orally express ideas and observations I can use a globe to identify the equator and north and south poles (REVISION)	I can locate Hull on a U.K map I can explain where I live in the U.K. and tell you my address I can tell you what I like and do not like about the place in which I live I can name the 4 countries in the U.K. and locate them on a map I can name the capital city of England I can name the waters that surround the U.K. I can understand some of the ways that humans can affect the world around us	Geographical skills and Place Knowledge Human and Physical I understand how everyday actions can help reduce waste and save energy	I can create a simple map (eg: I can use aerial photographs and plan to identify the key I know the 4 main directions on a compass I can describe some of the physical and human features I can tell you what I like and do not like about the place in which I live I can orally express ideas and observations
I can explain how the weather changes throughout the year and name the seasons (link to Science)					

End points

At the end of each unit the children will know and know how to:

Autumn - Physical and Human Features and Climate (Linked to the Topic—Let's go Down Under)	Spring—Local Map Work (Linked to Topic - London's Burnin')	Summer - Comparing Countries around the World (Linked to the Topic—Football Frenzy)
<ul style="list-style-type: none">• Where Hull is• Interpret aerial photos to identify the school• The 4 main compass directions• Identify some human and physical features around the local area• Locate Australia on a World map	<ul style="list-style-type: none">• Embed location of Hull• Their address• Express opinions on Stoenferry.• Locate 4 countries of UK and know London is the capital of England• Name the waters around UK• Label the North/South poles and equator on a map.• How humans are causing climate change.	<ul style="list-style-type: none">• Use aerial photos to plan and create a simple map• Use directions to use the map.• Identify some human and physical features (possibly linked to the created map)• Express how they would make their local area better• Reduce waste and save energy

Year 1 Geography - Autumn term Cycle 2 Physical and Human Features and Climate - Linked to the topic - Let's Go Down Under

By the end of this unit of work children will know and know how to:

- Where Hull is
- Interpret aerial photos to identify the school
- The 4 main compass directions
- Identify some human and physical features around the local area
- Locate Australia on a world map

Prior Learning to be reviewed:

In EYFS, children will have learn about Stoneferry as their locality and this is part of a bigger world. They will have explored their school and local areas and looked at how life in England is similar and different to other countries.

Priority Key Concepts to be addressed



Additional Key concepts which will be experienced



Areas highlighted in **Red** will be covered in Unit of Work

- **Navigation:** (Interpreting a key, **conventions of maps**, map symbols, **atlases**, GIS, **google maps**, scale factor, reading and calculating from a scale, using compass points, **the equator**, the tropic lines, **the poles**, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (**Dispersal**, **settlement patterns**, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, **rivers**, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, **climate change**, renewable and non-renewable resources, sea level, **food miles**, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings.)

Teaching sequence will include, but may not be in this order

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources.
Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Skills and fieldwork (S&F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- *Apply their knowledge to the world around them locally and globally (AK)*

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
GE, LS	Navigation Written and Oral expression	I can locate Hull on a UK map	<p>Where do we live? What country do we live in? What city do we live in? How could we find where we live?</p> <p>Activity Children have 4 different maps with Hull on that they have to find Hull on. One of East Yorkshire, One of UK, One of Europe, One World.</p> <p>What do the children notice about where it is in each map.</p> <p>Give the children four blank maps of the same ones they have just used.</p> <p>Children locate Hull by using the other maps and write Hull on each one.</p> <p>Ensure children know that Hull is in England – teaching point re Hull being a name and needing a capital letter.</p> <p>Outcome 8 small maps, four with Hull circled, Four with Hull written on.</p> <p>Plenary: Find using Google Earth Too</p> <p>S&L – Children talk in pairs to carry out tasks</p> <p>Challenge: write a sentence to describe where Hull is in England</p> <p>Vocabulary – Hull (add to weekly spellings), map, locate, different, on the coast, north east.</p>
	Second Order Concepts Significance Enquiry		
LS	Navigation	I can use a globe to identify the equator and north and south poles	<p>Enquiry – Does anyone know where Australia is?</p> <p>Starter - Blank map of UK – where is Hull?</p> <p>Describe the weather in a picture of the North and South Pole, and the Equator. How is it different, how would you feel to be at these places. What would you wear?</p>
	Second Order Concepts		
	Significance		

			<p>Activity – Draw the clothing to match each location</p> <p>Need 2 blank outlines – AA to label items of clothing</p> <p>Show a map of the world. Where do they think Picture A is from (North Pole), Picture B (South Pole) and Picture C (somewhere on the Equator)</p> <p>S&L Discuss and reason amongst pairs</p> <p>Introduce idea of North and South and how on a map North is always Up and South Down.</p> <p>Outcome – Label North South Poles and Equator</p> <p>Plenary – Explain why the middle of the Earth is hotter, and the top and bottom so cold.</p> <p>Using new knowledge of North and South can children describe if Hull is in the North or South of England?</p> <p>Vocabulary – pole, hot cold, North, South, Equator, Hull, coast.</p>
LS W&O	<p>Navigation</p> <hr/> <p>Second order concepts</p> <hr/> <p>Significance significance</p>	I know the 4 main directions on a compass	<p>Show a compass with North and South labelled on it from last lesson and with 2 ?'s on the other two arms</p> <p>Explain East and West and explain that on a map these directions are always the same.</p> <p>Show a map/grid (simple) Ask what direction is the church in from the pool etc? Children describe the directions in pairs (S&L)</p> <p>Outcome – some children do simple “what direction is the ? from the ? More able could do journey in squares, e.g. 2 east, 3 north</p> <p>Vocabulary – direction, north, south, east, west</p> <p>Plenary- Go back to the original map of UK with Hull labelled. Examine using this knowledge how Hull is in the North but also the East (on the East coast)</p>

PK P&H W&O	Physical features Human Features Population Second order concepts Similarity and difference	I can use aerial photographs and plan to identify the key features of my school	Where do we live? Use Google Earth to give an aerial photo of the local area with the school in it. Then look just at an aerial photo of the school. S&L Can the children find where the carpark is, where the entrance is, where the playground is, where their classroom is, where the mobile classroom is? Discuss how aerial photos are from a bird's eye view. Outcome – Give children an aerial outline of the classroom. Children to locate the tables, computer, door, windows etc from a bird's eye view. Plenary – show what the classroom would really look like from above. Children to locate where they sit in the classroom. Vocabulary – aerial, photograph, outline, draw, bird's eye
S&F R CLASS VISIT	Navigation PK LK Fieldwork Second order concepts Similarity and difference Enquiry: (observing, collecting and interpreting data, drawing conclusions Sustainability Second order concepts Responsibility: Cause and Consequence (how humans affect the earth positively and negatively)	I can describe some of the physical and human features of the environment around us I can understand some of the ways that humans can affect the world around us	Local Area Walk <i>Before setting off explain what a physical and a human feature is to the children. Examine pictures.</i> Local Area walk <i>Each child to have a simple map of the local area to follow. Walk on a set route that the children will follow and which will be marked on the map. At different points on the walk identify human and physical features by stopping the group and pointing these out to the children. Children to say if it is human or physical. As group leader write these down human features, other adult physical.</i> <i>Complete the walk and then compare the two lists - human list will be longer than the physical.</i>

			<p>Discuss what this means and whether it is a good thing or a bad thing.</p> <p>Activity - Children to have the outline of the map again and to add physical features to improve this such as trees, a pond, grassy areas.</p> <p>Plenary - how would this improve the area? Write a sentence.</p> <p>Send new maps to local councillor</p>
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Year 1 Geography – Spring Term Cycle 2 – Linked to the Topic London's Burnin'

By the end of this unit of work children will know and know how to:

- location of Hull (revision)
- Their address
- Express opinions on Stoneferry.
- Locate 4 countries of UK and know London is the capital of England
- Name the waters around UK
- Label the North/ South poles and equator on a map.
- How humans are causing climate change.

Prior learning to be reviewed:

Children in Autumn will have learnt where Hull is in the UK. They will have looked at an aerial photograph of the school and have some understanding of North, South East and West. They will have begun to say if a feature is physical or human. They will also have looked at where the north and south poles are and equator.

Priority Key Concepts to be addressed



Additional Key concepts which will be experienced



Areas highlighted in **Red** will be covered in Unit of Work

Through this unit of geography, pupils will develop an understanding of the following **key concepts**:

- **Navigation:** (interpreting a key, **conventions of maps**, map symbols, **atlases**, GIS, **google maps**, scale factor, reading and calculating from a scale, using compass points, **the equator**, the tropic lines, **the poles**, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, **collecting data**, using instruments/specialist equipment, taking precise measurements, **making observations**, drawing conclusions)
- **Population:** (**Dispersal**, **settlement patterns**, infrastructure, migration)
- **Economic activity:** (**Trade**, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, **shops**, **towns**, **villages**, **community**, **places of worship**)

- **Physical features:** (Water cycle, rainfall, mountains, hills, *rivers, seas, oceans*, tides, *islands, tsunami*)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, *climate change*, renewable and non-renewable resources, sea level, *food miles*, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, *temperature*, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and *settlement*)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Teaching sequence will include, but may not be in this order

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Skills and fieldwork (S&F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB - Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit. Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

<i>Point in Teaching Sequence</i>	<i>Key Concepts</i>	<i>KPI's covered</i>	<i>Activities</i>
PRIOR LEARNING SESSION	<i>Navigation Written and Oral expression</i>	PRIOR LEARNING SESSION	<p>PRIOR LEARNING SESSION <i>Before beginning unit of work the following must be looked at:</i></p> <p>Children in Autumn will have learnt where Hull is in the UK. They will have looked at an aerial photograph of the school and have some understanding of North, South East and West. They will have begun to say if a feature is physical or human.</p> <p>They will also have looked at where the north and south poles are and equator.</p> <p>Outcome - All misconceptions addressed with children</p> <p>Plenary: Find using Google Earth Too</p> <p>S&L - Children talk in pairs to carry out tasks</p> <p>Vocabulary - city, UK, aerial photograph, physical and human feature, North, East West and South</p>
	<i>Second Order Concepts</i>		
	<i>Significance Enquiry</i>		

SESSION 1	Navigation	I can locate Hull on a U. K map	Stoneferry Starter - which of these arrows is pointing to Hull. Circle the correct one. Discuss how they know. Discuss where Hull is near to (coast).
	Second Order Concepts	I can name the 4 countries in the U. K. and locate them on a map	Which country is Hull in?
	Significance		<p>Explain that England is in the United Kingdom which is made up of 4 countries. Explain that each of these countries is separated by a border. Explain each has their own government but is also part of one larger entity known as the United Kingdom. These countries often compete in sporting events together but also do business around the world together.</p> <p>Show a blank map of UK with just the borders shown - give children a little time to use an atlas to locate the names of the 4 countries.</p> <p>Outcome - Once this has been done, give children a word bank of the 4 countries and they will label these.</p> <p>EXTENSION - Children to write Hull is a city in England in the United Kingdom.</p> <p>Show 4 flags of United Kingdom. Do the children recognise any of these?</p> <p>With flags being used in context e.g. Flag of St George at Buckingham palace</p>

			<p>Can <u>children</u> spot clues to work out which flag belongs to which country, and join up the flag to the name using a ruler.</p> <p>Outcome - children will know the flags of countries in UK.</p> <p>Finally demonstrate how all 4 flags are joined together to form the Union Jack</p> <p>Vocabulary - United Kingdom, England, Scotland, Wales, Northern Ireland, flag, Union Jack</p>
Session 2	<p>Navigation</p> <p>Population</p> <p>Second order concepts</p> <p>Significance</p>	I can name the capital city of England	<p><u>Stanferry</u> Starter - Which is the odd one out? Show 5 country names. One which is not a country in the United Kingdom.</p> <p>Repeat with countries' flags</p> <p>Discuss the term capital city.</p> <p>Do the children know what the capital city of England is?</p> <p>S&L - Do the children know anything about the capital of England? Partner talk - shared - make notes together on large sheet.</p> <p>Activity - show the children a range of photographs of London with big clues. E.g. House of commons, Buckingham Palace, Wembley, London Eye, West End, River Thames, Westminster Tower (Big Ben), Beefeaters, London taxi, Tower of London, Tower Bridge, Canary Wharf buildings</p>

			<p>What can the children see? What do they think a capital city has in it, where is it located (often on a large river), go through this with the children and make notes for them.</p> <p>Explain if you haven't already that the capital city of England is London and ensure they learn this.</p> <p>Locate London on a map and compare its position with Hull</p> <p>Outcome - children have a map with Hull, E, S, W, <u>NI</u> on too. They will then locate London</p> <p>Then using the notes made earlier, children to write about London. They will need sentence stems/ or they could draw and label things they would find in London</p> <p>Plenary - can the children describe the position of Hull in relation to London and London in relation to <u>Hull</u>.</p> <p>E.g. Hull is North of London, London is South of Hull</p> <p>Vocabulary - capital, city, London, England, direction, north, south, east, west</p>
Session 3	Physical features Navigation	I can name the waters that surround the U.K.	<p><u>Stoneferry</u> Starter - S&L Can the children identify the UK on maps which include: part of Europe, All of Europe, The World - paired discussion task with explanations</p> <p>Ask the children "<u>What is an island?</u>" Children discuss in pairs</p>
	Second order concepts		

	Significance		<p>Children find the UK on the first map used in <u>Stoneferry</u> Starter. They should be able to identify that UK is an island, which means it is surrounded by water.</p> <p>Find Hull on the map too and remind the <u>children</u> that it is on the coast, next to the sea.</p> <p>Outcome - On the same map, there should be blank boxes in the water masses for: North Sea, Irish Sea, North Atlantic Ocean, English Channel</p> <p>Children will work in pairs with physical maps of UK to name the water masses. Share the names as a class and scribe these onto the map with the class. Distinguish between sea, channel and ocean</p> <p>Outcome - children complete the boxes</p> <p>Plenary - look at the port of Hull - show pictures of this and ask the children what activities the North sea is used for based on what they can see.</p> <p>S&L - Discussion of images in pairs</p> <p>Vocabulary - sea, ocean, channel, water masses</p>
SESSION 4	Navigation Fieldwork	I can explain where I live in the U.K. and	<u>Stoneferry</u> Starter - Reveal the names of water masses looked at last session one at a time - can the <u>children</u> remember these?

	<p>Second order concepts Human Features Significance</p>	<p>tell you my address</p>	<p>Repeat at the end of the session too.</p> <p>Show a picture of a postman - what does <u>he/she</u> do?</p> <p>How do they know where to take the letters and parcels?</p> <p>Look at some envelopes for the school - <u>what</u> words do the children recognise.</p> <p>Mr Raw <u>Stoneferry</u> Primary School <u>17 Stoneferry</u> Road Hull England HU7) BA</p> <p>Go through each line explaining that the accuracy decreases with each line. Discuss and explain what a Post code does too.</p> <p>Does anyone know their address, or road on which they live on?</p> <p>Spelling for week - addresses, children learn their address as a homework task too and write in HW too.</p> <p>Outcome - Children to write a short note, or draw a picture to send to their house. They will write their address on the envelope and we will frank and then post to them. Children to take pictures of themselves sealing the letter and then opening their letters at home and stick these into their book.</p>
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			<p><i>In geography books they will stick in a picture of their envelopes. Sealed to go home.</i></p> <p>CHILDREN COULD ALSO TAKE A WALK TO THE POST BOX ON Chamberlain to post these too.</p> <p>Vocabulary - Address, Street, Area, Post code, postman, <u>postbox</u>.</p>
Session 5	<p><i>Physical and human features</i> <i>Population</i> <i>Climate and landscape</i></p> <p><i>Second order</i> <i>Similarity and difference</i></p>	<p><i>I can tell you what I like and do not like about the place in which I live</i></p>	<p><u>Stoneferry</u>. Starter - <i>can children tell 5 people in the room their address?</i> <i>(read first then move around the room)</i></p> <p><i>Look at aerial photographs of the area - discuss what they can see in the area. What do they like about the area and <u>dislike</u>. Factories, roads, traffic, lack of green space.</i></p> <p><i>How could the area be improved?</i></p> <p>Outcome - <i>Children have a blank map of the local area and they can add whatever facilities they want to it e.g. cinema, swimming pool, parks, water</i></p>

Year 1 Geography - Summer term Cycle 2 - My Local Area - Linked to the Topic Explorers

By the end of this unit of work children will know and know how to:

- Use aerial photos to plan and create a simple map
- Use directions to use the map.
- Identify some human and physical features (possibly linked to the created map)
- Express how they would make their local area better
- Reduce waste and save energy

Prior Learning to be reviewed:

Children will have learnt their address and will have said what they like and dislike about the area in which they live.

They will have located and learnt the 4 countries of UK and know London is the capital of England. In Spring they will have named some of the waters around the UK and will be able to point to the North and South Poles and Equator on a globe. They will also understand that humans are damaging the planet.

Priority Key Concepts to be addressed



Additional Key concepts which will be experienced



Areas highlighted in **Red** will be covered in Unit of Work

Through this unit of geography, pupils will develop an understanding of the following **key concepts**:

- **Navigation**: (Interpreting a key, **conventions of maps, map symbols**, atlases, GIS, **google maps**, scale factor, reading and calculating from a scale, **using compass points, the equator**, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork**: (**Working collaboratively**, planning investigations, collecting data, **using instruments/specialist equipment, taking precise measurements**, making observations, drawing conclusions)
- **Population**: (Dispersal, settlement patterns, infrastructure, migration)
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- **Natural resources**: (Energy, minerals, food and water distribution)
- **Sustainability**: (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, **materials**, globalisation)
- **Climate and landscape**: (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

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- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

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Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Skills and fieldwork (S&F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- **Apply their knowledge to the world around them locally and globally (AK)**


What could/ should the world look like in the future? What can we do to influence change?

Vocabulary - NB - Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit. Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
PRIOR LEARNING SESSION	Navigation Written and Oral expression	PRIOR LEARNING SESSION	<p>PRIOR LEARNING SESSION <i>Before beginning unit of work the following must be looked at:</i></p> <p>Children will have learnt their address and will have begun to say what they like and dislike about the area in which they live.</p> <p>They will have located and learnt the 4 countries of UK and know London is the capital of England. In Spring they will have named some of the waters around the UK and will be able to point to the North and South Poles and Equator on a globe. They will also understand that humans are damaging the planet.</p> <p>Outcome - All misconceptions addressed with children</p> <p>S&L - Children talk in pairs to carry out tasks</p> <p>Vocabulary - capital, London, England, Wales, Scotland, Northern Island, UK, sea, north, south, east and west</p>
	Second Order Concepts		
	Significance Enquiry		

SESSION 1	<p>Navigation</p> <p>Second Order Concepts</p> <p>Significance Enquiry</p>	<p>I can use aerial photographs and plan to identify the key features of my school</p> <p>I can create a simple map (eg: the school grounds)</p>	<p><u>Stoneferry</u> Starter - Show the children a series of images from a bird's eye view. Can they guess what these are?</p> <p>Explain that plans, aerial photographs are taken from above (like a bird would see) so may not look like we think they would</p> <p>Provide an aerial view of the school. What do the children think they can see? (How do they know, what did they recognise?)</p>  <p>Outcome - Children can recognise an object from a bird's eye view</p>

			<p>Provide the children next with a outline of the school grounds, including buildings, play surface, carpark, picnic benches, mobile.</p> <p>Using the sketch map and the aerial photograph the children locate the different things they can see on the sketch. Have a key on the sketch e.g. 1) KS2, 2) Mobile - so that the children can just add the numbers to their sketch map.</p> <p>Outcome - All buildings and areas of school identified on a sketch map.</p> <p>EXTENSION - What can the children see that surrounds the school? How could this land be used better to improve the school?</p> <p>S&L - Children explain what they think could improve the area around the school and why. They can write this down if appropriate.</p>
Session 2	<p>Navigation Fieldwork</p> <hr/> <p>Second order concepts</p> <hr/> <p>Enquiry Significance</p>	I can create a simple map (eg: the school grounds)	<p><u>Stanferry</u> Starter - Can the children remember the names of the countries in UK and surrounding waters?</p> <p>Explain that we are going to create a simple map of the school grounds.</p> <p>- Provide children with a blank page with a rectangle on it to represent the school grounds with an outline of the main school building. <u>Plan</u> to also have a blank compass rose on it</p> <p>Part 2 Children will need their maps on clipboards Fieldwork - teacher led - children will explore the grounds of the school. They will stop at different points, orientate the maps they have and think about what they could add. All children will add</p>

only the features that the teacher decides, e.g. Front gate, path from the gate to the front of school, the carpark, the metal fence, the mobile, the play surface. Spend lots of time with the children orientating their maps correctly. Not all details need adding. Just the key ones to create a simple map

At this stage all children's maps will need checking as they add bits of detail. This can be done freehand but should be clearly modelled by the teacher.

Once all elements of the map have been added to the sketch map the children will return to the class.

Outcome

On a new version of the map, children will then work with the teacher who will model each step explicitly to create the map of the grounds.

Using a key with numbers or by hand children can label the different components of the school grounds.

EXT - What other detail could be added that hasn't been? Show some photographs of things which haven't yet been added e.g. the PE store, the hedge between the path and the carpark, the bridge in the nursery.

Children think about where these would be added to the map. Agree on this and then model where these would go.

Vocabulary

Map, school grounds, outline, feature, locate, position, orientate

			S&L - Multiple opportunities will present themselves for the children to share thoughts and ideas.
Session 3	Navigation	I know the 4 main directions on a compass I can orally express ideas and observations	<p><u>Stoneferry Starter - North, South East West</u> (take last week's maps with you) Go onto the play surface> Identify with the children N, S, E, W and then play game running to each direction/station when it is called out</p> <p>After the game, get the children to orientate their sketch maps whilst standing on the <u>playsurface</u>. Using their knowledge from the game they should be able to label the compass rose with NSEW.</p> <p>Ask questions of the <u>children</u> is the mobile east or west of the play surface? <u>Etc</u></p> <p>Outcome - correct orientation of maps, correctly labelled compass rose.</p> <p>Activity 2 All children to sit in the middle of the main playground in the centre of the basketball pitch Ask - What do you like about the playground? What do you dislike?</p> <p>Explain that the children are going to design a new playground and draw it from a bird's eye view. Let them have some time to move around the concrete space, talking to a partner about what they would do to improve the space.</p> <p>Children will then in pairs make a list of some of these features.</p>
	Second order concepts	I can tell you what I like and do not like about the place in which I live	
	Significance		

			<p>Back in the classroom Children given the outline of the playground.</p> <p>Ask them to share their ideas and model how you would draw these from a bird's eye view. It is really important that they try to do this.</p> <p>Once this has been discussed explain that the children are now going to add (a specified number if wanted) of the ideas/ additions to the playground to make it more fun.</p> <p>Outcome - completed plans. Children can either label</p> <p>Vocabulary - plan, exciting, interesting, change, ideas</p>
SESSION 4	Physical and Human features	I can tell you what I like and do not like about the place in which I live	<p>Stoneferry Starter - Show images of different ideas for features (physical and human) to improve their local area.</p> <p>Some of these will improve it some not. e.g. factory, airport, huge supermarket, a new park, football pitches, pond</p> <p>Children to discuss with a partner which of these would improve the local area and which would spoil it further</p> <p>Outcome - Children sort into two groups - improve and spoil</p> <p>S&L - As a group they will share their ideas and opinions and thoughts</p> <p>(Take photographs of this work for books)</p>
	Second order concepts	I can describe some of the physical and human features of the environment around us	
	Significance		

			<p>The children should already be familiar with the terms physical and human features. Define these on the board for the children.</p> <p>Using these definitions, children sort the same pictures into physical and human features and stick in a table.</p> <p>EXTENSION</p> <p>S&L - Which would improve their area more physical or human features? Discuss and debate.</p> <p>Vocabulary - physical, human, feature, spoil, improve</p>
Session 5	Sustainability Second order Responsibility	I understand how everyday actions can help reduce waste and save energy	<p>Stoneferry Starter - Play... is it physical or human?</p> <p>Explain the children are to become Eco Warriors - discuss what ways the children could save energy in school and reduce waste.</p> <p>S&L - Work in groups on large sheets of paper to share ideas. Envoy to other tables and then collate all ideas as a class.</p> <p>Under a specified heading - Reduce and Save! (give them this already printed on the sheet)</p> <p>Outcome - Children will create a poster detailing all the ways this could be done in school</p> <p>S&L Outcome - Children to go to other classes in groups of 4. They are to explain their posters to the class/ teacher and explain how they want everyone to save energy.</p>

			<i>Vocabulary - save, reduce, energy, recycle, lights, electricity, heating, computers</i>
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