



South Gosforth First School
Geography – Year 1 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Our Geography provision allows for the exploration of relationships and connections between people and the environment and the impact they have on each other. Children are encouraged to make links to their prior learning in Geography and other subjects and identify themes and trends that run through their Geography topics. Children are given the opportunity to learn about their own locality and develop a curiosity to find out about different places around the world and the people who live there. They will develop their own lines of enquiry by asking and answering questions based on visual sources such as maps, pictures, photos, diagrams and graphs. They are encouraged to explore the key geographical concepts through creative activities such as discussion and debate and Mantle of the Expert.

Aims

In line with the National Curriculum for Geography it is our aim to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Autumn	My Local Area (Gosforth)	
Key Concepts	Location and Place Planning and Decision Making	
Character Children learn about the people in their local community. Culture Children learn about their local area. Creativity Children create their own maps. Challenge Children develop their knowledge of route planning.	Prior Learning Children will have been introduced to the idea of their local environment in Reception; what their local town is called and where their school is. They will understand that although they live in Gosforth, not everybody will live in the same place. They will have undertaken some field work in exploring their classroom and school environment.	
	Key Learning Intentions To name key features of our local area and say if it is a village, town, city or suburb. To identify human and physical features of the local area (Gosforth) and why they are there. To use aerial photographs to recognise local landmarks. To use simple fieldwork skills to study the geography of school, its grounds and the surrounding area.	
	Overview of Geographical Knowledge Children will understand the geography of their school and identify human and physical features found there. They will build their locational knowledge of their local area – recognising that Gosforth is a suburb of the city of Newcastle Upon Tyne. They will build their place knowledge by learning about the human and physical features of Gosforth.	Key Vocabulary Aerial Birdseye view Maps Town Village City Suburb Human features Physical features
	Overview of Geographical Skills Examine a range of aerial photos and draw out information. Examine a range of aerial photos and identify landmarks – human and physical features. Carry out fieldwork to make observations and find out about the local area. Know that a map is effectively a picture of a place taken from very high above. Create maps that show a developing sense of place and space in a familiar area.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children are introduced to aerial photographs. They study the geography of the school and identify human and physical features.	Walk around/treasure trail around school grounds Aerial photos What is in our school, what isn't – sort photos My favourite place in school is... sentence and picture
	The children recap their knowledge of maps from EY. They revisit the aerial photograph of the school. They look at a map of the area and compare the two, they identify what is the same and what is different.	Creating a 3D map of the school eg. Messy mapping/junk modelling, using construction materials or other manipulatives
	The children build on their knowledge of maps and aerial photos and widen their knowledge of location by looking at Gosforth. They understand that Gosforth is a suburb of the city, not a village or city.	Look at maps and aerial photos, of Gosforth What can we find out – what buildings are in Gosforth Sketch (using the photos) and label different building types Compare photos of villages, cities and towns – what is the same, what is different.



	They identify different types of buildings in Gosforth and then compare the map image to a photo of the building to identify what is the same and what is different.	
	The children use their increasing knowledge of maps to plan a route for their fieldtrip. They use their observations on their fieldtrip to develop their knowledge of their local area. By taking photos, sketching, counting to answer questions about their local area.	Fieldtrip Children to use fieldtrip to answer questions such as: How do you cross the high street? Where do cars park? How many shops are there? What different buildings are there? What human features are there? What physical features are there? How do people know what street they are on?
	The children are introduced to aerial photographs. They study the geography of the school and identify human and physical features.	Walk around/treasure trail around school grounds Aerial photos What is in our school, what isn't – sort photos My favourite place in school is... sentence and picture
	Assessment Sort images, mixture of aerial and front facing – Gosforth, not Gosforth Challenge – Can the children explain how they know?	
	Enhancements Fieldtrip to Gosforth High Street Mantle of the Expert – Design a new High Street – Planning and Decision Making	



Spring	The United Kingdom	
Key Concepts	Location and Place Planning and Decision Making	
Character Children recognise how their environment compares and contrasts to other places in the UK. Culture Children learn about the country they live in. Creativity Children create their own flags. Challenge Children widen their knowledge of the UK.	Prior Learning Through their work in EY, the children have a developing awareness of countries around the world and places they have been. The first unit of geography this year widened their knowledge of their local area and that they live in Gosforth which is a suburb of the city of Newcastle Upon Tyne.	
	Key Learning Intentions To name, locate and identify the four countries of the United Kingdom. To use maps, atlases and globes to locate the countries of the United Kingdom. To use compass directions of North, South, East and West to describe locations. To identify seasonal and daily weather patterns in the UK	
	Overview of Geographical Knowledge Children can name, locate and identify the four countries of the UK. They will be able to identify the flags of the four nations. They will have a developing knowledge of some of the main human and physical features of each country. They will know the 4 main points on a compass and understand that these are useful when giving directions. They will know how the weather changes in relation to which season it is in the UK.	Key Vocabulary Country Capital city Flag Landmark Compass Season Weather
	Overview of Geographical Skills Children will be able to use a map to locate and name the four countries of the UK and their capital cities. Examine a range of photos and draw out information – weather relating to seasons Examine a range of aerial photos and identify landmarks – human and physical features Use an atlas to elicit information Know that a map is effectively a picture of a place taken from very high above. Label a map with key information	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children are introduced to atlases and explore the different images of the UK. They understand that the UK is made up of four different countries.	Look at different type of maps of the UK – what is the same, what is different? Create their own map of the UK using tracing paper and the atlases Add the labels for the 4 countries of the UK
	The children are introduced to the concept of a capital city being where the leaders of the country make the laws and govern. They know the names of the 4 capital cities of the UK and can use an atlas to locate them. They can identify a famous landmark from each city	Use atlases to find the 4 capital cities Label them on a map Look at famous human or physical features in each eg. Big Ben, Edinburgh Castle, Giant's causeway, Severn bridge, – choose favourite and draw and label it.
	The children can identify the flags for each of the 4 countries. They understand that the Union flag represents all 4 nations of the UK	Children to use art materials to paint/collage/create one of the 4 flags of the 4 nations of the UK



	The children are introduced the 4 main points on a compass. They understand they can help them give direction. The children can describe objects/places on a UK map using directions	Work in pairs to describe which direction to send a beebot in and then programme the beebot to move in that direction. Use a large map of the UK to navigate to different places.
	The children can identify how the weather in one place can change depending on the season and the impact this has on the area.	Children use photographs to explore the weather in places in the UK in different seasons. They then use these to make simple decisions about when would be the best time to visit landmarks / places in the UK previously studied.
	Assessment Label map of the UK with the four countries and capital cities.	
	Enhancements Computing skills – Coding using beebots	



Summer	Hot and Cold Places	
Key Concepts	Location and Place	
Character Children will recognise how their environment compares and contrasts to other places in the world. Culture Children learn about how the climate impacts people's lives. Creativity Children can describe different locations. Challenge Children widen their knowledge of the world.	Prior Learning The children have an understanding of different weather patterns linked to seasonal change from the previous unit on the UK, and through their work in science on seasonal changes. They are familiar with the concept of hot and cold. They have begun to use atlases to explore different locations and they have a developing understanding of using directional language of the compass points to describe location. The children have knowledge of the North Pole through Santa and their knowledge of holidays in warmer places than the UK.	
	Key Learning Intentions To locate the hot and cold areas of the world in relation to the equator and the North and South Poles. To identify geographical differences between hot and cold places (resources, temperature, daylight) To use maps, atlases and globes to locate the Equator and the North and South Poles.	
	Overview of Geographical Knowledge Children know where the equator is on a world map and globe. They know where the North Pole and South Pole are on a world map and globe. They know that some people live in areas of extreme heat or cold. They know that in some of the polar regions it can be light all day or dark all day. They know some of the key physical and human features of very hot or very cold places. They compare regions that are very hot with ones that are very cold, focusing on temperature and people. They appreciate that there are extremes of weather close to the equator and at both the North and South Poles	Key Vocabulary North Pole South Pole Equator Camouflage Desert (hot and cold) Glacier Climate Arctic Antarctic
	Overview of Geographical Skills Children recognise how the world can be represented in 2D form by a map and in 3D form by a globe. They understand that a map is effectively a picture of a place taken from very high above. They can talk about the main differences between a world map and a globe	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will understand that the UK is only 1 small country in the world. They will explore the world map to find the location of the UK.	Children to explore world maps – identifying countries they recognise, sharing where they have visited. Introduce concept of globe – a map that meets in the middle! Children to list countries that they and their friends have visited Use the maps – which is the most northerly country? Which is the most southerly?
	Use maps and the globe to locate the equator, the North Pole and the South Pole Know that in the polar regions it can be dark or light all day	Children to explore world maps - Identify and label the north and south poles and equator. Children to sort countries/places (obvious ones around the poles and equator) into hot or cold places.



	Know how people have adapted to live in a very hot climate Know which natural resources can be found around the equator and the polar regions	Use video/photos to see countries in very hot climates. What do children notice about clothes people are wearing, the houses they live in and the plants and animals that are there. Create a postcard home from a hot location describing/drawing what they have seen and what they had to wear.
	Know how people have adapted to live in a very cold climate Know which natural resources can be found around the equator and the polar regions	Use video/photos to see countries in very cold climates. What do children notice about clothes people are wearing, the houses they live in and the plants and animals that are there. Create a postcard home from a hot location describing/drawing what they have seen and what they had to wear.
	Assessment Compare 2 images of polar and equator location – children to label each image with as much information as they can eg, weather patterns, location in world eg. North/south pole, equator etc, animals that live there, how people have adapted to live there. Sentence stem This is a _____ place.....	
	Enhancements Mantle of the Expert – Place in a Box – Hot or Cold Place diorama scene showing features / weather / animals / people. Location and Place No Outsiders Book Spine – Diversity of people and places	