



# Y1 Geography overview 2019-20 Castles of the UK

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>collecting information using correct geographical words and vocabulary ,label a photograph or diagram</li> <li>describe the weather and keep a weather chart</li> <li>answer some questions using different resources,suchasbooks,the internet and atlases</li> <li>use simple compass directions (N,W,S,E)</li> <li>use locational language</li> <li>use world maps, atlases and globes to identify theUnited Kingdom and its countries,as well as the countries,continents and oceans</li> <li>use aerial photographs to use basic human features and landmarks</li> <li>use simple fieldwork and observational skillsto study the geography of the school</li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> <li>use simple compass directions</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>They should understand basic subject-specific vocabulary relating to human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM1:</b> <span style="color: green;">Castles of the UK</span>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>comparison of physical features</li> <li>compare the weather of a hot and cold place</li> <li>to be able to tell someone their address</li> <li>locating places on a map (countries and capital cities of the UK)</li> <li>using maps and atlases appropriately</li> <li>use basic geographical vocabulary to refer to physical features (beach, cliff, weather) – to be able to tell the weather of different seasons</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understand value of map use</li> <li>Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Understand how Geography reflects a community/ culture</li> <li>Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> <li>Understand how human activity impacts an environment</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities for use of and access to varied resources</li> </ul>				
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>comparison of human features (buildings in the UK)</li> <li>explain what they might wear if they lived in a very hot or a very cold place</li> <li>describing features of a place (famous places of the UK)</li> <li>use basic geographical knowledge and vocabulary to refer to human features (city, town, village)</li> <li>to explain what they would wear in different weathers and how the weather would affects different people</li> <li>name different jobs that people do in their area</li> <li>explain what facilities a town or village might need</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>			<b>TERM2:</b>			
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>locating and naming the four countries of the UK</li> <li>name the continents and oceans of the world and find them in an atlas</li> <li>name the largest cities of the UK</li> <li>be aware of different weather in Europe</li> <li>name the world's major rivers and mountains</li> <li>point at the North Pole, South Pole and Equator on the globe and on maps</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>						
<b>Maths links</b>	<ul style="list-style-type: none"> <li>comparing the sizes of the continents and oceans / seas</li> <li>comparing distances on the map</li> <li>comparing temperatures in different places of the UK</li> <li>comparing distances (locally and on the map)</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>			<b>TERM3:</b> Human Activity and Environment			
<b>SMSC</b>	<ul style="list-style-type: none"> <li>backgrounds, according to given briefs wider knowledge of Y1 geography curriculum</li> <li>Resolve conflicts and differing opinions should these arise</li> <li>Reflection on choices</li> <li>Investigating and offering views on ethical issues in topics studied</li> <li>Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds enjoyment and relaxation study of Geography can offer (field trips, outdoor excursions, investigating with a team, knowledge of wider world)</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>						