

Autumn Term

Spring Term

Summer Term



Year 1 Scheme of Work
2022-23

Coordinator: Ellie Davies
Last updated: 15.10.21
Year 1 to update with suggested activities
Support from Chris Trevor to create N.C. links

Statutory requirements (National Curriculum)

Leighton essentials

Suggested activities

Locational Knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

- name and locate the world's 7 continents and 5 oceans

1. What does our World look like? (Cold task) children to draw what they think our world looks like.
2. Exploring atlases and globes
3. World Geography Games – oceans and continents game
4. Weather Diary
5. Land and ocean – children to use maps and atlases to locate land and ocean and discuss how they know this. Children to create a key on a map showing their understanding of land and ocean.
6. Continents - use 'The world came to my place today' to start discussing continents and that we get different things from different places. Use World Geography Games for chn to locate the continents and monitor progress across learning. Chn to work in a mixed ability group to use learning from book and use iPads to find out what food and animals we can find in their given continent, chn

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		<p>to use maps to find other information like desert, river, mountains and add this onto their continent outline. Each group to feedback what they have found to the class.</p> <p>7. Oceans – use world geography games to locate oceans and monitor progress of this throughout learning. Chn to name ocean on a blank map and use maps, atlases and iPads to find what animals live there.</p> <p>8. What does our world look like (hot task) chn to name and locate all continents and oceans and add other facts they have learnt onto the map such as equator, north and south pole, what the temperature is like, what animals live there and what food we get from that place.</p> <p>9. What routes did Roald Amusden take? What continents and oceans did he cross?</p>
<p>Place knowledge</p> <ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		
<p>Human and physical geography</p> <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the	<ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>1. Seasonal and daily weather patterns – use maps and atlases to locate north and south pole and equator, discuss</p>

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<p>North and South Poles</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Where appropriate:</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>how this can effect weather and temperature in different countries.</p> <ol style="list-style-type: none"> 2. Chn to complete a seasonal weather chart, drawing and writing keys words for each season what the weather can be like where they live. 3. Classroom daily weather chart – chn to discuss the season we are in and the weather each day touching on how it isn't always the same weather everyday in each season e.g. not always 'hot' in Summer.
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p><u>Within context of learning:</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Naughty Bus.</p> <ul style="list-style-type: none"> - What does our school look like? (Cold Task) - Draw a simple map of their table from different perspectives (aerial view) - Plot a simple route, on an aerial map, of where the Naughty Bus has travelled around our classroom. - Use 'small world' equipment to create a 'town' and draw a simple map from this. - Local area walk - focussing on finding a bus stop and looking at sizes of buildings and comparing those to the buildings in London. - Traffic survey of the cars that drive past out school, compare this with the amount that there would be in London.

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- Looking at a plan of the school. Where has the NB been, stick photos of NB onto the plan.
- Go onto school grounds using a compass draw what is N,S,E,W.
- Playdoh map of our school.
- Draw a map of our school from above/aerial view using a key (Hot task).

What is Leighton like?

1. What is Leighton like? (Cold task) chn to draw a picture/map with annotations of what they think Leighton is like.
2. Annotate an aerial view of Leighton.
3. Human and Physical features – sort features from around Crewe into human and physical.
4. Using symbols on an aerial view of our local area
5. Use 'Trip Geo' to drive from school to different children's houses spotting human and physical features along the way.
6. Leighton Walk – chn to go on a walk around Leighton. When back draw the human and physical features they saw on their walk.
7. What does Leighton Look Like? (Hot Task) – chn to draw what they know Leighton looks like, encouraging chn to use a key.