

Prior Learning-

Year R- Local area- journeys to school, Japan, Christmas in Germany, Arctic and Antarctica, recycling, Year 1- UK

National curriculum:

Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including city, village and farm

Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage

Use simple compass directions and locational and directional language 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

Vocabulary:

Human and physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil valley, vegetation season and weather

City, town, village, factory, farm, house, office, port harbour and shop

North south east and west

Right and left

Compass

Atlas globe

Directions

Aerial photographs

Key

Map location observational skills, landmark, environment, rural landscape urban, congested, and pollution

Snapshot overview

Whole world – zoom in – find UK, discuss countries and find capitals, find Southampton, find school – use aerial images – discuss what we see, label areas
Discuss maps – what they have, how they're labelled, key, compass find these on different maps

Hidden treasure – follow route around school. Discuss maps
Discuss features – human and natural. Use language of compass directions when moving around. Return to class and draw aerial map of route and label. Introduce a key to do this. Label map with compass directions

Town Southampton – label human and physical features in and around Southampton.

Writing session – which one they would rather live in and why using vocab

New forest – label human and natural features
Discuss difference with Southampton

Geography Medium Term Planning

Year Group: 1
forest

~~Autumn 1~~

Topic: Geography - Local area and new

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can use maps and aerial photographs to locate key features in Southampton.	<p>Show chn continent/oceans song and sing together.</p> <p>Using Google Earth show children the map of world -</p> <p>Start with map of whole world—Discuss what they already know when looking at the map (e.g. what the blue and the green areas are, where North and South pole are, shapes of countries etc.) Discuss UK – what countries are in the UK? Discuss them (features, cities, capital cities in the UK etc.) Z</p>	Look at maps and aerial photographs and discuss what the children can see. Adults to write post-it notes to label.	To be able to identify familiar features of Southampton.

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		<p>Zoom in to find Southampton- discuss that this is where we live.</p> <p>Zoom in and find the school- explain they are looking at an aerial photograph- satellites taking pictures from the sky.</p> <p>Flip to Google Maps- show them map of the school- explain this is a map.</p> <p>Explain what we can see on the map- roads may be red- aerial photo is a photo of real road.</p> <p>On the aerial photograph can they label anything they know that is in the local area (e.g. Southampton stadium) - what can they find?</p>		
Session 2	I can identify human and physical features.	<p>Talk about human features and what these include.</p> <p>Talk about physical features and what these include.</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p> <p>Further discussion about human and physical features- Group to sort pictures into human and physical discussing with adult as to reasons why e.g. made by humans or not made by humans.</p> <p>Plenary- Discuss whether there are more human or physical features in Southampton and how this is</p>	<p>Children to sort pictures of human and physical features into columns titled physical and human on their tables in groups/with an adult.</p> <p>Children to create simple tables in their book and with the subheadings physical and human and place pictures of features into correct columns.</p>	<p>To be able to identify at least 3 human and 3 physical features on a map/aerial photograph.</p>

		reflected in the aerial photograph- more grey for buildings/roads instead of green for fields/grass.		
Session 3	I can label human and physical resources on an aerial photograph of the New Forest.	<p><u>Show chn continent/oceans song and sing together.</u></p> <p><u>As a whole class look at the whole world on Google Earth and zoom in to Europe, UK, Hampshire, Southampton.</u></p> <p>Whole class look whole world and zoom in to Europe, UK, Ha Southampton. Then look at New forest – Lyndhurst- Explain to the children and demonstrate with Google Maps that the New Forest is close to Southampton- in comparison to Wales, Edinburgh etc</p> <p>Discuss what we know already about the New forest. Look at aerial photos/photos of Lyndhurst and the surrounding New Forest. Can we find them on a map?</p> <p>Focus on aerial photograph of New Forest – recap human and physical features what can they see? How does this compare to yesterday? Does this look like a city? Why? Why not?</p> <p>Model looking at the aerial photograph of the New Forest and labelling human and physical features.</p> <p>Plenary: Have side by side aerial photos (taken from Google Maps/Earth- snipping tool)</p> <p>Ask children to compare the two photographs.</p>	Children to sort (New Forest) pictures into human and physical features as a groups- 6 different pictures from one used previously. Key question: Is it made by a human?	<p>To be able to tell you that <u>the New Forest is near Southampton.</u></p> <p><u>To be Are able to identify at least 3 human and 3 physical features on a map/aerial photograph.</u></p>

		<p>Ask what do you notice? Can you see more/less of things? What is the same? What is different? <u>Challenge: Can you write a list of the human and physical features in the New Fore</u></p>		
Session 4	I can compare the city of Southampton to the rural New Forest.	<p><u>Show chn continent/oceans song and sing together.</u></p> <p><u>As a whole class look at the whole world on Google Earth and zoom in to Europe, UK, Hampshire, Southampton</u>Whole class look whole world and zoom in to Europe, UK, Southampton an, New Forest.</p> <p>Discuss what we saw and labelled on the aerial map of Southampton and repeat this for the New forest. Discuss what is similar and what is different (<u>e.g. - one is a busy city with a harbour and port and one is a rural village surrounded by countryside</u>).</p> <p><u>Teacher</u> to model looking at the two photos next to each other on one page and, using cubes, red for physical features and blue for human features, show the presence / location of human physical features.</p> <p>Teacher to model filling in the table using the pictures and / or words.</p>	<p>Children use red and blue cubes to represent physical features (red cubes) and human features (blue cubes) on side by side maps of Southampton / the New Forest. What do we notice?</p> <p>Children to complete a table listing the human and physical features they saw on the aerial maps of Southampton and the New Forest. LPs may draw pictures with HPs writing words e.g. road, trees etc.</p>	<p><u>To be able to identify at least two similarities and differences between tThe New Forest and Southampton.</u></p> <p><u>To be</u> Are able to identify at least 3 human and 3 physical features on a map/aerial photograph.</p>

Children to fill in table in mixed ability groups using physical resources with the photos of the two locations in front of them.

	Southampton	New Forest
Physical features		
Human features		

Session 5

I can compare two different localities using geographical vocabulary and give reasons for my choice.

~~Show chn continent/oceans song and sing together.~~

~~As a whole class look at the whole world on Google Earth and zoom in to Europe, UK, Hampshire, Southampton and the New Forest.~~

~~Whole class look whole world and zoom in to Europe, UK, Hampshire, Southampton and new forest.~~

Discuss what we did ~~in the previous lesson~~yesterday – what was the same and what was different.

LP children to draw a picture if necessary and it be annotated by T/TA.

Children to write in books where they would rather live and why using technical vocab and examples from the map to justify their choices.

To be able to tell you ~~that~~ ~~t~~The New Forest is near Southampton.

		<p>Discussion – which place would you rather live in and why? Use the technical vocab to explain and justify your choice.</p> <p><u>Teacher to model</u> writing an answer and justifying this.</p>		
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Impact:

To be able to tell you that tThe New Forest is near Southampton.

To be able to identify at least two similarities and differences between tThe New Forest and Southampton.

To be Are able to identify at least 3 human and 3 physical features on a map/aerial photograph.