

## Year 1 Geography Unit My School, My Village, My Town, My City

In this unit children will gain an understanding of where they live, starting with school and working out to the city of Sunderland.

By the end of the unit children must:

- Know the name of the village the school is located in.
- Know the difference between a village, town and city (amenities, size and land use)
- Know the difference between a physical and human feature.
- Be able to identify physical and human features within the local area.

They will be given the opportunity to:

- Ask questions about their local area.
- Use a range of sources to investigate a location.
- Use maps and aerial photographs to locate places and landmarks.
- Devise simple maps.

**These are some suggested objectives to support the teaching of this unit**

### **Sense of Place**

- Understand the difference between human and physical features.
- Identify human features of a place using vocabulary from the vocab list.
- Identify physical features using the vocabulary list
- Understand that land can be used for different purposes (fields, houses etc.)
- Recognise amenities within the local area
- Identify different types of housing with a place.
- Identify the differences between villages, towns and cities
- To understand that villages towns and cities have different amenities
- Make simple comparisons of human and physical features in different places with support.
- Understand the difference between rural and urban villages.

### **Map Skills**

- Describe places using simple directions (up/down, left/right, forwards/backwards near/far)
- Have experience of using maps and plan views of locations.
- Attempt to make own maps of the school.
- Use a simple picture map/atlas to locate some places.
- Use plan perspective to recognise basic human and physical features.
- Use aerial photographs to recognise landmarks and basic human and physical features.

### **Fieldwork**

- Investigate their surroundings and express what they like/dislike about the area.
- Make observations about where things are (around school and in local area)
- Draw simple features that they have observed.
- Use a camera to record and label what they have seen (colours, objects, textures etc.)

### **Geographical Enquiry/Using Sources**

- Use information books and pictures as sources of information about a location.
- Use given resources and own observations to respond to closed questions about a location.
- With support, ask own questions about a locality.

### **Environment**

- Understand that humans can have a negative impact on the environment – litter
- Consider how the local environment has been affected by human activity.

## **Useful information for Teachers to support the children in learning more and remembering more**

### **Builds on:**

#### **EYFS-**

- Identify familiar physical and human features in the school grounds.
- Begin to identify location school and home.
- Observe and record using drawing and model making.
- Draw simple maps of own environment or imaginary stories.

### **Future Learning:**

- Year 3
- The UK – Cities, counties, rivers, coastlines and mountains.