

# Geography

## Medium Term Plan

### Y1 - Wisewood Autumn 1



Y1 – Wisewood	
<b>Class Text</b>	Rosie’s Walk by Pat Hutchins.
<b>Hook</b>	A tour of the school and grounds.
<b>Topic Reflection</b>	Treasure Hunt
<b>Key Enquiry Questions</b>	What is our local area like? Where do I live? Why did your family choose their street? What features does Wisewood have?

Year Group	Learning
EYFS + KS1	Place Space Environment Human and physical processes
KS2	Place Space Environment Physical and human processes Scale (local, regional or global) Interconnections

Tier	Vocabulary
Tier 1	trees, park, house, shop, school, road, hill, river
Tier 2	Wisewood, Sheffield, city, valley, seasons, weather, church, office, local area
Tier 3	physical features, human features.

Previous Skills	Previous Knowledge	Previous Understanding
Make observations and talk about the features of their own immediate environment and how environments might vary from one another	Where they live – Sheffield and go to school – Wisewood Primary School. The country they live in is called England, which is part of the United Kingdom	Understand what a map is (possibly related to stories). Begin to understand simple symbols on a map.

Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 1	Place Space	To make a plan. To describe where features are.	Children will make a plan of their classroom. They will use locational language to note where features are, e.g. next to, behind.	I can place photographs of places in my classroom on a simple plan. I can describe where features are in relation to others, e.g. near and far; left and right.	I can add simple symbols to my plan.	See IEP/ My Plan/Birmingham Toolkit
Lesson 2	Place Space	To locate and label features.	Take a tour of the KS1 yard. Use locational language to note where features are, e.g. left and right. Children will then identify these features on an aerial photograph of the yard and create their own plan.	I can locate and label features on an aerial photograph. I can make a plan of my yard and compare it to an aerial photograph.	I can give simple directions to places in my yard.	See IEP/ My Plan/Birmingham Toolkit
Lesson 3	Place Space Environment	To make a plan of an area. To use the 4 compass points.	The children will look further afield – what is outside our school? Take a trip around local area. Match features to aerial view. Use locational language to note where features are, e.g. near and far. Introduce the 4 compass points	I can match features to an aerial photograph. I can create a simple plan of my local area. I can identify what is north, south, east and west of my school.	I can mark a simple route on my map	See IEP/ My Plan/Birmingham Toolkit
Lesson 4	Environment Human and physical processes	To sort human and physical features.	Children will be introduced to the human and physical features and will sort the features in their local area according to whether they are human or physical.	I can explain the difference between human and physical features I can sort features from my local area into human and physical.	I can draw further examples of human and physical features and add them to my table.	See IEP/ My Plan/Birmingham Toolkit

Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 5	Place Environment Human and physical processes	Locate a place on an aerial photograph and plans.	They will use aerial photos and plans to recognise their home and the human and physical features close to their home.	I can identify my home on a plan or aerial photograph. I can identify the human and physical features close to my home.	I can say how I can look after my local area.	See IEP/ My Plan/Birmingham Toolkit
Lesson 6	Place Space Environment	Follow a route using instructions.	Children will complete a treasure hunt in the yard. They will use human and physical features and locational language to locate clues.	I can follow directions. I can follow a route on a map.	I can design a treasure hunt for my classroom.	See IEP/ My Plan/Birmingham Toolkit

Knowledge:	Skills:	Understanding:
<p>Maps and plans are representations of space in two dimensions and flat images.</p> <p>Give examples of human and physical features.</p> <p>The 4 compass points; north, south, east and west.</p> <p>A range of locational language, e.g. near, far, left, right....</p>	<p>Make a plan.</p> <p>Identify a locate features on an aerial photograph and plans.</p> <p>Make links between a plan and an aerial photograph.</p> <p>Follow a route using instructions.</p> <p>Use locational language to describe the position of features.</p> <p>Begin to use the 4 compass points to describe the position of features.</p>	<p>A plan represents a 3-D space in a 2-D diagram.</p> <p>A plan and an aerial photograph are a bird's eye view of an area.</p> <p>Maps and plans show the distance between places or objects accurately.</p> <p>Begin to understand the difference between human and physical features</p>