

Subject: Geography

Key Stage: 1

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Non – negotiables. Every lesson MUST include these skills and knowledge:

Vocabulary:	Skills:	Questions
<p>use basic geographical vocabulary to refer to:</p> <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 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 	<p>Read and interpret a variety of maps, plans, use atlases, OS maps and aerial photographs at points during every lesson;</p> <p>Have a class compass that displays NSEW, with Bingham at the centre. When talking about a place, relate it on the class compass so children have a mental schema of the location of different places on the local, national and world map. Refocus on the compass every lesson, (like the timeline in History) so children are fluent with the language and have a growing mental picture of the world.</p>	<p>Adults need to ask questions that help learners explain their understanding of geographical <u>similarities and differences</u>.</p> <p>Questions such as :</p> <ul style="list-style-type: none"> What do you notice..? Tell me what you can see..? What does this remind you of...? How do you know..? Where have you seen this before...? How is it similar...? How is it different...?

Sequence of learning:

C - coverage (what aspects of the NC are to be covered as outcomes)

N – New learning, where new skills/concepts/knowledge are introduced into the sequence

R – Recall - where learners are recapping and consolidating prior learning in order to know more and remember more.

	Autumn Term		Spring Term		Summer Term	
Weeks	1	2	1	2	1	2
Topic theme:	<p><u>I live in Bingham!</u></p> <ul style="list-style-type: none"> Maps and plans of the school – aerial if possible, learn what human and physical features are, and what they look like in relation to the school grounds. Use the plan to orienteer around the school grounds, looking for features and using directional language to guide partner etc have a treasure hunt where they have to take photos of specific markers etc.; Devise their own map for their journey to school from their house, use maps and plans of the local area to help, write a brief description of the journey using directional language. Look at maps with keys, talk about what each symbol stands for and then add keys to own map of journey to school; Use GIAS to find Bingham, their own homes then pan out to see where they are in context to the rest of the country and world. Where is Bingham located nationally, internationally – look at a map of the UK and learn it's basic features i.e the countries that make it; 		<p><u>Bingham is in Europe!</u></p> <ul style="list-style-type: none"> Locate Bingham on the map of the UK; Revise the UK and key aspects including countries that make it up, seas and capital cities; Learn the points of the compass so can use directional language when describing parts of the UK Focus in on London as a contrasting locality and travel out of the city key railway stations, airports etc. and what they look like. (trip???) Look at aerial photos of London, pick up on human and physical features of the landscape, especially those that link to the topic of travel. Explore GAS satellite imagery of the section of London, Revise map symbols and see if these can be added to an aerial photograph of a section of London i.e. turn a real-life photo into a map with symbols and representations. 		<p><u>Bingham is part of the wider world!</u></p> <ul style="list-style-type: none"> Revise the map of the world, recall its main landmasses and seas. (continents and oceans); Geographical features of the globe, why parts are warm and parts are cold? The Earth has 7 continents and 5 oceans To understand that in different parts of the globe people may have very different living experiences which are often related to weather and climate. However, there are key similarities too which we share. India has seasonal weather changes. 	

BINGHAM PRIMARY SCHOOL CURRICULUM

	<ul style="list-style-type: none">• UK is an island, surrounded by sea. Learn what the seas are;• Start to identify UK seasonal weather patterns;• Begin to have an idea of the larger landmasses on the world map.	<ul style="list-style-type: none">• Follow the rail line down through the south of England and across to France. Look at a contrasting locality that you can get to from London by train.• Look at this locality in relation to Europe, the rest of the world.•				
weeks	<u>Year 1 Sequence:</u>	<u>Year 2 Sequence:</u>	<u>Y 1 -Sequence:</u>	<u>Y 2 - Sequence:</u>	<u>Sequence:</u>	<u>Sequence:</u>
1	By the end of this lesson children will know: what a map is and what it shows by looking at a map of the school and grounds.	By the end of this lesson children will know: revise how to interpret features of a map of the local area including roads, rivers and railways. Recall that features in the environment are either man made (human) or natural (physical) and they should be able to sort according to this criteria.	By the end of this lesson children will know: London is the capital city of England. Plus the recognisable shape of the British Islands and they are surrounded by sea.	By the end of this lesson children will know: Will be able to name some of its key human and physical features revise how to interpret features of a map of the local area including roads, rivers and railways. Recall that features in the environment are either man made (human) or natural (physical) and they should be able to sort according to this criteria.	By the end of this lesson children will know: By the end of this lesson children will know The Earth is a sphere That a globe is a map of the Earth how a globe works and where UK is on a globe. How the map on a page relates to the real shape of the Earth	By the end of this lesson children will know: That the Earth has seven continents and five oceans. Africa is a continent made up of many countries They will be able to know and name some of them on a map. It is split into hemispheres divided by the Equator
2	By the end of this lesson children will know: how to follow a map of the school to locate features and that features on a map use symbols to show you what they are.	By the end of this lesson children will know: how to use satellite maps and photographs to describe the human and physical features of the contrasting locality and say why its different.. /	By the end of this lesson children will know the countries that make up the British Islands and where they are located on the map.	By the end of this lesson children will know: how to use satellite maps and photographs to describe the human and physical features of the contrasting locality and say why its different.	By the end of this lesson children will know the difference between land and sea on the globe. that water makes up the vast majority of the earth's surface. Find and name some of the key oceans	By the end of this lesson children will know: India is a country on the Asian continent. It is close to the Equator. It has a variety of different landscapes including town and country.
3	By the end of this lesson children will know that they can make maps with symbols to represent features in the school grounds, to help locate certain places in the school.	By the end of this lesson children will know: (recall) That a compass finds direction The simple compass directions NSEW and relate this to a range of maps. Use this knowledge to describe where the contrasting locality is in relation to own environment	By the end of this lesson children will know Where Bingham is located on a map of the British Isles and know that you need to use a car or train to get to London. See the road or rail journey on a map.	By the end of this lesson children will know: (recall) That a compass finds direction The simple compass directions NSEW and relate this to a range of maps. Use this knowledge to describe where the contrasting locality is in relation to own environment	By the end of this lesson children will know That there is an invisible line called the Equator that splits the earth in half around the middle it is hot at the centre and cold at the ends	By the end of this lesson children will know: The features of the landscape enable a variety of plants and animals to live – look at a range of different habitats and how they adapt to where they live.

BINGHAM PRIMARY SCHOOL CURRICULUM

4	By the end of this lesson children will know to follow a map to go outside the school environment to a specific location i.e. the Church.	By the end of this lesson children will know That The UK is an island made up of individual countries.	By the end of this lesson children will know that the UK has very different contrasting environments and there is coastline all the way around the UK.	By the end of this lesson children will know to understand similarities and differences about living in the contrasting locality Look at detail about life in the contrasting locality, services, transport, facilities, weather, human and physical features.	By the end of this lesson children will know: The points on a compass. That the furthest places you can get away from the equator are called the Poles and there are north and south poles. That the North Pole is at the top and the South Pole is at the bottom. What the climates are like at the N and S poles	By the end of this lesson children will know: That there are similarities and Differences to own location in UK. Choose a small town of choice, Look at its human and physical features.
5	By the end of this lesson children will know that published maps use a set of symbols to represent features on a map i.e. roads and rivers.	By the end of this lesson children will know the names of the UK countries, the seas around and the capital cities.	By the end of this lesson children will know that people have made structures to use for a purpose and these are different from the features that were there naturally. These are called physical and human features. Look at some of these from Bingham and London.	By the end of this lesson children will know About the weather in the UK and how it impacts on the human and physical features of different environments including buildings, services, plants, animals, rivers and tourism.	By the end of this lesson children will know Near the Equator, countries are hot.	By the end of this lesson children will know: What is available for young people to do in the town, facilities and opportunities – compare sims and diffs to what you can do in Bingham.
6	By the end of this lesson children will know how to use the symbols to create a map of their immediate local environment using the support of aerial photographs or satellite images	By the end of this lesson children will know About the weather in the UK and how it impacts on the human and physical features of different environments including buildings, services, plants, animals, rivers and tourism.	By the end of this lesson children will know how to identify in pictures the difference between human and physical features and spot human and physical features of London and Bingham.	By the end of this lesson children will know: how to use/apply the symbols to create a map of the contrasting immediate local environment using the support of aerial photographs, satellite maps and live webcam footage. Make hypotheses and statements relating to the contrasting environment of study using evidence gained from the maps i.e. The highest hill near to the school is....	By the end of this lesson children will know That there are still very different landscapes within these areas – hot isn't all desert and cold isn't all icebergs.	By the end of this lesson children will know: That there are different seasonal weather patterns in the UK as there are in north and south India– how does that impact on both locations?