


Year 1 Long term plan 2021 – 22 - Geography

	Where we are in the world	Polar regions	Our local area
	Autumn 1	Spring 1	Summer 2
Key Vocabulary	<b>United Kingdom</b> <b>England</b> <b>Northern Ireland</b> <b>Scotland</b> <b>Wales</b> <b>Capital city</b> <b>Names of seas and oceans around the UK</b> <b>Beach, cliff, coast, island, ocean, seas</b> <b>Villages, towns, cities</b>	<b>Antarctica</b> <b>Arctic</b> <b>North pole</b> <b>South pole</b> <b>Hibernate</b> <b>Northern lights</b> <b>Penguin</b> <b>Polar bears</b> <b>Glaciers</b>	<b>Bramhope</b> <b>Village</b> <b>Environment</b> <b>Mapping</b> <b>School</b> <b>Buildings</b> <b>Compass</b> <b>North, South, East, West</b>
Previous knowledge	Nursery –children understand the local area they live house, street, nursery, park Reception - children understand village, school, shops. Begin to look at maps.	Nursery - aware of different animals around the world e.g. penguins and polar bears. Reception – Under the sea/Arctic topic. Aware that some places have different climates and different animals.	Nursery - aware of sense of place and places they enjoy playing– garden, playground, park Reception - aware of school grounds and where they feel happy – classroom, lunch hall, playground, field, park. Know key vocabulary: village, town, city, countryside. Beginning to look at maps.
NC Objectives	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  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	Name and locate the world’s seven continents and five oceans  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  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 basic geographical vocabulary to refer to 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.  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.
Substantive knowledge	The United Kingdom is made up of four countries which have been joined together for hundreds of years. Each country has its own flag which is represented in the Union Jack. Each country has its own capital city, culture and traditions. England is the largest country in the UK and its capital city is London. Scotland is the most northern country in the UK. It has high mountains and lots of islands. Edinburgh is the capital city. Wales is west of England and has lots of valleys and mountains including Snowdonia. The capital city is Cardiff. Northern Ireland is the top quarter of Ireland. The capital city is Belfast. A village is a small community in a rural area. A town is a larger than a village with more houses and shops. Cities are the largest settlements with millions of people living in them.	Polar climates are found around the North and South Poles. Here summer temperatures barely rise about freezing and winters are very cold. There is ice and snow throughout the year. The Arctic Ocean covers the northern polar regions. There is water beneath the ice. The continent of Antarctica covers the southern polar regions and some parts of the surface rise far above sea level. This makes Antarctica the coldest place on Earth. Penguins live in Antarctica. Polar bears live in the Arctic. Glaciers are melting at a faster rate due to climate change.	Our school is in Bramhope. Bramhope is a village. A village is a group of houses in a rural area, usually with shops, a church and a school. Our school is expanding so the school is changing over time.

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Misconceptions	A country is a largely abstract concept and therefore it is hard for children to say what a country actually is. Concentrating on distinguishing features such as the flag and national emblems and learning about the UK on a regular basis will help develop understanding.	That the Arctic and Antarctic are similar/the same. Penguins and polar bears live in the same place.	Misunderstandings around the terms village, town and city.
Disciplinary knowledge	Begin to use simple compass directions (North, South, East and West) to describe the location of areas of the UK.  Use maps, atlases and globes to identify areas of the UK.  Use photographs and aerial photographs to identify differences between villages, towns and cities.	Use world maps, atlases and globes to investigate the world's continents and oceans, particularly Antarctica and the Arctic.	Use aerial photographs to recognise key features of their locality. Make a simple messy map. Begin to 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.
Key concept	<b>Place</b> - Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.		<b>Place</b> - Every place has a particular location and a unique set of physical and human characteristics. Furthermore, the same place can be represented differently.  <b>Scale</b> - Scale influences the way we represent what we see or experience. We can construct different resolutions of scale from the personal, local and regional to the global.
Belong (Diversity)	Children gain a fuller understanding of where they are in the world – England, UK.  We are all part of a local and global community.	Children gain an understanding that there is a diverse range of people, animals, habitats around the world. Children begin to understand that they belong to part of the wider world.	Children will learn more about the school they belong to. They will recognise areas that are important to them.
Be Bramhope (Locality and enrichment) Leadership	Connecting Classrooms project.	Connecting Classrooms project.  Become aware of our impact on the environment and ways we can help.	Connecting Classrooms project.  Leadership in small groups, navigating the school site and making messy maps. Building a love for the outdoors.
Be Your Best (Assessment opportunities)	Retrieval quiz at start of lessons	Retrieval quiz at start of lesson.	Retrieval quiz at start of lesson.