



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: KS1 Geography

United Kingdom

<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>❖ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>❖ 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</li> <li>❖ Use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>❖ The United Kingdom is part of the continent of Europe.</li> <li>❖ It is made up of four countries, which all have their own capital city.</li> <li>❖ Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack.</li> <li>❖ The United Kingdom is an island: it is surrounded by water.</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>❖ Children will know that we live in the United Kingdom and that the world is made up of many countries on different land masses.</li> <li>❖ Children will be able to identify the United Kingdom on a map of Europe.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>❖ Children will be able to identify the United Kingdom on a map of the world and be able to identify which continent the UK is part of.</li> <li>❖ Children will understand and explore the diverse cultural make-up of the UK.</li> <li>❖ Children will recognise the different continents of the world and understand that the world is made up of many cultures and languages.</li> </ul>	<p><b>Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="1397 357 1637 740"> <p>Place names:</p> <ul style="list-style-type: none"> <li>❖ England</li> <li>❖ Scotland</li> <li>❖ Wales</li> <li>❖ Northern Ireland</li> <li>❖ English Channel</li> <li>❖ Europe</li> <li>❖ Ireland</li> <li>❖ Irish Sea</li> <li>❖ North Sea</li> <li>❖ Down Ampney</li> <li>❖ Cirencester</li> <li>❖ Gloucestershire</li> </ul> </td> <td data-bbox="1644 357 1883 740"> <p>Geographical terms and processes:</p> <ul style="list-style-type: none"> <li>❖ City</li> <li>❖ Country</li> <li>❖ River</li> <li>❖ Sea</li> <li>❖ Town</li> <li>❖ Village</li> </ul> </td> <td data-bbox="1890 357 2123 740"> <p>Locational terms:</p> <ul style="list-style-type: none"> <li>❖ Across</li> <li>❖ Northern</li> </ul> </td> </tr> </table>		<p>Place names:</p> <ul style="list-style-type: none"> <li>❖ England</li> <li>❖ Scotland</li> <li>❖ Wales</li> <li>❖ Northern Ireland</li> <li>❖ English Channel</li> <li>❖ Europe</li> <li>❖ Ireland</li> <li>❖ Irish Sea</li> <li>❖ North Sea</li> <li>❖ Down Ampney</li> <li>❖ Cirencester</li> <li>❖ Gloucestershire</li> </ul>	<p>Geographical terms and processes:</p> <ul style="list-style-type: none"> <li>❖ City</li> <li>❖ Country</li> <li>❖ River</li> <li>❖ Sea</li> <li>❖ Town</li> <li>❖ Village</li> </ul>	<p>Locational terms:</p> <ul style="list-style-type: none"> <li>❖ Across</li> <li>❖ Northern</li> </ul>
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<p><b>Weekly challenge “Thinking like a Geographer”</b></p> <p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p>	<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>❖ Locate the capital cities of the United Kingdom on a map.</li> <li>❖ Identify key landmarks from each country within the UK.</li> <li>❖ Identify the key human and physical features of capital cities in the UK.</li> <li>❖ Label the island of the UK and surrounding waters on a map.</li> </ul>	<p><b>Phonics focus</b></p> <ul style="list-style-type: none"> <li>❖ Country</li> <li>❖ Village</li> <li>❖ Landmark</li> <li>❖ Wales</li> <li>❖ Ireland/Island</li> </ul> <p><b>Key People</b></p> <p>Anaximander – Greek geographer who created world map Venetian monk Fra Mauro – first modern world map</p>				
<p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>❖ Compare physical features of UK to Down Ampney.</li> <li>❖ Draw a picture map of Down Ampney and its main routes.</li> <li>❖ Use word, UK and Europe maps to identify key locations.</li> <li>❖ Use a range of maps to identify a range of features.</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>❖ Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.</li> <li>❖ Relate a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</li> </ul> <p><b>Deeper thinking. What if...</b></p> <ul style="list-style-type: none"> <li>❖ What if...a fifth country joined the United Kingdom?</li> <li>❖ What if...everyone in the UK wanted to live in London?</li> <li>❖ What if... Scotland voted to leave the United Kingdom?</li> <li>❖ What if... London wasn't on the River Thames?</li> </ul>					



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❖ Locate the UK and its capital cities on a map.		
<p><b>School Values:</b></p> <p><b>Respect:</b> Showing respect for our environment and being proactive in taking care of it. Children can consider how we can look after our planet through careful use of water usage.</p> <p><b>Courage:</b> Children feel that they have great influence in the future world enabling them to feel that the changes they make can support the planet positively.</p> <p><b>Trust:</b> Having faith in ourselves that we can each play a part in building a brighter future, considering the impact of our actions on the environment.</p>	<p><b>British Values</b></p> <p>❖ <b>Rule of Law:</b> Children have opportunities to discuss why rules and laws are needed and the impact they have on us as citizens. Children will look at sustainability</p> <p>❖ <b>Mutual Respect for and tolerance of those with different faiths and beliefs:</b> Pupils will look at similarities and differences between their lives and others around the world.</p> <p>❖ <b>Democracy:</b> Our geography units encourage pupils to think about how they can be active citizens and think about how they can implement current and future change.</p> <p>❖ <b>Individual liberty:</b> Pupils consider how the actions we take as citizens can impact our own community. Throughout the term, children will discuss how we can live responsibly and ensure we are not wasting water.</p>	
<p><b>Case studies / examples</b></p> <p>❖ The River Thames and the River Severn</p> <p>❖ Town/Village/City (diverse range of visual images)</p>	<p><b>Guided Reading opportunities</b></p> <p>❖ Guided Reading: The United Kingdom</p> <p>❖ Guided Reading: London</p> <p>❖ The Big Book of the UK</p>	<p><b>Reading support</b></p> <p>❖ Word mat</p> <p>❖ Phonics teaching of key vocabulary</p> <p>❖ Word ban game</p>
<p><b>Prior learning</b></p> <p>❖ Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>❖ They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p><b>Key questions</b></p> <p>❖ What other islands and countries are near to the United Kingdom?</p> <p>❖ What continent is the UK in?</p> <p>❖ What can I find out about London, the capital city of the UK?</p> <p>❖ What are the main features and landmarks of the UK cities?</p>	<p><b>Future learning</b></p> <p>❖ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.</p> <p>❖ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>