

**Year B Term 1**

**Unit Overview: KS1 Geography**

**Local area study**

<b><u>National Curriculum Objectives</u></b>	<b><u>Substantive knowledge</u></b>	<b><u>Vocabulary</u></b>		
<ul style="list-style-type: none"> <li>❖ Use basic geographical vocabulary to refer to: key physical and human features.</li> <li>❖ 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</li> <li>❖ 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</li> <li>❖ 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.</li> <li>❖ Make observations about features that give places their character.</li> <li>❖ Use geographical skills, including first hand observations, to enhance local awareness.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To understand the differences between urban and rural areas</li> <li>❖ To identify the features of our school grounds and local surrounding area</li> <li>❖ How to identify ordnance survey map symbols</li> <li>❖ How to create a map of our local area</li> <li>❖ Name some features of the locality from familiar routes</li> <li>❖ Know the 4 basic compass directions</li> </ul>	<p><u>Place names</u></p> <p>Gloucestershire England Swindon Wiltshire Down Ampney Cirencester</p>	<p><u>Geographical terms and processes</u></p> <p>Building Map Office Route Street Symbol</p>	<p><u>Locational terms</u></p> <p>East North South West Local</p>
<b><u>By the end of this topic, children should know:</u></b>	<b><u>Support</u></b>	<b><u>Phonics focus</u></b>		
<ul style="list-style-type: none"> <li>❖ The location of their local area (including where it is within the UK).</li> <li>❖ The main features of their local area.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe some features of our local area and where they live.</li> </ul>	<p>Rural and urban Street, field, city (/ee/ sound) House, town (/ow/ sound)</p>		
<b><u>Children should be able to:</u></b>	<b><u>Extend</u></b>	<b><u>Key Geographers</u></b>		
<ul style="list-style-type: none"> <li>❖ Look at simple maps and aerial views of the local area, discussing its main features and how symbols have been used;</li> <li>❖ Work together to create a simple map of the local area;</li> </ul>	<ul style="list-style-type: none"> <li>❖ Observe, record, discuss and ask questions about the main features of the local area, based on direct experience</li> <li>❖ Make connections between their investigation of the local area and what they have learned about weather, climate and the UK</li> </ul>	<p>Tim Cresswell – human geographer and poet Ananya Roy – scholar of international development and global urbanism</p>		

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<ul style="list-style-type: none"> <li>❖ Observe, record, discuss and ask questions about the main features of the local area, based on direct experience;</li> <li>❖ Make connections between their investigation of the local area and what they have learned about weather, climate and the UK;</li> <li>❖ Use appropriate everyday vocabulary when describing local features.</li> </ul>		
<p><b><u>Weekly challenge “Thinking like a Geographer”</u></b></p> <p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p>	<p><b><u>Disciplinary knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ An urban area has lots of people living there. Towns, cities and suburbs are all urban areas.</li> <li>❖ A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.</li> <li>❖ An Ordnance Survey map is used to help people find their way around an area.</li> </ul>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>❖ Investigate how different parts of the local area are used and local environmental issues (road safety &amp; litter)</li> <li>❖ Compare how the local area has changed over time.</li> </ul>
<p><b><u>Map skills</u></b></p> <ul style="list-style-type: none"> <li>❖ Follow a route on a map starting with a picture map of the school</li> <li>❖ Recognise simple features on maps: fields, water, buildings and roads</li> <li>❖ Know which direction is North, South, East and West on an OS map</li> <li>❖ Devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><b><u>Deeper thinking. What if...</u></b></p> <ul style="list-style-type: none"> <li>❖ What if ... everyone wanted to live in the countryside?</li> <li>❖ What if...everyone’s house looked the same?</li> <li>❖ What if...maps didn’t use symbols, only words?</li> </ul>	
<p><b><u>School Values:</u></b></p> <ul style="list-style-type: none"> <li>❖ <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 village by reducing litter.</li> </ul>	<p><b><u>British Values</u></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>	

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<ul style="list-style-type: none"> <li>❖ <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.</li> <li>❖ <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.</li> </ul>	<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.</p>	
<p><b><u>Phonics / polysyllabic words</u></b></p> <ul style="list-style-type: none"> <li>❖ Settlement</li> <li>❖ Urban/rural</li> </ul>		
<p><b><u>Case studies / examples</u></b></p> <ul style="list-style-type: none"> <li>❖ How the village was expanded away from the church due to the plague outbreak (contrasting most villages)</li> <li>❖ New building development</li> </ul>	<p><b><u>Guided Reading opportunities</u></b></p> <ul style="list-style-type: none"> <li>❖ Settlements</li> </ul>	<p><b><u>Reading support</u></b></p> <ul style="list-style-type: none"> <li>❖ Pictorial based weekly challenges</li> <li>❖ Vocabulary mats</li> <li>❖ Videos and photographic examples</li> </ul>
<p><b><u>Prior learning EYFS</u></b></p> <ul style="list-style-type: none"> <li>❖ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>❖ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>❖ Talk about the lives of the people around them and their roles in society</li> <li>❖ What are the main features of our local area?</li> </ul>	<p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>❖ What are the main differences between an urban and rural area?</li> <li>❖ What sort of settlement do I live in?</li> <li>❖ What can aerial views and maps show us about our local area?</li> <li>❖ What symbols are commonly used on ordnance survey maps?</li> </ul>	<p><b><u>Future learning KS2</u></b></p> <ul style="list-style-type: none"> <li>❖ Begin to develop the skills of comparing regions, by focusing on specific features.</li> <li>❖ Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</li> <li>❖ Make observations about places and features that change over time.</li> </ul>