

Medium Term Plan – Geography – Year 1

Autumn - Local Area: Where do we live? Where do we go to school?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Prior Knowledge	Explored their immediate environment (school grounds, home, local walks). Identified basic features: buildings, roads, paths, parks, trees, water. Talked about what they notice around them and how places are used.	School Address	Session 1: Our School Learning <i>Each school has a name that tells it apart from others. There are names for the different school buildings and parts of the grounds such as playground, field, etc. Maps and addresses tell us where a place is located.</i>
Physical processes Land use and settlement Regions- UK and Global Climate & weather (Including climate change/ sustainability)	<u>Geographical Knowledge</u> - Schools and other places have names that help us identify and distinguish them. - Different parts of a school (e.g., buildings, playgrounds, fields) as identifiable features of a place. - Maps and addresses are introduced as tools for locating places. - Aerial photographs and large-scale maps help children see and identify features from above. - Locational vocabulary is used to describe where things are in relation to one another. - Ask simple, real questions to find out information about places. - Labels and captions to photographs communicate information and opinions about places. - Local areas contain a variety of human and physical features.	Aerial photograph Label	Session 2: Our school from above Learning <i>Aerial photographs help us identify the main features of a school and its surroundings. We use locational vocabulary to describe where things are. E.g., the location of familiar features in the school ground.</i>
		Ground level photograph Label Aerial photograph	<u>Session 3: Our School in Photos</u> Learning <i>Real and relevant questions from people help geographers find out what others want to know about a place. Geographers add captions or labels to photographs to share information and opinions about places. Geographers might talk about the evidence they have collected to find out what others think.</i>
		Locational language Map	<u>Session 4: Describing Locations</u> Learning <i>Photographs can give clues about the location where they were taken. We use locational language to describe where things are e.g. the location of a toy in the school grounds.</i>

			Geographers can record places on an aerial photograph e.g. the location of a toy in the school grounds.
		Aerial photograph Large-scale plan Locational language Label Home	<u>Session 5 : Our Homes</u> <u>Learning</u> Aerial images and large-scale maps can be used to find and identify our homes and other familiar features. Locational vocabulary is used to describe the location of our homes and other local features.
		Local area Aerial photograph.	<u>Session 6 : Our Local Area</u> <u>Learning</u> Most local areas include geographical features such as houses, shops, places of worship and green spaces. Digital maps can switch from aerial to map view to help identify the familiar features of the local area. Locational language, maps, aerial images and fieldwork are used to identify and locate features in the local area.
https://www.thenational.academy/teachers/curriculum/geography-primary/units/local-area-where-do-we-go-to-school https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/local-area-where-do-we-live/lessons			

Spring - Seasons: How does the weather change through the year?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	Observe daily weather using descriptive vocabulary (sunny, windy, rainy, cloudy).	Weather Temperature	Session 1 : Introducing the weather

	Notice seasonal changes, such as leaves falling, colder days, flowers growing. Talk about the effects of weather on clothing and activities. Experience different temperatures and describe what it feels like.		Learning The weather describes the conditions of the outside world at any one time. The temperature is a measure of how hot or cold it is.
<u>Geographical Concepts</u> Physical processes Land use and settlement Regions- UK and Global Climate & weather (Including climate change/ sustainability)	<u>Geographical Knowledge</u> - Weather describes current outdoor conditions. - Observe and describe weather using simple measures. - There are four seasons with distinct weather patterns. <u>Geographical Skills</u> - Identify seasonal change through first-hand observation of daylight, temperature and the environment. - Notice how weather and the natural environment change over the year. - Use geographical vocabulary (e.g., warmer/colder, more daylight/fewer hours) to accurately describe and discuss seasonal patterns. - Record simple geographical information, such as describing what they have seen or noting weather conditions.	Season	Session 2: Introducing the seasons Learning The four seasons are Spring, Summer, Autumn, Winter Each season has its own weather patterns, and we can use weather data to talk about this.
		Spring Seasons The Sun	Session 3: Spring Learning In the UK, spring falls in the months of March, April and May. In spring, the days start to get warmer and there are more hours of daylight. We can see signs of spring by observing the weather, plants and animals.
		Summer Seasons The Sun	Session 4: Summer Learning It is summer in the UK in June, July and August. Summer is the hottest time of the year and has the most hours of daylight. We can see signs of summer by observing weather, plants and animals.
		Autumn Seasons Daylight	Session 5: Autumn Learning It is autumn in the UK in September, October and November. In autumn, the days start to get colder and there are fewer hours of daylight.

			We can see signs of autumn by observing the weather, plants and animals.
		Winter Seasons Daylight	<u>Session 6 : Winter</u> <u>Learning</u> It is winter in the UK in December, January and February. Winter is the coldest time of the year and has the fewest hours of daylight. We can see signs of winter by observing the weather, plants and animals.
Useful Resources:			
https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/seasons-how-does-the-weather-change-through-the-year/lessons			

Summer - The UK: what kind of place is it? What is life like in London?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	That they live in a place, and other places exist beyond it. About different cultures and communities, often introduced via stories and images.	United Kingdom (UK) Country Island	Session 1: The UK and its surrounding seas <u>Learning</u>

	That people live in different countries with different customs, weather, and landscapes.		The United Kingdom, called the UK for short, is a country that is part of the continent of Europe. The UK consists of a large island, part of another island and many smaller islands.
Physical processes Land use and settlement Regions- UK and Global Climate & weather (Including climate change/ sustainability)	<u>Key Knowledge</u> - The United Kingdom (UK) is a country in Europe. - The UK is formed of four countries: England, Scotland, Wales and Northern Ireland, each with its own capital city (London, Edinburgh, Cardiff, Belfast). - London is the largest UK city. - A capital city is where a country's government is based. - London has many important human features including famous buildings and landmarks. - London contains many parks and green spaces. - The River Thames flows through London. <u>Geographical Skills</u> - Use maps and aerial photographs to locate places and describe where they are. - Use geographical vocabulary (e.g., north, south, near, coast, river, capital city) to describe the location of places such as London and the UK's countries. - Identify and describe human and physical features (e.g., government buildings, parks, rivers).	Country City Capital city	Session 2: The countries and capital cities of the UK <u>Learning</u> The UK is made up of four countries: England, Scotland, Wales and Northern Ireland. Belfast, Cardiff, Edinburgh and London are capitals of NI, Wales, Scotland and England; London is also capital of UK.
		London Capital city	Session 3: Locating London <u>Learning</u> London is a city near the mouth of the River Thames in the south-east of England and the UK. London is the capital city of England.
		Capital city Government Landmark	Session 4: London as a capital city <u>Learning</u> Many people commute to London for work and millions of tourists visit or travel through the city. London has many important buildings and landmarks, such as Buckingham Palace, the Elizabeth Tower and Big Ben.
		Green spaces Parks Peaceful	Session 5: London parks and green spaces <u>Learning</u> Green spaces and trees help soak up noise and pollution from traffic and provide peaceful spots. London has many parks and green spaces.
		River Thames Sewer	Session 6: The River Thames <u>Learning</u>

			The River Thames flows through London. Londoners use the most water in the country; much of this comes from the River Thames. Wastewater is also pumped into the River Thames.
Useful Resources:			
https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/the-uk-what-kind-of-place-is-it/lessons https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/life-in-a-capital-city-london-cardiff-775/lessons			