

Medium term plan: Supporting implementation of LTP / Progression grid.

Subject: Geography KS1 Unit 1 Years A and C

My school and my area

Enquiry question: What is it like to live in Widnes?

NC/PoS:

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the locations of hot and cold areas of the world, in relation to the Equator and the North and South Poles.
- 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.

Geographical skills and fieldwork

- 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 simple compass directions (North, South, East and West) and locational and directional language [for example: near, 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.

Prior Learning (what pupils already know and can do)

Children know the name of their school and know that they live in a town called Widnes. Children know that they live in the country of England, which is in the United Kingdom. Children know we have 4 seasons and that weather can be hot and cold, dry and wet.

End Points (what children MUST know and remember)

Know that human features are made or built by humans; buildings, roads, town, farm, canal.

Identify Human Features in Widnes - Widnes Train Station, Silver Jubilee Bridge, Widnes Market, Tesco Extra Widnes, Riverside College, St. Michael's Industrial Estate.

Know that physical features are natural; sea, river, brook, wood, forest, hill, mountains and climate.

Identify physical features in Widnes - Mersey Estuary, Pickering's Pasture Nature Reserve, Spike Island, Victoria Park.

Know how to make a simple map and construct basic symbols for a key.

Know how to use 4 compass points and directional language.

Know how to use different maps to locate features and places.

Know that fieldwork is going outside to find out about a place.

Know that the weather tells us what it is like outside each day.

Know that climate is the weather in one place over a long period

Know there are hot and cold places in the world.

Key Vocabulary

Human, physical, physical feature, wood, forest, mountain, river, factory, canal, brook, directional language, near, far, left, right, field work, investigation, local environment, symbols, key, north, south, east, west, compass, route, map, aerial view, land usage, transport, commercial, industrial, residential, climate, urban, UK, climate, season, weather, temperature, seasons, Equator.

NOTE; Session 1/ 2 are designed to be repeated as an introduction to KS1 geography or a staging point review. Within the review stage a revisit of key skills concepts is sufficient. Each unit must be taught within the identified year in the consecutive sequence indicated.

Specific substantive and disciplinary knowledge has been repeated; Mapping, Human and Physical features to ensure children are able to have prior knowledge to be able to access learning. This has ensured sufficient time and repetition to embed learning has been planned for.

Session 1:

What is a map? They can be drawings or models. Why are they useful? They help us find things; they can help us find our way using directions. A compass is a tool that helps us find out which direction we are facing. How we follow a map. Build an awareness of hand drawn maps before moving on to creating their own and an introduction to more formal standardised mapping of later in KS2 (OS maps, digital). Draw their own maps; table-top and objects/ classroom/ map school environment/ map local area. Learning different scales by locating their school / Widnes to the north of England within the UK in the world.

Look at different types of maps and why we have them; Map as drawings, picture maps, aerial, ordinance, world map. Introduce directional language and a simple concept of scale.

Interesting Fact: The oldest map ever found is of the stars drawn as dots, discovered in a cave in LASCAUX in France. It is thought to be over 16,000 years old.

Vocabulary: symbols, key, north, south, east, west, route, floor, map, aerial, UK map, ordinance map, left, right.

Session 2:

Through the context of school grounds and Widnes, look at the local human and physical features children can see.

What is a Human feature? Human features are things that are made or built by humans; buildings, roads. Look at human features in Widnes; land usage; transport, roads, canals, railway, residential, their home/houses on the street, commercial shops near by, industrial, factories, industrial units nearby.

What is a physical feature? A physical feature is natural; seas, rivers, mountains, animals, climate. Look at physical features in their local area, physical features by the sea, mountains nearby, animals that live near them, weather. Locate these features on a map. Children explore the school environment and grounds, identifying features, then broadening it out to walking to an area immediately surrounding the school. Children will be given opportunities to explore and make observations, to think like a geographer, asking geographic questions about the world they encounter. "What do I like? Don't like? How do I feel about this? Where is this place? What is it like? How is it changing?"

(Identify Human features- Kingsway Primary School, Widnes station, The Hive, Main shopping streets, St Paul's church, Manchester ship canal, Silver Jubilee Bridge, Mersey Gateway Bridge.)

(Identify Physical features – River Mersey, Spike Island, Pickering's Pasture, vegetation)

Vocabulary: shop, factory, station, forest, wood, river, sea, brook, canal, mountain, hill, weather, land usage, transport, commercial, residential, industrial, climate, urban, rural.

Session 3: What is fieldwork?

Fieldwork is when you go outside and find things out about a place – an investigation.

Before you start fieldwork you must work out what you want to find out. Think of questions to ask, your focus for the investigation within the above themes for the areas that you are going to investigate.

Children to conduct fieldwork in the local area – Local walk – using maps and compasses. Identify human and physical within the area – shop, road, school, church, Mersey Gatgateway Bridge, vegetation.

How many cars pass in 10 minutes? What does this tell us about the area? Urban/Rural? Does this make it a nice place to live/go to school? What impact could this have on the area? Busy, noise, pollution. How can it be improved?

How much litter is on Charles Street? What does this tell us about the area? Does this make it a nice place to live/go to school? What impact could this have on the area? Busy, noise, pollution. How can it be improved? More bins/ community litter pickers.

Mathematics; Children given the opportunity to record data gathered through fieldwork.

Vocabulary: fieldwork, investigation, local environment, pollution, human and physical features.

Session 4: What does weather mean?

The weather tells us what it is like outside each day. Words to describe weather; dry, wet, hot, cold, cool, mild.

What does climate mean? It is when we look at the weather in one place over a long time. Climate tells us what the weather is likely to be in a place. Climate Zones are parts of the world that have similar climates. Some climate zones are rainforests, desert and Arctic. The UK has a temperate climate, cool winters and warm summers.

Hot and cold places in the world; in hot places you might see sand, very dry land, little or no vegetation. In cold places you might see snow and ice. Think about what other things you might see and clothes you might wear in these places.

Climate change means; Our world is getting hotter; this is affecting weather in different parts of the world. Places with a mild or wet climate might start to feel hot or dry, when ice warms up it melts, the Arctic ice is melting.

Vocabulary: hot, warm, sun, drought, snow, ice, flood, rain, wind, hail, fog, mist, mild, cool, wet, dry, weather, climate.

Session 5:

What are the 4 seasons; spring, summer, autumn, winter – each season lasts for about 3 months and has different weather. What is the weather like in each season? Spring it gets warmer and gets darker later, in summer its hottest and sunniest, warmer and dryer, autumn days are shorter and cooler, winter is the coldest with the shortest days may have ice and snow.

Field work study seasons and weather in local area. Identify the question to investigate. What is the average temperature/ rainfall in Widnes within our 4 seasons? Throughout the year children to collect data on monthly rainfall using a rain gauge. What does this tell us about the weather/ climate in Widnes. Collect using non-standard units e.g. How many cups/jugs full.

UK – 4 countries. The weather is different in different parts of the UK. What is the weather like in different parts of the country? Use online weather forecast and look at daily weather across the UK. North of England and Scotland winters are colder and more likely to snow. In south of England, it is nearer coasts and winters are milder. UK has a temperate climate and mainly have 4 seasons. Types of climates in the world, what influences climate? UK is north of the equator. Equator and where it is.

Vocabulary: UK, climate, season, weather, temperate, seasons, Equator.

Future learning this content supports: This content will support future learning on climate, weather and when comparing Warrington/England/UK to different locations around the world.