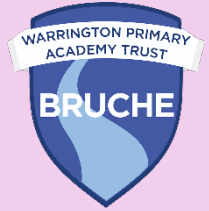


# Subject: Geography – Year 1, Unit 1, My School and My Area



## **Enquiry Questions:** *How can we find our way?* *Is Warrington a nice place to live?*

### **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 of 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 location 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 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.

### **Prior Learning (what pupils already know and can do):**

- Children know the name of their school and know they live in a town called Warrington.
- Children know 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 pupils MUST know and remember):**

- Know that a map helps us to find our way.
- Know how to use different maps to locate features and places.
- 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 that human features are made or built by humans; buildings, roads, town, farms.
- Know that physical features are natural; sea, river, brook, wood, forest, hill, mountains.
- Be able to classify some human and physical features in Warrington.
- Know that fieldwork is going outside in real-World environments to answer questions about the real World by observing or collecting and analysing data.
- 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:** map, aerial, town, symbols, direction, compass, near, close, far, left, right, key, human, human-made, physical, natural, fieldwork, investigation, weather, climate, hot, cold, dry, wet, vegetation.

<p><b><u>SESSION 1: What is a map?</u></b></p> <p>ENQUIRY QUESTION: How can we find our way?</p> <p>Show the children some examples of different maps (drawings, picture maps, aerial, ordinance, world map): have them discuss what they can see.</p> <ul style="list-style-type: none"> <li>• Explain that an aerial map shows a place and can help us find where we are or how to get to another place.</li> <li>• Discuss the importance of maps to help us find our way.</li> </ul> <p>Show an aerial image of the classroom.</p> <ul style="list-style-type: none"> <li>• Explain that aerial means we are looking down on the classroom.</li> <li>• Provide cut and stick templates of the main features in the classroom e.g. tables and writing area.</li> <li>• Have the children stick the templates on a blank piece of paper to map out the classroom.</li> </ul> <p>Show an aerial image of the school</p> <ul style="list-style-type: none"> <li>• Ask the children how we know this is an aerial image (because we are looking down at the school)</li> <li>• Complete simple fieldwork and observational skills to look around the school and take in key aspects e.g. the pen, field, playground, school building, car park.</li> <li>• Children create a simple map of the school by arranging and sticking templates of the above aspects of the school onto a large piece of paper.</li> </ul>	<p><b><u>End points covered in this session:</u></b></p> <p>Know that a map helps us to find our way.</p> <p>Know how to make a simple map.</p> <p><b>Vocabulary: map, aerial.</b></p>
<p><b><u>SESSION 2: What is near to/far away from Warrington?</u></b></p> <p>Use Google Maps to show an aerial image of the local area (Warrington)</p> <ul style="list-style-type: none"> <li>• What town is our school in? Warrington</li> <li>• Explain how to use Google Maps on the iPads, the children will have an opportunity to explore – start to look at symbols and discuss their meaning.</li> <li>• Discuss location by using directional language as they look e.g. the school is next to a field, the train station is near to the school, IKEA is far away from the school, the bus station is to the left of...</li> </ul> <p>Use a screenshot of the larger local area.</p> <ul style="list-style-type: none"> <li>• See that Liverpool and Manchester are written in larger language – what does this mean? They are cities.</li> <li>• What is the green bit? Land. What is the blue bit? River/sea</li> <li>• Look at a compass and learn the 4 compass points – learn about why we have a compass on a map (so that we know which way we are travelling).</li> <li>• Discuss directions using the compass points e.g. Manchester is to the East of Warrington.</li> <li>• Write directional language e.g. Crosby is far away from Warrington, Manchester is closer to Warrington.</li> </ul> <p>Talk about how we 'read' a map by using a key. Explain what a key and a symbol is:</p> <ul style="list-style-type: none"> <li>• A symbol shows a location.</li> <li>• Children create their own key using basic symbols and an explanation of what they mean.</li> </ul>	<p><b><u>End points covered in this session:</u></b></p> <p>Know how to use different maps to locate features and places.</p> <p>Know how to use 4 compass points and directional language.</p> <p><b>Vocabulary: town, symbols, direction, compass, near, close, far, left, right, key.</b></p>

**CHESTER ZOO LINK:** Look at Chester Zoo's map, use the key to find different animals and use directional language and compass points to describe the location of animal enclosures.

### **SESSION 3: What is the difference between a human and physical feature?**

Use an aerial map of the school to open discussions about which parts on the map were made by humans, and which are natural:

- Explain that human features are made or built by humans; buildings, roads, towns, farms.
- Explain that physical are natural; sea, river, brook, wood, forest, hill, mountains, climate.

Give the children photographs of human features in Warrington, they label what they are:

- E.g. Bruche Primary Academy, Bank Quay train station, Warrington bus station, Warrington Hospital, houses, Lidl, Unilever factory, Town Hall/Golden Gates, Recycling Centre.

Give the children photographs of physical features in Warrington, they label what they are:

- E.g. River Mersey, Sankey Valley Park, Sankey Brook, Vegetation, Twenty-Acre Wood.

Retrieval lesson:

- Children cut out photographs of mixed up human and physical features in Warrington and classify them into the correct groups by sticking them on a table:

Physical feature	Human feature
	

### **End points covered in this session:**

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

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

Be able to classify some human and physical features in Warrington.

**Vocabulary:** human, human-made, physical, natural.

### **SESSION 4: What is field work?**

Explain that field work is when you going outside in real-World environments to answer questions about the real World by observing or collecting and analysing data.

#### **ENQUIRY QUESTION: Is Warrington a nice place to live?**

Children to conduct fieldwork by going on a local walk – using their own basic map.

- On the local walk: identify human and physical features in the local area.
- *How much litter in Bruche Park?* What does this tell us about the area? How does this impact Warrington? Is it a nice place to live/go to school? How can it be improved? More bins/community litter pickers.

### **End points covered in this session:**

Know that fieldwork is going outside in real-World environments to answer questions about the real World by observing or collecting and analysing data.

**Vocabulary:** fieldwork, investigation.

### **SESSION 5: What is the difference between weather and climate?**

Ask the children, 'what does weather mean?' - can they give examples of weather?

### **End points covered in this session:**

<ul style="list-style-type: none"> <li>• Explain that the weather tells us what it's like outside each day.</li> <li>• What words could we use to describe weather? Wet, dry, hot, cold, cool, mild.</li> <li>• Look at the weather symbols and what they mean.</li> </ul> <p>What does climate mean?</p> <ul style="list-style-type: none"> <li>• It is when we look at weather in one place over a <i>long period of time</i>. Climate tells us what weather is likely to be in a place.</li> </ul> <p>Show the children a picture of a rainforest, desert and the Arctic – what do they think the temperature is like here?</p> <ul style="list-style-type: none"> <li>• Understand that places can be hot or cold</li> <li>• In hot places, you might see sand, very dry land, little or no vegetation.</li> <li>• In cold places, you might see snow and ice.</li> <li>• Children write a list of items of clothing that they might wear in these settings.</li> </ul> <p>Conduct some observation work to see what the weather is like over a week.</p> <ul style="list-style-type: none"> <li>• Children should know that Warrington is warm in summer, cold in winter and has rainfall year-round.</li> <li>• <i>This will link with their Science topic on seasons.</i></li> </ul>	<p>Know that the weather tells us what it is like outside each day.</p> <p>Know that climate is the weather in one place over a long period.</p> <p>Know there are hot and cold places in the World.</p> <p><b>Vocabulary: weather, climate, hot, cold, dry, wet, vegetation.</b></p>
<p><b><u>Future learning this content supports:</u></b></p> <p>This content will support future learning on climate, weather and when comparing Warrington/England/UK to different locations around the world.</p>	