

# Year 1 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<b>Previous learning:</b> EYFS – school, local area							
1.2 What's it like here	5	<ul style="list-style-type: none"> <li>To locate the school on an aerial photograph.</li> <li>To create a map of the classroom.</li> <li>To locate key features of the playground.</li> <li>To draw a simple map.</li> <li>To investigate how we feel about our playground. To create a design to improve our playground.</li> </ul>	<ul style="list-style-type: none"> <li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> <li>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> <li>Recognise four features in the school grounds using a map.</li> <li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>Draw a design to improve three areas of the playground using the results from the survey.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> <li>- Field Trip</li> </ul>	Continuous throughout.  Observations.  Discussions.  Map	To develop knowledge of the location of significant places. To use simple observation/fieldwork skills to study the immediate surroundings. To understand sense of place in relation to home and school. To use simple fieldwork and observation skills to study the school. To describe the location of features and routes on a map. To develop & follow directional vocabulary. 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. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. About things they can do to help look after their environment.	<b>Maths – Coordinates</b> <b>Art and design</b> Pupils should be taught: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  <b>RSE &amp; PSHE</b> Pupils should know: About things they can do to help look after their environment.

## Year 1 Scheme of Work – Geography

<p><b>1.4</b> What is the weather like in UK?</p>	5	<ul style="list-style-type: none"> <li>To locate the four countries of the UK.</li> <li>To identify seasonal changes in the UK.</li> <li>To identify seasonal changes in the UK.</li> <li>To identify seasonal changes in the UK. To identify seasonal changes in the UK.</li> <li>To identify seasonal changes in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the four countries on a map of the UK.</li> <li>Identify the country they live in.</li> <li>Identify the four seasons.</li> <li>Describe some seasonal changes.</li> <li>Identify the four compass directions.</li> <li>Use the compass directions to describe the location of features.</li> <li>Observe and describe daily weather patterns.</li> <li>Begin to locate the four capital cities of the UK.</li> <li>Explain what the weather is like during each season in the UK.</li> <li>Suggest appropriate clothing and activities for each season.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> <li>- Field Trip</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p>To recognise human &amp; physical features.</p> <p>To use simple fieldwork &amp; observational skills to study the surrounding environment.</p> <p>To understand basic geographical features houses (human feature).</p> <p>To develop knowledge about children's locality- jobs (human features).</p> <p>To use basic geographical vocabulary to refer to key human/physical features.</p> <p>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.</p>	<p><b>Science</b> Pupils should be taught to: Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
<p><b>1.6</b> What is it like living in Shanghai</p>	5	<ul style="list-style-type: none"> <li>To recognise physical and human features.</li> <li>To recognise physical and human features.</li> <li>To recognise physical and human features.</li> <li>To identify physical and human features of a non-European country.</li> <li>To describe what it is like in Shanghai.</li> <li>To compare Shanghai to a small area of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of human and physical features.</li> <li>Identify features they see on a walk.</li> <li>Explain the location of features using some directional language.</li> <li>Use an aerial photograph to locate physical and human features.</li> <li>Draw simple pictures or symbols on a sketch map.</li> <li>Draw compass points.</li> <li>Name the continent they live in.</li> <li>Use an atlas to locate the UK and China on a world map.</li> <li>Use an atlas to locate Europe and Asia on a world map.</li> <li>Identify China's physical and human geography.</li> <li>Sort physical and human features using photographs.</li> <li>Identify physical and human features in</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To 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.</p>	<p><b>Art and design</b> Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

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			<p>images of Shanghai.</p> <ul style="list-style-type: none"> <li>• Compare Shanghai to their locality.</li> <li>• Identify similarities and differences between human and physical features.</li> </ul>				
<p><b>Next learning:</b> <u>Y2 – Locational Knowledge</u></p>				<p><b>Next learning:</b> <u>Y2 – Place Knowledge</u></p>			
<p><b>Next learning:</b> <u>Y2 – Human and Physical Geography</u></p>				<p><b>Next learning:</b> <u>Y2 – Geographical Skills and Fieldwork</u></p>			