

Pudsey Bolton Royd Primary School Geography Long-Term Plan

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
How well do I understand where I live?		How Great is Britain?
Outcomes		
A map of our journey from school to the Church.		A labelled map of Britain
Linked Texts		
N/A		N/A
Linked Experiences		
Now Press Play - Maps		Now press play – The UK
Overview		
The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment as well as keeping a weather log. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising and taking photos of the main features and landmarks in their locality. They will use this knowledge to also create their own maps adding their own symbols. Children will be able to locate and answer questions like: Where is Leeds? Where is Pudsey? Where is my school? Where do I live? What will I find around our school? How do I get to St James the Great C of E church from school? They will use locational language to visit their local church. They will then draw, discuss and write about this route.		<p>The unit uses investigative tasks to build on from the unit studied in Autumn term and look beyond Pudsey. Children will focus on the UK and its countries. They will describe and observe using simple geographical vocabulary. They will explore virtually each UK country, their main features, capital cities and landmarks while collecting photographs and facts. They will use this knowledge to create a poster about each UK country.</p> <p>The children will also be able to identify seasonal and daily weather patterns in the United Kingdom.</p>
Knowledge and/or Skills Covered		
<u>Graphicacy skills</u> <u>Keys and Symbols</u> -Use basic symbols in a key <u>Read maps</u> - Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds). <u>Draw maps/plans</u> : Trace around simple map shapes to reproduce symbols. <u>Digital maps</u> - With support, do a simple location or post-code search online. <u>Use images</u> -Explain the difference between image types eg photo, drawing. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).		<u>Fieldwork and practical skills</u> -Use simple locational language to describe (NSEW) - <u>Record</u> - Make simple recordings eg lists, tallies and simple tables where the template is given. Tallies and simple tables. <u>Academic skills</u> <u>Ask questions</u> - Ask and answer simple questions about what they have heard and seen. <u>Discern relevance</u> – Show some understanding of the ways we find out about the world. (e.g. books, atlases) <u>Present information</u> – Create age related data tables, graphs and charts, maps and plans, drawings and

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<p>Charts and graphs (maths link) – weather patterns</p> <p>Tallies and simple tables (maths link) – weather patterns</p> <p>Fieldwork and practical skills</p> <p><u>Use a compass-</u> Use North, South, East, West for simple navigation</p> <p>Describe position, direction and movement (from Maths National Curriculum).</p> <p><u>Observe/measure -</u> Begin to use first-hand observation using senses</p> <p><u>Locate-</u> Use simple locational language to describe (eg near far, NSEW).</p> <p>Academic skills</p> <p><u>Present information</u> - Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</p>		<p>perspectives, posters, diagrams and digital presentations.</p>
National Curriculum Attainment Targets		
<p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to: season and weather, city, town, village, house, office, shop.</p> <p>Geographical skills and fieldwork</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a map and use and construct basic symbols and a key.</p> <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational language (for example, near and far; left and right) to describe the location of features and routes on a map.</p>		<p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary to refer to: season and weather</p> <p>Locational Knowledge</p> <p>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>Geographical skills and fieldwork</p> <p>- Use world maps, atlases and globes to identify the United Kingdom.</p>
Important Vocabulary		
<p>Season, weather, hot, cold, city, town, village, shop, house, offices, parks, road, journey, map, direction, north, south, east, west, compass, up, down, left, right, forwards, backwards, bigger/smaller, like/dislike</p>		<p>Season, weather, month, city, town, village, factory, shop, house, offices, parks, road, direction, north, south, east, west, compass, up, down, left, right, forwards, backwards, similar, different, same, valley, sea, cliff, hill, mountain, river, season and weather, England</p>

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		(London), Northern Ireland (Belfast), Scotland (Edinburgh), Wales (Cardiff), nation, capital
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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
	What are the physical features of Great Britain?	What would you see at the coast?
Outcomes		
	Identify the physical features of Great Britain	Leaflet (after trip) to advertise features
Linked Texts		
Linked Experiences		
		Trip to seaside (Filey)
Overview		
	In this unit, we will follow up from the Spring 1 unit about Great Britain and the children will recap on the countries and capital cities that make up Britain. The children will look at the physical features of Great Britain looking at the coastline, naming the surrounding seas and look at Yorkshire and its physical features. The children will understand what a coastline is and how it is made up. (links to going to Filey in Summer 2)	In this unit, the children learn about the physical and human features of the coast and use geographical language to describe these features. They will start this unit by exploring what different types of settlements there are in the UK. Children will then begin to understand what a coast is. They will then research what it is like at the coast and the different human and physical features that are related to the coast. The children will then go on a trip to Filey beach to explore the coast in real life and identify any of the features that they have studied.
Knowledge and/or Skills Covered		
	<p><u>Graphicacy skills</u> <u>Use images</u> Explain the difference between image types eg photo, drawing. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).</p> <p><u>Academic skills</u> <u>Ask questions</u> Ask and answer simple questions about what they have seen or heard.</p>	<p><u>Graphicacy skills</u> Use photographs – recognise basic features Use images – explain the differences between image types e.g., photo, drawing. Use photographs (including ariel photos) to recognise basic features.</p> <p><u>Fieldwork and practical skills</u> Location: identify and locate Leeds, Pudsey and Filey.</p> <p><u>Academic skills</u> Ask questions – Ask and answer simple questions about what they have seen or heard. Discern relevance – Use sources Present information - Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p>

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National Curriculum Attainment Targets		
	Locational Knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.	Human and physical geography Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features including beach, cliff, coast, sea, ocean, season and weather. - Key human features including: city, town, port, harbour and shop. Geographical skills and fieldwork <ul style="list-style-type: none"> - Use atlases to identify Filey. - To describe the location of features and routes on a map - Use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features.
Important Vocabulary		
		Beach, cliff, coast, sea, ocean, harbour, oceans, port