

Year 1 Geography

Big Question: How do the Seasons change?

Prior learning: The children have looked at weather and the names of the four seasons. They have talked about cold and hot weather and compared different locations and clothing.

At the end of this topic, pupils will know:

| <u>Line of Enquiry</u> | <u>National Curriculum Objectives</u> |
|--|---|
| What are seasons and the weather? | <ul style="list-style-type: none"> 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 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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features |
| How is nature affected by the seasons? | |
| What happens to trees during the changing seasons? | |
| How do the seasons affect our lives? | |
| How do seasons compare in different countries? | |

Unit of Learning: The Seasons Change

| <u>Key Vocabulary</u> | |
|------------------------------|---|
| | <u>Definition</u> |
| weather | The conditions outside. |
| seasons | Changes in the weather that occur as the year passes. |
| nature | The things that are not made by humans. |
| bloom | When a flowers petals open |
| hibernation | A deep sleep that some animals enter during Winter. |
| deciduous | Plants or trees that lose their leaves every year. |
| evergreen | Has leaves that remain green throughout the year. |
| coniferous | Group of trees or shrubs that produce cones. |
| blossom | A tree or plant that produces flowers or masses of flowers. |
| sunburnt | Skin damage caused by the sun. |



As children of God we are loved, we are called, and we are inspired.



Year 1 Geography

Big Question: What is my local area and how does it fit into the UK?

Prior learning: The children have looked at the four countries of the UK and will revisit this. The children have looked at key areas in their local area such as Saltwell Park, their school, their home and St Peter's Church.

At the end of this topic, pupils will know:

| <u>Line of Enquiry</u> | <u>National Curriculum Objectives</u> |
|--|--|
| Can I read a map of my school? | <ul style="list-style-type: none"> 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 Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom <ul style="list-style-type: none"> Look at key physical features, including: mountain, sea, ocean, |
| How do I read a compass and locate familiar places? | |
| What are the countries and capital cities of the United Kingdom? | |
| Can I locate known places? | |
| What are the seas and oceans of the Un | |



Unit of Learning: Where are we?

Key Vocabulary

| | <u>Definition</u> |
|---------------------|---|
| aerial | An image from the air |
| map | A drawing of a part of the Earth's surface |
| key | Symbols that help people read a map. |
| compass | A tool for finding direction. |
| Capital city | Usually the largest city in their region. |
| landmarks | Features of the land or notable structures. |
| mountain | A landform that rises high. |
| lake | A large body of water surrounded by land. |
| loch | A large body of water surrounded by land in Scotland. |
| Ocean | A huge body of salt water. |



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