



St Peter's Geography Medium Term Plan 2021-22



Year 1

Autumn 2	Spring 2	Summer 2
Little Explorers: Investigating Where I Live An exploration of the local area and its basic human and physical features.	The Great UK An investigation of the UK; its countries; its cities and towns and some of its human and physical features.	Wonderful UK Weather An investigation into the four seasons and how they can impact the weather in the different parts of the UK.
Links to prior learning: EYFS Understanding the World, EYFS Maths.	Links to prior learning: Y1 - Little Explorers: Investigating Where I Live	Links to prior learning: Y1 - The Great UK
Lesson 1 - To locate Bury and the United Kingdom on a map. <u>Geographical Skills</u> Use maps, atlases, globes to identify the United Kingdom. Use a globe, atlases and maps to locate Bury and the UK. <u>Discuss prior learning:</u> EYFS-using simple directional language e.g. over, under, next to, drawing information from simple maps.	Lesson 1 - To locate the United Kingdom and its countries and capital cities. <u>Locational Knowledge</u> Name and locate the four countries and capital cities of the UK and its surroundings seas. <u>Geographical Skills</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. <u>Discuss prior learning:</u> using simple maps of my local area.	Lesson 1 - To locate the United Kingdom and its countries, capital cities and surrounding seas. <u>Locational Knowledge</u> Name and locate the four countries and capital cities of the UK and its surroundings seas. <u>Geographical Skills</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. Recap prior learning from spring 2 around the capital cities and countries in the UK. Identify where the following surrounding UK seas are on a map: the English Channel, the North Sea, the Irish Sea. <u>Discuss prior learning:</u> Y1 The Great UK (locating the countries of the UK and their capitals).
Lesson 2 - To use simple compass directions. <u>Geographical skills</u> Use simple compass direction (North, South, East, West) and locational and directional language (near, far, left, right). Follow directions given by a partner to find an object. <u>Discuss prior learning:</u> EYFS- position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Lesson 2 - To use maps, atlases and globes to identify major towns and cities in the UK (including Bury). <u>Human Geography</u> Use basic geographical vocabulary to refer to key human features: city, town. Discuss the difference between a town and a city. Locate Bury, London, recap the four countries and their capitals, Birmingham and Greater Manchester <u>Discuss prior learning:</u> Y1 Little Explorers (location of Bury).	Lesson 2 - To identify different types of weather. <u>Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom. Discuss with children the different types of weather experienced in the UK and what time of year it happens. Set up weather charts to track the weather in Bury for the next week.

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		Discuss prior learning: EYFS- Understand some important processes and changes in the natural world around them, including the seasons.
Lesson 3 - To use simple compass directions to locate features on a map. <u>Geographical skills and Fieldwork</u> Use simple compass direction (North, South, East, West) and locational and directional language (near, far, left, right) to describe the location of features on a map. Find specific things on a simple map using compass directions (NSEW) and directional language (near, far, left, right). Discuss prior learning: EYFS- position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Lesson 3 - To be able to identify harbours and ports on a UK map and discuss why they are important. <u>Human Geography</u> Use basic geographical vocabulary to refer to key human features: harbour, port.	Lesson 3 - To identify daily weather patterns in Bury. <u>Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom. Discuss the findings from the Bury weather tracker. Discuss the effects of the different types of weather experienced.
Lesson 4 - To identify human and physical features of the local area. <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical features: soil, hill, river. Use basic geographical vocabulary to refer to key human features: city, town, house, shop, office. <u>Geographical skills and Fieldwork</u> 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.	Lesson 4 - To compare human features in the different countries of the UK. <u>Human Geography</u> Use basic geographical vocabulary to refer to key human features: city, town, village, house, shop, office, harbour, port, factory, farm. To compare different human features in the four countries of the UK and begin to discuss how they may differ depending on where they are. E.g: a factory (city), harbour (by the sea) farm (in the country). Discuss the difference between a city, town and village and identify why a harbour/port, farm and factory need to be located in specific places.	Lesson 4 - To identify daily weather patterns in the different capital cities of the UK. <u>Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom. Discuss weather in the different capital cities of the UK during the last week. Discuss any similarities and differences to the weather tracked in Bury.

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School and local area walk: to observe and describe some key human and physical features of the local area river (River Irwell), soil, city, hill, town, house, office (PEL at end of Whitefield Road), shop and around school. Record their findings (to use simple fieldwork). Discuss the difference between a hill and a mountain. <u>Discuss prior learning:</u> EYFS-children have made: simple comparisons between life in this country and life in other countries; comparisons of the natural world and contrasting environments.	<u>Discuss prior learning:</u> Y1 Little Explorers (recap what children know about the human features of Bury).	
Lesson 5 - To identify human and physical features of the local area on an aerial map. <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical features: soil, hill, river. Use basic geographical vocabulary to refer to key human features: city, town, house, shop, office. Local area walk: to observe and describe some key human and physical features of the local area river (River Irwell), soil, city, town, house, office (PEL at end of Whitefield Road), shop. Compare and discuss their findings from their local walk last week.	Lesson 5 - To identify the different physical features of the UK. <u>Physical Geography</u> Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast. Identify where beaches, cliffs and coasts are in the UK and ensure children know what a coast and cliff is. Identify which specific parts of the UK these are located on the map e.g. not in the middle of a city. <u>Discuss prior learning:</u> Y1 Little Explorers (recap what children know about the human features of Bury).	Lesson 5 - To identify seasonal weather patterns in the UK. <u>Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom. Discuss the different seasons and types of weather we can experience in each season. Make simple comparisons between seasonal weather patterns for different countries in the UK. <u>Discuss prior learning:</u> EYFS- Understand some important processes and changes in the natural world around them, including the seasons.
Lesson 6 - To devise a simple map using symbols and a key. <u>Geographical skills and Fieldwork</u> 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.	Lesson 6- To use aerial maps to identify landmarks in the UK. <u>Geographical skills and Fieldwork</u> Use aerial photographs. Identify landmarks in the different countries of the UK. <u>Discuss prior learning:</u> Y1 Little Explorers (recap use of aerial map of Bury).	Lesson 6 - To identify the effects of extreme weather conditions. <u>Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom. Discuss the definition of: flood, drought, storm. Explain that storms and extreme wind in the UK can be an effect of hurricanes travelling from other countries.

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Create a simple map using their findings from the previous lessons. Use pictures of the local area to help and create a simple key. <u>Discuss prior learning:</u> EYFS-using simple directional language e.g. over, under, next to, drawing information from simple maps.		Explain that hurricanes in the UK are rare because the temperatures are not warm enough. Discuss the seasons which can have an effect on some types of extreme weather in the UK.
Use geographical sources, e.g. books, pictures, atlases, globes, digital mapping, statistics, trips and visitors and the internet		
<u>Vocabulary</u> Explorers, town, city, local area, map, landmark, human features, physical features	<u>Vocabulary</u> landmark, cliff, beach, coast, harbour, port, capital city, town, city, human features, physical features	<u>Vocabulary</u> extreme, drought, storm, flood, weather, town, city, capital city