

## Geography Unit Plan Year 1- Autumn 1

| Year 1 Aut 1          | Concept   | Subject Skill (Learning Objective)   | Subject Knowledge   | Pedagogical Content (how you will teach)   |
|-----------------------|---|--|---|--|
| Week 1<br>(6.5 hours) | Geographical skills & Fieldwork   | <p>I am learning how an address gives a unique location of a building.</p> <p>I am learning to follow a map to a specific location.</p> <p>I am learning to draw a simple map which includes key features on the route.</p>  | <p>I know how to locate Hogarth Academy using a web based map.</p> <p>I know my address and can find where I live on a map.</p> <p>I know how to create a simple map with symbols/pictures to represents key features along a journey to and from school.</p> | <p><b>How do I know where I live?</b><br/>How do we know where people live or where buildings are? Children are shown the location of Hogarth using a web based map (Digimaps). Using the map, show that the school is located on Porchester Road. Explain the rest of the address. All houses have a different address. Children write a short letter home and put their address on their envelope.</p> <p><b>How do I get to the post office?</b><br/>Watch the short video in sending a letter - <a href="https://www.youtube.com/watch?v=w9jypk-wc-Y">https://www.youtube.com/watch?v=w9jypk-wc-Y</a> (short video about the journey of a letter). Use digimaps (in folder) to show the route to take to get to the post office. Explain that they are going to be creating their own map of the route and need to look for features on the route. Walk to the post office to post the letters (take pictures of features identified by the children on the walk).</p> <p><b>How do I draw a simple map of a route? (2 lessons)</b><br/>Discuss with the children the features that they saw on the trip to the post office. Show the photos taken. Model how to draw a simple map adding in the identified features. Children to draw their own interpretation of the route from school to the post office<br/>Using digimaps, show the children where they live. What do you see as you come to school? Where do you turn into another road? Go up or down a hill? Etc. <b>Set for Homework: Children to record features on their way home from school and possible road names.</b><br/>Model how to draw a simple map showing a journey to school.<br/>Children produce their own maps showing their journey to school.</p>   |
| Week 2<br>(6.5 hours) | <p>Location &amp; Place knowledge</p> <p>Geographical skills</p> <p>Geographical skills</p> | <p>I am learning to use a map to identify countries of the UK.</p> <p>I am learning to use a map to find a city in England.</p> <p>I am learning to sort features into human and physical features.</p> <p>I am learning to give reasons for my choices of features.</p> | <p>I know where Nottingham is in England and the UK.</p> <p>I know where England, Scotland, Wales and Northern Ireland are.</p>   | <p><b>What are the countries of the UK?</b><br/>Show the children a blank map of the UK without borders. How is this different to England? Take feedback. Use a map of the UK. How is this different to the map of England? Explain that this is the UK and is made up of different countries. A political map shows the borders of countries. These are invisible lines which show where 1 country ends and another one begins. These are the borders of the countries. Children name the individual countries from their shape from the UK map. Using cut out maps of England, Wales Scotland and Northern Ireland, the children combine them to make their own map of the UK. ON their own map of the UK, children label the location of Nottingham and the capital cities of the countries.</p> <p><b>Where is Nottingham located in England?</b><br/>Which country do we live in? Where is Nottingham in England? Find Nottingham on a map of England and label the location.. Why have they used shapes to show the location? Which other towns or cities do you know? Can we find them on a map of England. Children to name England and the location of Nottingham and London on a map of England.</p> <p><b>What is the difference between human and physical features?</b><br/>Watch the short video - <a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</a> (Human and Physical Features Introduction). Introduce the terms Human Features Physical Features get the children to give examples from the video underneath. Display the agreed definition of both. Work through the Powerpoint (Features) which give definitions of the different features. Children to sort a mix set of images into the different categories.</p> <p><b>What features would I use on my own island?</b><br/>Recap human and physical features from previous session. Using a blank of an island model how to create an island with a mix of human and physical features. Ask qs like: Can I place the beach in the middle of the island? Children to use the images from previous lesson and the island blank. Once completed, children to write a sentence about why they chose the features they did.</p> |

### Vocabulary:

Political map, borders, Local, Community, Environment, Backward, Distance, Down, Left, Right, Edge, Near, Next to, Up Side, City, Town, House, Map, Locational language (near, far, left, right etc), Location, Plan, Human features, Physical features

### Resources:

Story book which uses a map, Simple maps of the classroom, simple maps of the school, simple maps of the school and grounds, Addresses for all children, envelopes, stamps, emaps, various physical and human features, images of human and physical features in Nottingham, tourist map of Nottingham, Maps of England, Wales, Scotland, N.Ireland, UK, World Map

