

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School Geography

Nicky Nook Class
Autumn 1
Year A

Key Concept: Our School

Key Question: What's around me?

N.C. LINKS:

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- 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;
- 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.

Unit Overview:

Where Do I Live?

Vocabulary:

Travel, route, transport, distance, direction, position, frequency table, past, present.

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<p>Maps</p> <p>Compass</p> <p>Types of Maps</p> <p>Local Area</p>		
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know that symbols mean something on maps. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes. • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Create their own simple maps and symbols. 	<p>Building on Prior learning from EYFS:</p> <p><i>Communication – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</i></p> <p><i>Mapping</i> – know about features of different places, recognise and talk about the features in familiar/other places.</p> <p><i>Fieldwork</i> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p><i>Enquiry – comment and ask questions about familiar places/other places and about familiar/other people.</i></p> <p><i>Use of Technology</i> – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • To draw a simple map. • To use compass points to move around a map • To plan a simple route. • To use an atlas to find places in the UK. • To use an atlas to find places around the world. • To understand what an aerial view is. • To understand aerial views of the school and local area. • To describe human and physical features.

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make observations or find information about different locations and places.

Key Learning linked to Working Scientifically

Explore/observe – look closely at/notice.

Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.

Record – draw pictures, take photographs, make models or scrapbooks.

Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.

Explain – talk about why things happen/occur; talk about how things work.

Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet).

Equipment and measures – use senses/use simple equipment to make observations

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(eg magnifiers, pipettes, egg timers, digital microscopes etc).

Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.

Test – make suggestions, show resilience, work with others.

Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.

Key Skills (Disciplinary)

- Ask and answer simple geographical questions.
- Ask and answer simple geographical questions when investigating different places and environments.
- Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
- Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
- Use a range of sources such as simple maps, globes, atlases and images.
- Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
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Sequence of Lessons:

1. To understand where I live in a local area.

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2. To understand what our classroom looks like.
3. To locate our school in our local area.
4. To observe the school environment.
5. To draw a simple map.
6. To understand the route I take home.
7. To name the 4 points of a simple compass.
8. To begin to recognise map symbols.

Enhancements:

Go on a walk around Forton to identify familiar landmarks.

End of Unit Outcome:

Draw a map of Forton, including school. Use simple map symbols and a key to identify familiar landmarks.