

Year 1 Geography	Curriculum Driving Concepts		
	Rivers, settlement, climate action		
	Autumn	Spring	Summer
Unit of work Driving Question	What makes my local area so special?	What is wonderful about the United Kingdom?	How does life differ on the other side of the world?
Values	<p><b>Friendship and Love</b></p> <p>Why is our school, our community and our environment so special to us?</p>	<p><b>Respect and responsibility</b></p> <p>What does United mean? What are our responsibilities as UK citizens?</p>	<p><b>Perseverance and Hope</b></p> <p>What was the impact of the bushfires? How did the community persevere to overcome this disaster?</p>
Link to NC programme of study	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	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 human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
What we need to know	<p>The difference between human and physical features</p> <p>What human and physical features there are in our local area</p> <p>A map represents an area.</p> <p>A key helps you identify places on a map easily.</p> <p>How to devise a simple map of school.</p>	<p>The United Kingdom consists of England, N Ireland, Scotland and Wales.</p> <p>The seas around the UK</p> <p>The capital city of England is London.</p> <p>The capital city of Scotland is Edinburgh.</p> <p>The capital city of Wales is Cardiff.</p>	<p>Australia is in the Southern Hemisphere</p> <p>The key physical features of Australia include coral reefs, bush and desert.</p> <p>The most populated areas of Australia are on the coastline due to the country's physical features.</p> <p>Physical and Human differences between Worcester and Sydney</p>

## Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

		<p>The capital city of Northern Ireland is Belfast.</p> <p>Positional language such as left, right, upwards, downwards, North, South, East and West.</p> <p>Some of the characteristics/landmarks of the countries in the UK</p> <p>The weather in the UK varies.</p>	<p>There is an increase in bushfires due to the increase in temperatures.</p>
<b>Cross curricular opportunities</b>	<p>Letter to Headteacher about findings.</p>	<p>Description of a chosen physical feature – eg Giant's Causeway</p> <p>ICT: Google maps/images/Street view to explore different parts of Australia.</p>	<p>Postcard home from Australia.</p> <p>ICT: Google maps/images/Street view to explore different parts of Australia.</p>
<b>Links to prior knowledge (footprints)</b>	<p>EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Talk about features of their immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p>Know where Worcester is on the map of the UK.</p> <p>Know the difference between a human and physical feature.</p> <p>Know what human and physical features there are in our school grounds.</p>	<p>That we live in the United Kingdom and it consists of England, N Ireland, Scotland and Wales.</p> <p>To know where we are on a world map and in relation to the equator.</p> <p>To know that countries closer to the equator are warmer.</p> <p>To know and use positional language such as left, right, upwards, downwards, North, South, East and West.</p>

## Excellence and Enjoyment, Everyone and Everything. “God created you to be amazing” Ephesians 2:10

	<p>15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		
<b>Vocabulary</b>	Human feature, physical feature, locality, Worcester, Red Hill, map, symbol, key	North, South, East, West, United Kingdom, England, Northern Ireland, Scotland, Wales, mountain, lake, river, human feature, physical feature.	Hemisphere, coral reef, bush, desert, bushfire, river, population
<b>Excellence</b> <b>Enjoyment</b> <b>Everyone</b> <b>Everything</b>	<p>Excellent: What makes our school so special?</p> <p>Enjoyment: How can we enjoy our school grounds and our community?</p> <p>Everyone: How are we all responsible for respecting our environment?</p> <p>Everything: What makes Worcester a special place to be?</p>	<p>Excellent: What are some of the most beautiful human and physical features of these four countries?</p> <p>Enjoyment: Who visits these places and why do they go?</p> <p>Everyone: What makes the United Kingdom united?</p> <p>Everything: Why and how should we take care of our beautiful country?</p>	<p>Excellent: One of the world’s natural wonders of the world is in Australia – the Great Barrier Reef.</p> <p>Enjoyment: What do locals and tourists do to enjoy this beautiful country?</p> <p>Everyone: How did everyone come together to tackle the bushfires?</p> <p>Everything: There are many beautiful human and physical features of Australia – what is the same and what is different to the ones we have in the United Kingdom.</p>
<b>Disciplinary Knowledge</b>	<p><b>Graphicacy skills:</b></p> <ul style="list-style-type: none"> <li>• Begin to follow routes on prepared maps.</li> <li>• Use basic symbols in a key.</li> <li>• Draw own maps and plans by drawing around shapes/using own symbols.</li> <li>• Use tallies and simple tables (from Maths NC).</li> <li>• Use aerial/satellite photos and plan perspectives to recognise familiar features</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p>	<p><b>Graphicacy skills:</b></p> <p>Use a globe and world map to locate the UK and a UK map to identify countries, capitals and surrounding seas.</p> <ul style="list-style-type: none"> <li>• Use aerial/satellite photos and plan perspectives to recognise familiar features</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p> <p>Engage in simple, teacher-led fieldwork enquiries.</p>	<p><b>Graphicacy skills:</b></p> <p>Use a globe and world map to locate the UK and other countries</p> <ul style="list-style-type: none"> <li>• Use tallies and simple tables (from Maths NC).</li> <li>• Use aerial/satellite photos and plan perspectives to recognise familiar features</li> </ul> <p><b>Fieldwork Enquiry and Practical Skills:</b></p> <p>-Engage in simple, teacher-led fieldwork enquiries</p>

## Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

	<p>Engage in simple, teacher-led fieldwork enquiries.</p> <ul style="list-style-type: none"> <li>• Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences.</li> <li>• Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</li> <li>• Understand what a compass is and begin to use one for simple navigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use first hand observation, including using the senses, to identify features/patterns including similarities and differences.</li> <li>• Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</li> </ul>
--	---	--	---