



# Geography

## Adventure with a purpose!

### Year 1



	Autumn	Spring	Summer
Title	<b>Shortlanesend To Sri Lanka</b>	<b>Welcome To our World</b>	<b>Where We live</b>
Inquiry Question	<b>What's it like in Sri Lanka?</b> A small area of a non -European place	<b>What does our world look like from space?</b> Continents and Oceans – Four Truros	<b>What is special about where we live?</b> Map work and Field Work
Fieldwork Opportunities	5 Pictures of my Village I want to share with Sri Lanka	Visit the coast to observe the Atlantic Ocean	Map of journey to the Park
Disciplinary Concepts	Cultural awareness and diversity Interconnections	Environmental (physical and human process) Interconnections	Environment (physical and human processes)
Substantive Concepts:	Settlement Transport	Geography Globe/global/sphere Ocean names and locations Continent names and locations	Settlements / village Location Direction and 4 compass points Aerial perspective 2D imagery of maps Routes and journeys Manmade features/Natural features
Sequencing Questions	<ul style="list-style-type: none"> <li>What would a map of my classroom look like?</li> <li>Could I guide a visitor around my school?</li> <li>What does Shortlanesend Village look like from the air?</li> <li>Where is Sri Lanka?</li> <li>How does a school in Sri Lanka compare with Shortlanesend School?</li> <li>How does a village in Sri Lanka compare to Shortlanesend?</li> </ul>	<ul style="list-style-type: none"> <li>Can I find my country/my county?/my village on an aerial map?</li> <li>Can I point out the poles on a map and a globe?</li> <li>Why is our planet different colours?</li> <li>What do the different colours represent geographically?</li> <li>Is there only one Truro in our world?</li> <li>What is the same and what is different about the four Truros?</li> </ul>	<ul style="list-style-type: none"> <li>Have my mapping skills improved since the start of the year?</li> <li>Which is the quickest route to get to the park?</li> <li>How would I direct an alien to our park from my classroom? – What would help?</li> <li>What do people think about our park?</li> <li>What environmental issues can I find in our park.</li> <li>How could the people of Shortlanesend Village improve the park?</li> </ul>

<b><u>Geographical Knowledge</u></b>	<p>I can use positional vocabulary to describe where I am going or where something is located e.g. 'near, far, left, right and behind'.</p> <p>I can draw a simple map, using basic symbols as a key.</p>	<p>I can find where I live on a map of the UK.</p> <p>I can point out the north pole and south pole on a globe or atlas.</p> <p>I can discuss what I can see on an aerial map.</p>	<p>I can use positional vocabulary to describe where I am going or where something is located e.g. 'near, far, left, right and behind'.</p> <p>I can discuss what I can see on an aerial map.</p> <p>I can draw a simple map, using basic symbols as a key.</p>
<b><u>Physical Geography</u></b>	<p>I can begin to describe a place (the differences between the UK and a non-European country)</p>	<p>I can identify certain the characteristics of England, Scotland, Wales and Ireland</p> <p>I can use geographical language to describe places on a world map (desert, sea, jungle).</p> <p>I can name the key geographical feature associated with a coastal setting – beach, cliff, ocean</p>	<p>I can identify physical features of the local area on an aerial map.</p>
<b><u>Human Geography</u></b>	<p>I can name key features associated with a town or village, e.g. 'church, farm, shop, house'.</p> <p>I can begin to describe the differences between the UK and a non-European country.</p>	<p>I can explain what I might wear if I lived in a very hot or a very cold place.</p> <p>I can begin to describe the differences between the UK and a non-European country.</p>	<p>I can name key features associated with a town or village, e.g. 'church, farm, shop, house'.</p>
<b><u>Geographical Enquiry</u></b>	<p>I can discuss things I see on their local visit.</p> <p>I can label a diagram or photograph using some geographical words.</p>	<p>I can label a diagram or photograph using some geographical words.</p>	<p>I can discuss things I see on their local visit.</p> <p>I can label a diagram or photograph using some geographical words.</p> <p>I can talk about an environmental issue I can see in their local area.</p>
<b><u>Fieldwork Skills</u></b>	<p>I can use directional vocabulary to find places in school.</p> <p>I can follow simple instructions to locate places in school.</p> <p>I can begin to discuss the human and physical features I can see around my school.</p>	<p>I can explain what makes a locality special.</p>	<p>I can observe the area surrounding my school environment</p>

