

Year 1: Autumn 1 – My School and Me

Enquiry question: Why is my school and local community special?

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
Develop knowledge of their locality. Understand basic subject-specific vocabulary relating to human and physical geography Use aerial maps and plan perspectives to recognise basic human and physical features Devise a simple map using basic symbols Communicate geographical information in a variety of ways.		What is a community? <ul style="list-style-type: none"> Sense of place and identity - their home, their road, where they play, their neighbours, their local shop etc. What places can I see near where I live? <ul style="list-style-type: none"> Concept of near and far (spatial sense) Identify and name physical and human features, e.g. on journey to school What do I like about my school? <ul style="list-style-type: none"> Begin to understand plan perspectives Simple fieldwork and observational skills, including directional and positional language What can we see on maps and aerial views of our area? <ul style="list-style-type: none"> Begin to understand what an aerial view is Key physical and human features - house, school, building, shop, road, street, railway, field, wood, park, church (landmarks) Digital mapping Where is my local green space and how do I get there? <ul style="list-style-type: none"> Maps (incl digital), route and directions, devising maps, using symbols Fieldwork skills - record data about local area. How can I record what I have found out about my local community? <ul style="list-style-type: none"> Different ways to communicate data collected Geographical vocabulary describing key features Beginning understanding of settlement and land-use (<i>wider themes</i>) 			Local community - Farncombe
Prior Learning Children’s understanding of home, family and where they live developed as part of their reception topics.					Linked Texts Traditional Tales - The 3 little Pigs, Little Red Riding Hood, The Gingerbread Man Me on the Map by Joan Sweeney
					Future Learning Yr 1: Our Island Home topic - extending fieldwork and map reading skills to wider area of UK Yr 2: local geography - further developing spatial sense and fieldwork skills, use of maps/plans and aerial photography in “Who do you think you are” topic.
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
What is near where I live? <i>- understanding of near and far</i>	What is a community? Where is my local green space? <i>- look at features of local area.</i>	What physical features can we see on maps and aerial views of our area? Where is my local green space? <i>(beginning understand what a physical feature is)</i>	What human features can we see on maps and aerial views of our area? What features does my school have and which are my favourite? <i>(beginning understand what a human feature is)</i>		How can we record what is special about our school and local community? <i>Create class map of community placing themselves on it showing something that is important about where they live or what they do.</i>

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<ul style="list-style-type: none"> • Basic orientation around the school grounds • Survey of features of our local area - e.g. bus-stops, shops, types of houses • Find route to local park from the school 	<ul style="list-style-type: none"> • geography • place, community, neighbour/ neighbourhood • identity • direction, position, near, far • human features: town, village, school, farm, house, shop, train station, railway line, road, street, park • physical features: field, woods, river • map, plan • aerial view, birds-eye view • landmarks • transport, journey • landscape • environment 	<ul style="list-style-type: none"> • I can use basic geographical vocabulary to identify key features • I can tell others what I like or dislike about a place and use basic geographical vocabulary to explain why I think this. • I can observe and record simple information about the local area, e.g. how many shops there are, where the park or the bus stops near the school are. • I can use aerial photographs to identify key features in my local area, e.g. the school, a row of shops, or a park. • I can look at a simple map of my local area and identify places I know and have seen. • I can make a simple map of a real or imaginary place, adding basic symbols to show information. • I can use a map to talk about everyday life e.g. where I live, or my journey to school. • I can make a suggestion to how a locality can be improved.
<p data-bbox="159 292 685 320">Sustainability and environmental concerns</p> <ul style="list-style-type: none"> • Begin to look at how we can look after our community - e.g. keeping it clean. 		