

Year 1: Autumn 2 – Our Island Home

Enquiry question: What is it like to live in the UK?

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
<p>Develop knowledge of the United Kingdom. Use basic geographical vocabulary to refer to key physical and human features. Identify seasonal and daily weather patterns in the UK Use maps and aerial photographs to recognise landmarks and basic human and physical features of the UK. Begin to understand geographical similarities and differences of areas of the UK. Devise a simple map using basic symbols. Communicate geographical information in a variety of ways.</p>		<p>What is an island and do I live on one?</p> <ul style="list-style-type: none"> Understand the geographical concept of what an island is, and see the shape of the UK is made up of a number of islands. <p>What types of places can I find in the UK?</p> <ul style="list-style-type: none"> Identify the 4 countries that make up the UK Identify some key features of the UK on a map. <p>What is a city and what is it like to live in one?</p> <ul style="list-style-type: none"> Understand that the UK has a number of different cities Know that London is the capital city of the UK and recognise some of its features. <p>How is living in the countryside different from living in a town?</p> <ul style="list-style-type: none"> Understand what the countryside is and how this is different from towns. Understand how farming plays an important role in the countryside and rural life. 			<p>4 countries of the UK, including various islands that are part of the UK</p> <p>Geographical landscapes around the UK – urban and countryside, coastal, woodland, forest</p>
<p>Prior Learning</p> <p>Builds on map reading skills and fieldwork skills developed in “My school and Me” topic.</p>		<p>What landmarks can I find in Northern Ireland and are they human or physical?</p> <ul style="list-style-type: none"> Begin to understand what human and physical features are. Study specific locations/ landmarks in Northern Ireland and decide are they physical or human – Giant’s causeway and the nearby Dunluce castle, Lough Neagh <p>What is like to live by the coast?</p> <ul style="list-style-type: none"> Know what the ‘coast’ is that begin to understand that the UK has a large coastline. Learn about how life is different on the small islands off the coast of the UK (e.g. Scottish Islands, and Scilly Isles of coast of Cornwall) <p>What is the weather like in the mountains of Scotland and Wales and how is this different from the weather where I live?</p> <ul style="list-style-type: none"> Begin to understand that the weather in the UK can vary according to location as well as seasons. 			<p>Linked Texts</p> <p>Me on the Map by Joan Sweeney Beegu by Alexis Deacon Katie Morag Island Stories by Mairi Hedderwick</p>
		<p>Future Learning</p> <p>Yr 1: developing map reading and other fieldwork skills in study of London as part of “Best of British” topic. Yr 2: UK geography - “Who do you think you are?” topic - developing fieldwork and geographical enquiry skills more detailed study of different regional areas of the UK. Physical and human geography -further developed in studying geography of Northern Europe in “Lands of Ice and Fire” topic.</p>			
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<p>Where are England, Scotland, Wales and Northern Ireland within the UK? Where is London? - beginning understanding of the geographical ‘layout’ of the UK</p>	<p>What can I find in? What is it like to live in? - look at features of key locations around the UK and compare them with other locations.</p>	<p>What physical features can we see on maps and aerial views of the UK? How do the physical features of the countryside differ from towns? - beginning understand what a physical feature is</p>	<p>What human features can we see on maps and aerial views of the UK? What is it like to live in certain areas? - beginning understand what a human feature is</p>	<p>How do people affect the area that they live in? - beginning understanding of impact that people have on their environment.</p>	<p>How can we record what is special about the UK? Create a tourist guide to the UK showing key physical and human features.</p>

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<ul style="list-style-type: none"> • Begin to understand the use of symbols on maps to represent features • Create own maps (both physical and paper) using basic symbols • Basic orientation N, S, E, W (on maps) 	<ul style="list-style-type: none"> • geography • island, place, community • country – United Kingdom, Great Britain, British Isles, England, Scotland, Wales, Northern Ireland, Ireland • identity – British, English, Scottish, Welsh, Irish • location, direction, position, near/nearby, far • human features: city, capital city, town, village, school, farm, church, house, shop, train station, railway line, road, street, park, • physical features: rural, countryside, field, woods, river, coast, beach, • 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 an area or location. • I can use aerial photographs to identify key features of an area, e.g. London landmarks, farms, rivers, coastline • I can look at a simple map of an area and understand how symbols have been used to show key features. • I can make a simple map of a location, adding basic symbols to show information. • I can use a map to talk about everyday life in a place – e.g. a route between a house and a school, what transport there is in an area. • I can explain how people affect the area they live in or visit, and how we can look after a particular area.
Sustainability and environmental concerns		
<ul style="list-style-type: none"> • Begin to understand how people impact on their environment and how this impact can be a problem. • Begin to understand some ways that we can support our environment, specifically within the UK. 		