



Geography – Year 1 – Medium Term Plan
Autumn 1, Twinkl: The United Kingdom



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where do we live?	To be able to locate the UK on a map. To name and locate the countries of the United Kingdom.	- I can discuss where I live. - I can name the four countries in the UK. - I can name and locate the country I live in on a map.	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Space Place Scale Connections, Similarities and Differences Diversity Understanding different perspectives Environment	<u>Lesson Pack</u> KS1 Atlases - 1 per pair (optional) Envelopes Writing Opportunity Voice Recording Equipment Exploration Opportunity Camera – 1 per group Hands-On Opportunity Modelling dough Atlas - 1 per pair Sticky notes/sticky labels/paper Research Opportunity Laptops/Tablets - KS1 Atlases - 1 per pair.
Two: What are the countries and capital cities of the UK?	To be able to name and locate the four capital cities of the UK. To be able to discuss some of the geographical features of a city.	- I can explain what a capital city is. - I can use a map to locate the UK and its capital cities. - I can discuss some of the human features of a city.	Geographical Skills and Fieldwork - 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; - use simple fieldwork and observational skills to study the geography of their	Space Place Scale Diversity Connections, Similarities and Differences Understanding different perspectives Environment	<u>Lesson Pack</u> KS1 atlases - 1 per pair Writing Opportunity KS1 Atlases - 1 per pair Reading Opportunity All resources included in pack Fieldwork Opportunity Paper for notetaking Role-Play Opportunity Camera (optional)

Three: Which seas are around the UK?	To be able to locate the seas around the UK. To be able identify some physical features in the UK.	- I can locate the seas around the UK on a map. - I can describe what physical features are. - I can give examples of physical features in the UK.	school and its grounds and the key human and physical features of its surrounding environment.	Space Place Scale Environment	<u>Lesson Pack</u> Writing Opportunity KS1 Atlases - 1 per pair Outdoor Opportunity Chalk KS1 Atlases - 1 per group Camera (optional) Hands-On Opportunity Enough loose materials for each small group or pair such as: twigs leaves sticks Speaking and Listening Opportunity Green screen and tablet linked for background scenery (optional)
Four: What are the human and physical features of the UK?	To be able to discuss different human and physical features around the UK. To give an opinion on an area studied.	- I can discuss different human and physical features around the UK. - I can give my opinion on where I would like to visit.		Space Place Scale Diversity Connections, Similarities and Differences Environment	<u>Lesson Pack</u> KS1 atlases - 1 per pair Writing Opportunity KS1 Atlases - 1 per pair Fieldwork Opportunity Paper for notetaking Camera (optional) Exploration Opportunity Paper for posters Photos of local area (optional) Research Opportunity KS1 Atlases - 1 per pair Laptops – 1 per pair Sticky notes

Five: What are the similarities and differences between the countries of the UK?	To be able to explain similarities and differences between the countries of the UK. To be able to identify characteristics of each UK country.	• I can identify and discuss some characteristics of each UK country. • I can discuss what similarities and differences are. • I can compare characteristics of two UK countries.		Place Connections, Similarities and Differences Environment Time	<u>Lesson Pack</u> Writing Opportunity A4 paper – 1 sheet per child A3 paper – 1 sheet per pair/group Hands-On Opportunity Trays of sand, water, building blocks, twigs and leaves – 1 set per group Tablet – 1 per group (optional) Atlas Speaking and Listening Opportunity Tablet – 1 per pair (optional) Research Opportunity Sticky notes – 1 pack per group Tablet - 1 per group Voice recording equipment
Six: What are the countries of the UK like?	To summarise key information about the UK.	• I can summarise key information about the countries of the United Kingdom. • I can give my opinion on a chosen country. • I can present my opinion on a chosen country.		Place Connections, Similarities and Differences Environment Diversity Space	<u>Lesson Pack</u> Atlases – 1 per pair Sticky notes (optional) Writing Opportunity Sources for research - tablet/laptop, non-fiction texts (optional) Speaking and Listening Opportunity Camera (optional) Research Opportunity Sources for research - tablet/laptop, non-fiction texts (optional) Paper for fact files Mapping Opportunity Atlases - 1 per pair Laptops/Tablets – 1 per pair

Assessment Statements:

- ☐ I can discuss where I live.
- ☐ I can locate the United Kingdom on a map.
- ☐ I can name the four countries of the United Kingdom.
- ☐ I can locate the countries of the United Kingdom on a map.
- ☐ I can explain what a capital city is.
- ☐ I can locate the UK and its capital cities on a map.
- ☐ I can understand the difference between physical and human features
- ☐ I can discuss some of the human features of a city.
- ☐ I can explain that the UK is made up of islands surrounded by seas.
- ☐ I can locate the seas around the UK on a map.
- ☐ I can describe what physical features are.
- ☐ I can give some examples of physical features in the UK.
- ☐ I can discuss different human and physical features around the UK.
- ☐ I can identify some physical and human features in each country of the UK.
- ☐ I can use basic geographical vocabulary to refer to key physical and human features.
- ☐ I can give my opinion on where I would like to visit.
- ☐ I can identify and discuss some characteristics of the countries of the UK.
- ☐ I can discuss what similarities and differences are.
- ☐ I can compare characteristics of two UK countries.
- ☐ I can summarise key information about the countries of the United Kingdom.
- ☐ I can give my opinion on a chosen country.
- ☐ I can present my opinion on a chosen country.



Geography – Year 1 – Medium Term Plan
Spring 1, Kapow: What is the weather like in the UK?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where is the UK?	To locate the four countries of the UK	- I can locate Europe on a world map. - I can locate the UK on a world map. - I can locate the four countries of the UK on a map. - I can recall which of the four countries I live in.	- Locational Knowledge - o Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Geographical skills and fieldwork - o Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, as well as the countries, continents and oceans studied at this key stage.	- Map - Atlas - Location - Locate - Land - Country - Continent	- Atlases
Two: What are the four seasons?	To identify seasonal changes in the UK.	- I can name the four seasons. - I can identify the current season. - I can describe some of the changes in each season.	- Human and physical geography - o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - o Use basic geographical language to refer to - key physical features, including: season and weather. - Geographical skills and fieldwork - o 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.	- Season - Climate - Weather - Map - Locate	- Clipboards - Wool yarn or spring - Camera - Whiteboard
Three: What are the compass directions?	To identify the four compass directions.	- I know the four compass directions are north, east, south and west. - I can describe the location of features using simple compass directions. - I know the arrow on a compass always points north.	- Geographical skills and fieldwork - o 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.	- Location - Locate - Direction - compass	- Clipboards - Atlases - Compass

Four: What is the weather like today?	To investigate daily weather patterns.	- I can describe types of weather. - I can measure different types of weather in different ways. - I can use compass directions to describe the weather in different locations.	- Human and physical geography - o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - o Use basic geographical language to refer to - key physical features, including: season and weather. - Geographical skills and fieldwork - o 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. - o 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.	- Rain gauge - Thermometer - Temperature - Weather - Season - Weather vane	- Camera/ tablet - Thermometers, rain gauge, weather vane. - Compass direction posters from prior lesson - Compass Check weather: (see Kapow) - Chalk - Sticks - Paper plates - Tissue paper - Hole punch - Sticky tape - String/wool
Five: Is the weather the same everywhere in the UK?	To identify daily weather patterns in the UK.	- I can locate the country I live in. - I can locate the capital city of the country I live in. - I can begin to locate the capital cities of each country in the UK. - I know that the weather is not the same everywhere.	- Human and physical geography - o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Geographical skills and fieldwork - o 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. - o Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, as well as the countries, continents & oceans studied at this key stage.	- Map - Atlas - Location - Locate - Capital city - Direction - Compass - Weather - Season	- Activity: Weather diary - Activity: Map of the UK
Six: How do people prepare for the weather?	To understand how the weather changes with each season.	- I can describe the weather in each season. - I can suggest what people might wear in each season. - I can suggest activities people might do in each season.	- Human and physical geography - o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	- Locate - Capital city - Season - Climate - weather	- Assessment sheets

Assessment:

1. What are the four countries of the UK?
2. To find out direction you are facing, you can use a ...
3. What compass direction is missing: north, east, south and __ __?
4. What season do you think it is in the photograph and why?



Geography – Year 1 – Medium Term Plan
Summer 1, Twinkl: Fieldwork Enquiry – Seaside's



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Why does the UK have so many seaside towns?	To be able to locate seaside towns in the UK on a map.	- I can explain what a seaside is. - I can discuss why the UK has so many seashores - I can locate different seaside locations on a map.	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and Physical Geography Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Place Knowledge 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. Geographical Skills and	Space Place Scale Environment Diversity	Lesson Pack Mapping Opportunity (1) Atlas - 1 per pair. Mapping Opportunity (2) Atlas - 1 per pair. Sticky tack/stickers - enough for each group to label the seaside towns. Mapping Opportunity (3) Atlas - 1 per pair. Enough classroom materials for each small group or pair, such as pencils, rubbers, blocks and cubes. Mapping Opportunity (4) Atlas - 1 per pair. Computer/tablet - 1 per pair.
Two: What do we see by the sea?	To be able to identify the human and physical features of different seaside locations. To be able to use basic geographical vocabulary to refer to human and physical features of seaside locations.	- I can identify human and physical features of different seaside locations. - I can use key words to describe the human and physical features of different seaside locations.	Place Knowledge 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. Geographical Skills and	Space Place Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment	Lesson Pack Computers/tablets - 1 per pair/group. Writing Opportunity All resources included in pack. Role Play Opportunity All resources included in pack. Hands-On Opportunity Enough materials for each small group or pair, such as card, tissue paper, travel brochures or magazines. Mapping Opportunity All resources included in pack.

Three: Are all seaside's the same?	To be able to understand that different seaside locations have different features. To be able to compare the human and physical features of different seaside locations.	- I can describe different human and physical features in different seaside locations. - I can discuss similarities and differences between seaside locations.	Fieldwork - 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.	Space Place Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment	Lesson Pack Sticky Notes (optional). Writing Opportunity Scissors - 1 per pair. Role Play Opportunity All resources included in pack. Reading Opportunity All resources included in pack. Exploration Opportunity Computers/Tablets - 1 per pair.
Four: Fieldwork enquiry: What can we find out about litter?	To be able to ask questions for a fieldwork enquiry. To be able to plan a fieldwork enquiry.	- I can ask questions about a particular locality. - I can discuss the data I need to collect to answer the fieldwork enquiry. - I can decide how to collect data to answer a fieldwork enquiry.	Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment.	Space Place Scale Connections, Similarities and Differences Understanding Different Perspectives Environment	Lesson Pack Map of local area or local seaside (depending on chosen enquiry question) - 1 per group. Selection of photographs (local area or local seaside) - 1 pack per group. Large sheets of sugar paper. Mini whiteboards. Fieldwork Opportunity (1) All resources included in pack. Fieldwork Opportunity (2) All resources included in pack. Fieldwork Opportunity (3) Planning template (created by teacher - optional) - 1 per group.

Five: Fieldwork enquiry: What information can we collect?	To be able to collect data using simple fieldwork skills.	• I can use an appropriate method to collect and record data. • I can find out information about litter in my area.		Space Place Scale Connections, Similarities and Differences Understanding Different Perspectives Environment	Lesson Pack Fieldwork Opportunity (1) Camera/tablet - 1 per group. Clipboards - 1 per pair. Sketch map/aerial view map of seaside area (created by teacher) - 1 per pair. Fieldwork Opportunity (2) Camera/tablet - 1 per group. Clipboards - 1 per pair. Sketch map/aerial view map of local area (created by teacher) - 1 per pair. Fieldwork Opportunity (3) Resources needed will depend on the child-led enquiry question.
Six: Fieldwork enquiry: How can we draw a map show what we found out?	To be able to show and explain the findings of my fieldwork. To be able to understand ways in which we could reduce litter.	• I can explain the answer to my fieldwork question. • I can present my answer to the enquiry question by creating a map. • I can give suggestions on how we can reduce litter at our local seaside/local area.		Space Place Scale Connections, Similarities and Differences Understanding Different Perspectives Environment	Mapping Opportunity (1) Laptops/tablets - 1 per child/pair Sketch map/aerial view map of local area (used in fieldwork) - 1 per pair. Mapping Opportunity (2) Enough materials, such as paper, tissue, cotton wool, magazines, etc.). Sketch map/aerial view map of local area (used in fieldwork) - 1 per pair. Mapping Opportunity (3) All resources included in this pack. Mapping Opportunity (4) Resources needed will depend on the child-led enquiry question.

Assessment:

- “ I can explain what a seaside is.
- “ I can discuss why the UK has so many seashores.
- “ I can locate different seaside locations on a map.
- “ I can identify human and physical features of different seaside locations.
- “ I can use key words to describe the human and physical features of different seaside locations.
- “ I can describe different human and physical features in different seaside locations.
- “ I can discuss similarities and differences between seaside locations.
- “ I can ask questions about a particular locality.
- “ I can discuss the data I need to collect to answer the fieldwork enquiry.
- “ I can decide how to collect data to answer a fieldwork enquiry.
- “ I can use an appropriate method to collect and record data.
- “ I can find out information about litter in my area.
- “ I can show and explain the answer to my fieldwork question.
- “ I can present my answer to the enquiry question by creating a map.
- “ I can give suggestions on how we can reduce litter at our local seaside/local area.