



Geography Overview Y1

Topic:	Wonderful Me! <i>Where are my roots?</i>	How does your garden grow? <i>How does our food get onto our plates?</i>	Once upon a time... <i>What's behind the door?</i>
<p>Name and locate the world's seven continents and five oceans</p>	<p>Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs.</p> <p>Locate where we live on a map and which areas surround us. Identify where our parents and grandparents came from.</p>	<p>Identify where the UK is, including the continent in which it is in and the surrounding ocean.</p> <p>Locate local farmers' Markets such as Bournville, Harborne, Kings Norton, Kings Heath and Mosely. Find out where their stall holders get their produce from.</p> <p>Establish links with a local farm to gain an understanding of how their produce is farmed and then sold on.</p>	<p>Identify all continents and seas.</p> <p>Locate and name the settings of our traditional tales.</p>
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate Birmingham: What makes it special and the 'second city'?</p> <p>Name and locate the four countries. Be able to describe some of their major characteristics: Physical and human.</p>	<p>Identify and locate UK cities and areas where our food comes from.</p> <p>Identify Evesham as an area where traditionally fruit and vegetables are grown.</p> <p>What are the characteristics of these areas, which make them good for growing food?</p> <p>How does the produce physically get to Bournville and Birmingham?</p> <p>Identify transport routes across the UK.</p> <p>Identify and locate other places in the world where our food comes from and how it gets to us.</p> <p>What are the characteristics of these countries, which make them good for producing that particular food?</p>	<p>Be able to locate and name all 4 countries and their capital cities.</p> <p>Develop an understanding of the unique qualities of each capital city.</p> <p>Be able to locate and name all surrounding seas and describe some of their characteristics.</p>

<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</p>	<p>Exploring the physical characteristics of the classroom as a place.</p> <p>Locate Africa and South Africa on a map and which seas surround it.</p> <p>Locate Eagle's Nest School on a map and begin to build up an understanding of the distance between Birmingham and Kraaifontain.</p>	<p>Identify and locate other places in the world where our food comes from and how it gets to us.</p> <p>What are the characteristics of these countries, which make them good for producing that particular food?</p> <p>What food that we eat is produced by South Africa and how does it reach us?</p>	<p>How is South Africa different to England?</p> <p>What African stories tell us about the place they are set in?</p>
<p>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.</p>	<p>Look at weather in Birmingham in conjunction with the equator. What's the weather like today? What about in other parts of the UK?</p>	<p>How do weather patterns in the UK affect the type of food we produce?</p> <p>Look at weather in South Africa and decide which type of things would grow.</p>	<p>Compare and contrast seasons in South Africa and Birmingham.</p> <p>Look at weather in different continents and oceans closer to the equator</p>
<p>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</p>	<p>Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans.</p> <p>Where are the sunny and shady places in our school grounds? What's 'our place' like?</p> <p>Physical features of Bournville, Birmingham and the UK.</p>	<p>Physical features of the areas we get our food from in the UK and in Europe.</p>	<p>Physical features of South Africa.</p>

use basic geographical vocabulary to refer to: key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop	Human features of Bournville and Birmingham	Human features of Evesham.	Human features of South Africa.
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GEOGRAPHICAL SKILLS AND FIELDWORK:

Pupils should be taught to:

- Look at a variety of maps, including floor maps, globes and street maps. They should be allowed to feel and touch the maps as much as possible. The idea of four compass points is introduced, and pupils are taught to give directions. They then use photographs of the classroom to create their own 2-D plan of the classroom on paper
- 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.

MAP SKILLS:

<p><u>Using Maps:</u></p> <p><i>Use a simple picture map to move around the school.</i></p> <p><i>Use relative vocabulary such as bigger, smaller, like, dislike.</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p>	<p><u>Map knowledge:</u></p> <p><i>Use world maps to identify the UK in its position in the world.</i></p> <p><i>Use maps to locate the four countries and capital cities of UK and its surrounding Seas.</i></p>	<p><u>Making maps:</u></p> <p>Create a plan of the classroom.</p> <p><i>Use photographs and maps to identify features.</i></p>
		<p><u>Assessment opportunities:</u></p> <p>Formative assessment to determine map skills:</p> <p>How well can pupils describe the maps?</p> <p>How familiar are they with maps and plans?</p> <p>Are pupils able to represent their classroom accurately on a plan and give clear directions?</p>