





Year 1 Autumn 2: There's no place like home. Geography: Local Area & Sense of place.

Enquiry Question:		Where do I belong?			
NC Objectives:	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Our location. <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Sense of own place for comparisons with other places across the curriculum. - To belong somewhere. <p>Physical Geography:</p> <ul style="list-style-type: none"> - key physical features, including beach, coast, hill, sea, ocean, river. <p>Human Geography:</p> <ul style="list-style-type: none"> - key human features, including town, village, factory, farm, house, office, harbour, church, park and shop. <p>Geographical Skills:</p> <ul style="list-style-type: none"> - 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 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. <p>Fieldwork: 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.</p>				Key Concepts: Local Area, Location, Land use and Settlement
Curriculum Coherence:	<p>Prior Knowledge: EYFS school and local area walk. Using our senses to make observations in immediate environment. Mark making maps and large-scale messy maps.</p>		<p>Future Learning: Use this knowledge for comparisons across next geography topics. Y2: Local industry (Agriculture). Y3: The Development of Newquay over time. Y4: Rivers and coasts in our local area. Y6: Trade and tourism in Newquay and the development of tourism over time.</p>		
Vocabulary: Address, transport, map key, Postcode, village, town, beach, church, park, school, countryside, coastal area, sea, area, local, range, symbol, human features, physical features, landmarks, a sense of place, character, trail, fieldwork.	<p>High Quality Text:</p> <p>The Mousehole Cat Antonia Barber</p>  <p>The Way back Home Oliver Jeffers (WS)</p>  <p>Links with Cornish story and belonging at a home.</p>	<p>Misconceptions:</p> <p>Large scale maps show a large area and small-scale maps show a small area. Stereotyping by gendering jobs in local areas e.g. all farmers are men. Pupils may think a local area is one particular place or has one particular size.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: Locating our own place.</p> <p>Place Knowledge: Sense of own place: Explain what makes our area special.</p> <p>Physical geography: Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. beach, coast, hill, sea, ocean, river.</p> <p>Human geography: key human features, including: school, roundhouse, park, pond, wind turbine, town, village, factory, farm, house, office, harbour, church, park and shop. Begin to express views on features in the local environment.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Ask and respond to simple questions. Make observations of things in their school and local environment.</p> <p>Using globes, maps and atlases: Recognise that a map is about a place. Identify a school on a large-scale OS map and some key places in the local area.</p> <p>Drawing Maps: Add simple information to maps, such as labels and markers.</p> <p>Fieldwork: Use simple fieldwork and observational skills when studying the geography of the school grounds and close local area. Draw, speak or write about simple geographical concepts such as what they can see and where it is.</p>	<p>Cross Curricular Links:</p> <p>Literacy Link: Local Area recount. Art Link: drawing our favourite places. Science link: Longitudinal study: seasons. Links to previous history unit – all about me to where do I belong.</p>
	<p>Week 1: Lesson 1: Where do I live?</p>		<p>1. Recap what do pupils know about their local area and school grounds from EYFS - what are the</p>		



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Knowledge Sequence: Links: Unit: Local area: why is (our place) special? KS1 Geography Oak National Academy (thenational.academy)	WALT locate our place with an address and directions. Lesson 2: What are the key features of our local area? WALT identify key features of our local area.	special places that we can visit? What are the key features? Learn that places can be located using an address and postcode. Learn that maps and keys can help us to locate places e.g. schools are shown by the letters sch. By changing the scale of a map and zooming in and out we can get different views of a place. Identify where our school is and our school address. 2. Maps and photos can help us to identify key features and where they are e.g. countryside, beaches, etc. village of St Column Minor and Newquay town. They can also help us to identify different jobs that need to be done in our local area.
	Week 2: Lesson 3: Where should we go? WALT map places to visit in our local area. Lesson 4: What is important in our place? WALT identify local landmarks and sights.	3. Understand that 'local area' can mean different things to different people. Maps can be used to plot and show your typical places visited and how you feel about them. Your local range will probably include your school, your house, local shops and play areas. 4. Understand that a landmark is a notable human or physical feature with meaning attached to it. Landmarks can be personal to you, known locally or of national or global importance. Examples of human feature landmarks. Examples of physical feature landmarks.
	Week 3: Lesson 5 & 6: Preparing for fieldwork.	Teach: What is fieldwork and the fieldwork safety code. Ask: (create geographical questions for genuine need to know in responses – this can be teacher-led). What is our local area like? What is special about our local area? Collaborate and Select: Explain which geographical methods you will use to answer the enquiry question. Use a map to discuss how far we should go (1km walk = 15-20 mins) in circle. Use map or photos to decide where you could go to look for special features. Discuss going to more than one place to look for features. School ground, to local



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		<p>park and local church in St Columb Minor. Can expand to Porth beach if time. Discuss which order would be best to visit the different places.</p> <p>Show the pupils how they could map their senses in each place (taking photos, adding feeling faces with a key to a map, creating a sound map, recording in a chart).</p>
	Week 4: Lesson 7: Fieldwork	<p>Doing: Go out and complete fieldwork (ensure that all pupils collect geographical information that can be used back in the classroom.</p>
	Week 5: Lesson 8: Analysis and Sharing our fieldwork.	<p>8. Pupils can gather all of their information from their fieldwork and explore their findings as a class: which place made us most happy? Which place did we dislike the most? How does this relate to our senses grid at that place? Which features do we think were most special and why?</p> <p>Discuss ways that they can present it: a senses grid, detailed sound maps, labelled sketches from photos to show key things that make our place special. Adding their individual feelings to large class map or photos to see if they are similar or different. They can make a display with their findings to share with others.</p>
	Week 6 Lesson 9: Assessment Point.	<p>Pupils to complete short low stakes end of unit assessment quiz. Teachers mark and identify strengths and areas of weakness for future planning.</p>




Enquiry Question:		Would you rather live in London or Newquay?			
NC Objectives:	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK. <p>Physical features:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, hill, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Human features:</p> <ul style="list-style-type: none"> KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p>Learning Threads.</p> <p>Location, Land use and Settlement.</p> <p>Travel and Transport.</p> <p>Monarchy and Government.</p> <p>Trade and Economy.</p>	
Curriculum Coherence:	<p>Prior Knowledge: EYFS Learning about types of transport and travel. Naming the UK. London in story: The London Bus. Y1 – Earlier unit on where we are in the UK and local area for comparison knowledge.</p>		<p>Future Learning: Comparing the UK with Kenya. Y2 Climate and weather in the UK due to its place in the world. Across KS2: comparisons with UK region and other places in the world.</p> <p>Y6: UK Topography.</p>		
<p>Vocabulary:</p> <p>United Kingdom, Islands, seas – North, Irish, English Channel, Celtic, Capital cities – London, Cardiff, Edinburgh, Belfast, Landmarks, government, transport, tube, underground, stations, jobs, green spaces.</p>	<p>High Quality Text:</p> <p>Falt Stanley's Worldwide adventure – on a mission for her majesty Jeff Brow</p>   <p>Links to London and travelling.</p>	<p>Misconceptions:</p> <p>Geographical location of London.</p> <p>(London is not in a county, province or state, it is in its own area called Greater London. The city of London is a very small area in Greater London). That we are not in Europe because we have left the European Union.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: The UK: Name, locate and identify characteristics of the countries and capital cities of the UK and its surrounding seas. Identify the UK in the continent of Europe and is made up of islands.</p> <p>Place Knowledge: Sense of own place, our countries capital city and comparing the two.</p> <p>Scale: Using Scale: Describe localities on a small scale comparing other locations to their own local area.</p> <p>Physical geography: River Thames.</p> <p>Physical Features in capital cities.</p> <p>Human geography: Settlements: Discuss what is different about contrasting settlements – features in local area and capital city.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Make simple comparisons between features of different places.</p> <p>Using maps, globes & atlases. Exploring a schematic underground map, considering its usefulness, and identifying stations.</p> <p>Globalisation & interdependence: Exploring immediate & local environment. Similarities & differences between own place & other areas in the world.</p> <p>Social justice, equality, and diversity: Uniqueness & value of every person. Sense of own uniqueness, self-worth and worth of others. Sense of self in wider world.</p>	<p>Cross Curricular Links:</p> <p>Pupils will first learn about the Great Fire of London and London history in Spring 1. Pupils will use knowledge from local area study to make comparisons.</p> <p>Literacy Link: London adventure story.</p> <p>DT link: Wheels and axles: making a moving vehicle based on London bus or taxi.</p> <p>Science link: Seasonal changes in the UK.</p>
Knowledge Sequence:	<p>Week 1: Lesson 1: What is the United Kingdom? WALT identify the countries and capital cities of the UK.</p>		<p>1. Link to EYFS Our World topic to discuss how are some places different? Explain that places within our own country can also be very different.</p>		



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<p>Links: Unit: London in the United Kingdom (shared with History, EY transition unit) KS1 Geography Oak National Academy (thenational.academy)</p>	<p>Lesson 2: What can you find in the United Kingdom? WALT identify the capital cities and geographical features of the UK.</p>	<p>To situate the United Kingdom on a map of the world and of Europe. To identify the countries and of the United Kingdom. To articulate that the United Kingdom is made up of islands and identify the surrounding seas.</p> <p>2. To identify and name the capital cities of the UK. To explore the physical features of the UK. To describe features of different parts of the UK.</p>
	<p>Week 2: Lesson 3: Why is London a capital city? WALT explore what London is like as a Capital City.</p> <p>Lesson 4: How do people move around London? WALT identify the different types of transport used in London.</p>	<p>3. Identifying London's landmarks – London eye, Big Ben, Tower of London, St Paul's Cathedral, Buckingham Palace, Tower Bridge. Learn facts about key landmarks. Identify where the king lives. Identify government buildings as a key aspect of making London a capital city. Identify jobs available in London. Compare with Newquay.</p> <p>4. History of River Thames – Transportation of goods, separates London in two parts, modern transport – tube, buses, city, cycle, taxi. Exploring an underground map. How can we identify interchanging stations?</p>
	<p>Week 3: Lesson 5: Are there any green spaces in London? WALT explore London parks and wildlife. (Double lesson)</p>	<p>5. Explore contrasting places to images of London city life to show pupils that London also has green spaces available – Hyde Park, Richmond Park (largest of capital's eight royal parks and National Nature Reserve). St James's Park, etc. Consider how these spaces contrast with the usual images of London that we see.</p>
	<p>Week 4: Lesson 6: How does Newquay compare with London? WALT compare Newquay and London. (Double Lesson)</p>	<p>6. Pupils to compare key aspects of their learning about London with their previous learning about Newquay – landmarks, jobs, town vs city, land-use.</p>
	<p>Week 5: Assessment Point</p>	



Enquiry Question:	How is the African Savannah similar or different to the Cornish Countryside?				
NC Objectives:	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Locating the continent of Africa and the country of Kenya on a map. - Comparing the location of the UK and Kenya in the world. - Identifying the equator and it's relevance to Kenya's climate. <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country. (Comparing the Kenyan Savannah with the Cornish Countryside & comparing the climate, features and culture of Kenya with the UK.) <p>Physical features:</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Geographical skills:</p> <ul style="list-style-type: none"> - Use maps and globes to identify the UK 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 to describe location of features and routes on a map. 			<p>Learning Threads: Location, Land use and Settlement. Water, Weather and Climate. Trade and Economy.</p>	
Curriculum Coherence:	<p>Prior Knowledge: EYFS animals around the world. Identifying Africa as a contrasting environment to our local area, exploring similarities and differences between life in Africa and other countries through looking at maps and stories, exploring safari animals and beaded jewellery. Identifying the equator. Understanding of the UK and local area through Y1 geography.</p>		<p>Future Learning: Y2 Hot and Cold Countries relating to the equator and the poles, continents and oceans, use of the Cornish countryside for farming. Deserts and Plains in Africa incl. in Africa. Across KS2: Comparing and contrasting places with regions in the UK.</p>		
<p>Vocabulary: Continent, Africa, Kenya, Savannah, Countryside, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, north, south, east and west, left right, up, down, near, far, culture and lifestyle.</p>	<p>High Quality Text: Too Small Tola Antinuke</p>  <p>Chosen because it provides a window into a modern families life in Africa.</p>	<p>Misconceptions: Pupils may think Africa is a country and not a continent. Pupils stereotype it as a poor country and do not realise Africa has huge variations of places, culture and lifestyles. There is great wealth in many parts of the continent, but it is shared unevenly between the countries and the people.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: The World: Name and locate the continents: Africa. Name and locate the UK. Latitude & Longitude Identify the equator and the poles.</p> <p>Place Knowledge: Comparing Place: 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 – African Savannah and Cornish coasts. African culture and lifestyles compared with the UK. Understanding the diversity of places and lifestyles in Kenya.</p> <p>Physical features: Identify key physical features in Kenya. Identify climate and seasonal weather patterns in Kenya.</p> <p>Human Features: Identify key human features in an area of Kenya including: city, town, village, shops, office, etc. Culture: To learn about the culture in Kenya – religion, celebrations, food, language, and compare to our own culture and values.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical Enquiry: Ask and respond to simple questions. Use information books as sources of information. Make simple comparisons between features of different places. Direction and Location: Follow simple directions – up/down, left/right, forwards/ Backwards. Introduce the four compass points. Using maps, globes and atlases: Using maps to identify continents and countries studied. Pupils will use compass points and grid square to navigate around a simple map. Globalisation and Interdependence: Exploring immediate & local environment. Similarities & differences between own place & other areas in the world. Social Justice, Equality and Diversity: What fairness means. What if fair and unfair. (Wealth)</p>	<p>Cross Curricular Links: Literacy Link: Travel Journey; Art link: African art; Music link: African Drums. Links to Previous Y1 geography learning on the UK and our local area.</p>



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Knowledge Sequence: Links: Let's go on Safari: Kenya KS1 Geography Lesson Plans — PlanBee	<p>Week 1: (Recap) Lesson 1: Can we find the Africa? WALT locate Africa on a world map and identify the country of Kenya.</p> <p>Lesson 2: What is the weather like in Kenya? WALT explore the climate and weather of Kenya.</p>	<ol style="list-style-type: none">1. Recap EYFS our world topic to ask: what do we know about the weather in Africa? Why is it a hotter country? Are all countries and places in Africa the same? Pupils to identify the continent of Africa on a world map and the location of Kenya. They will compare the location of Kenya with the location of the UK. They will be introduced to the idea of a safari and think about what they might see on safari.2. Pupils to recap from EYFS the location of the equator and the poles. Introduce pupils to the idea that places have different climates depending on their location to the equator and countries closest to the equator are hotter because they get the most sun. (This will be more in-depth in Year 2). Pupils will learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.
	<p>Week 2: Lesson 3: Is all of Africa the same? WALT identify the variety of places in Africa.</p> <p>Lesson 4: Which animals live in Kenya. WALT explore the animals of Kenya.</p>	<ol style="list-style-type: none">3. Pupils to explore photos taken from different regions of Africa with contrasting economies – The poorest village of Uganda, the city of South Africa and many places in between. Pupils to compare the different images understanding that Africa has a diversity of places within the continent and not everyone is very poor.4. Pupils will identify a variety of animals that live in Kenya. They will identify their features and find out facts about them, including the location of some of the geographical features the animals need, such as bodies of water and trees for shade.
	<p>Week 3: Lesson 5: Can we show a journey on a map? WALT use four compass points to navigate around a map. (Double Lesson).</p>	<ol style="list-style-type: none">5. Pupils will identify the four points of a compass and find out how we can use them to navigate around a map. They will describe how a variety of safari animals can get from one place to another and use grids on a map to travel a given number of places in different directions.



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	<p>Week 4: Lesson 6: What are the landscapes like in Kenya? WALT explore the landscapes of Kenya.</p> <p>Lesson 7: How does the Kenyan Savannah compare with the Cornish Countryside? WALT compare the Kenyan savannah with the Cornish countryside.</p>	<p>6. Pupils will use photos to identify some of the different land features of Kenya, such as savannahs, valleys, mountains and beaches and describe these features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya.</p> <p>7. Pupils use their learning and prior knowledge to consider the landscape of a savannah and a countryside – how are they similar and different? (see below for more info). Consider the differences in vegetation growth due to climate. Compare the different animals located in each place.</p>
	<p>Week 5: Lesson 8: What is the culture like in Kenya? WALT find out about the people and culture of Kenya. (Double lesson)</p>	<p>8. Pupils will find out that there are many different groups of people that live in Kenya. They will compare people who live in large cities with those who live in more rural areas. They will find out about the Massai tribe and start to consider the differences between Massai life and life in the UK.</p>
	<p>Week 6: Lesson 9: WALT identify similarities and differences between Kenya and the UK.</p> <p>Lesson 10: Assessment point.</p>	<p>9. Pupils will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from our local area. They will compare areas such as landscapes, towns, villages, food, clothing and lifestyles.</p>

The savannah is a wide expanse of land which is filled with low growing plants such as grasses with scattered individual trees and shrubs. They occur when the amount of rain that falls is not enough to grow many trees and produce a forest, but too much to form a desert. The weather in the savannah is warm all year round and there are two seasons – wet and dry. With wide open spaces and plenty of grass to graze on savannahs are home to large herds of herbivores. In the African Savannah, herbivores such as zebras, antelopes, wildebeest, giraffes, elephants and rhinos are found. Predators such as cheetahs, lions and hyenas are also found. To survive the dry seasons, many Savannah animals must migrate in search of water. There are often wildfires during the dry season. Poaching, hunting and destruction of land for farming are all environmental concerns for the Savannah. Many animals here are endangered due to hunting and habitat loss.