**Year 1 Geography Curriculum – Spring Term 2**

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| **Theme: Local study- where we live** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. 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.
2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
3. 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.
 | **Keyword** | Definition  | **Community** |  | **PSHE** – **History –** **English** – **Science –**  |
| **Building** |  | **Job** |  |
| **Hospital** |  | **Leisure** |  |
| **Path** |  | **Senior citizens** |  |
| **Road** |  | **Local** |  |
| **Shop** |  | **Bungalow** |  |
| **Street** |  | **Detached** |  |
| **Train station** |  | **Flat** |  |
| **Bank** |  | **Map** |  |
| **Church** |  | **Plan** |  |
| **Bus** |  | **Semi-detached** |  |
| **Prior Learning:** | **Future Learning:** |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. What are the key features in our local area?
 | * Key human features of the local area are explained: building, path, road, shop, street, hospital, bank, church, train station, park etc.
* To note that when walking a route it is important to consider what may be dangerous such as crossing a road or where a pavement is too narrow.
 | * Plan a sequenced route as a whole class using mapping tools/software (Street Map).
* Independently sequence the same route on drawn map including key features.
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| 1. How can I record the key features of our local area?
 | * Key human features of the local area are explained: building, path, road, shop, street, hospital, bank, church, train station, park etc.
* To note that when walking a route it is important to consider what may be dangerous such as crossing a road or where a pavement is too narrow.
 | * Follow the route that was planned in lesson 1.
* Physically record key features either sonically (through recordings in a sound map), through touch maps (making rubbings of patterns found on buildings, objects or trees) or visually by photographing a small toy or teddy positioned at or by various key features.
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| 1. What kind of place is this?
 | * Communities are made up of many different services, peoples and jobs.
* Jobs include postal workers, shopkeepers, cooks, business people, council workers, waste collectors, doctors, police, fire and rescue etc.
* Activities you may people doing outdoors may include chatting, walking, shopping, driving, walking dogs and playing.
* That people use some locations for specific activities (for example parks being used for leisure or exercise).
 | * Observe different areas of the park and what activities people are using the park for.
* Record the number of people and their chosen activities on a class graph.
* Interview and record conversations with members of the public to find out why they have used the park today.
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| 1. Are places made for everyone?
 | * To consider that places are not always accessible to all people; vulnerable members of communities such as the elderly or disabled require additional support to move around and/or access buildings.
* Certain factors can inhibit movement or access such as; steps, narrow paths, bumpy or uneven surfaces.
* For places to be made for everyone certain physical changes to the environment may need to take place: access ramps for buggies/wheelchairs, handrails for climbing steps, automatic doors, disabled parking, dropped kerbs, braille on pedestrian crossings and levelled surfaces.
 | * Identify issues to accessibility they have observed in the immediate locality (school grounds, park, street).
* Select and describe ways in which these local places could be made more accessible.
* Show empathy by suggesting ways to improve local places for everyone.
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| 1. What do we know about local houses?
 | * Local housing on one street may vary in type including: bungalows, flats, terraced, semi-detached and detached.
* Housing in some areas may fit a specific period in time (Victorian terrace, Georgian townhouse, thatched cottage).
* Houses typically share the same features and most will include areas to entertain, eat, sleep and wash.
* Not all houses will have chimney or fireplace (as children may have seen in picture books) as these features are not essential requirements and often are period/designed features.
 | * Discuss their own housing arrangements and what type of house they live in (sensitivity required around this topic as it is personal and children may not wish to share).
* Observe a local street setting (Scotland Road) and the types of houses present either on foot or by internet.
* Recreate the same street in 3D by physically mapping buildings and locations, means (building blocks, photographs cut and stick, drawn houses cut and stick).
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| 1. What do we know about local shops?
 | * Communities rely on shops to provide essential goods to households.
* Many shops are businesses where people sell products to customers.
* Supermarkets supply many people in the community and are essential for keeping people fed.
* The products shops sell are not always from the shop originally; in the case of supermarkets, shops are part of a sequence/chain in which producers such as farmers grow and harvest the food, the food is packaged and processed before suppliers take the food to the shops for selling.
 | * Discuss the role of shops and whether some shops are more essential than others for people to live (consider recent events such as Covid, be aware that this could be disconcerting information for younger children).
* Visit a supermarket/local shop in person/ observe video footage of shops and categorise how shops differ depending on what products they sell (sometimes the product is a skill; hairdressers, mechanic).
* Describe ways in which shops think about accessibility of their customers; shops should be inclusive for all abilities.
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| **Themes and links** |
| **Geography themes** | **Where these are covered:** | **Links across the Geography curriculum** |
| **Space and scale** | * Lessons 1, 2 and 6.
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| **EYFS** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

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| **Interdependence** | * Lessons 4 and 6
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| **Environment and sustainability** | * Lessons 3,4 and 6
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| **Cultural understanding and diversity** | * Lessons 4 and 6
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