**Year 1 Geography Curriculum – Autumn Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Local study-our school** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. * 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 * 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 | **Feature** | A distinctive part or aspect of something, like a hill or a river on a map. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Address** | The specific details of where someone lives or a place is located, usually including a house number, street name, city, and postcode. | **Key** | A guide on a map that explains the symbols and colors used. | | |
| **Buildings** | Structures with walls and a roof, such as houses, schools, and offices, where people live, work, or do activities. | **North** | One of the four main compass directions, usually at the top of a map. | | |
| **Grounds** | The land around a building, often including gardens, lawns, or sports fields. | **Route** | The path or way taken to get from one place to another. | | |
| **Postcode** | A series of letters and numbers used to identify a specific area within a city or town for mail delivery. | **Environment** | The natural world or surroundings in which people, plants, and animals live. | | |
| **School** | A place where children go to learn from teachers. | **Journey** | Traveling from one place to another, usually taking some time. | | |
| **Area** | A specific part or region of a place or space. | **Road Safety** | Practices and rules to keep people safe when using roads, including pedestrians, cyclists, and drivers. | | |
| **Compass Direction** | One of the main points on a compass used to find direction, such as north, south, east, or west. | **Pollution** | Harmful substances that dirty the air, water, or land. | | |
| **Transport** | The means of traveling from one place to another, such as cars, buses, bikes, or trains. | **Travel** | The act of going from one place to another, often over a long distance. | | |
| **Prior Learning:**  Understanding the World-EYFS | | | | | **Future Learning:**  Journeys-Year 2  Settlements and Market Harborough- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Where is our school located and how can we find it on a map? | | * Understanding the concept of a school and its purpose. * Identifying the school’s location on a map. * Learning basic directions (north, south, east, west). | | | | | **Activity:** Create a simple map of the school’s neighbourhood.  **Skill:** Map reading and basic navigation. | | |
| 1. What different places are there in our school and what are their purposes? | | * Identifying various places within the school (classrooms, library, hall, playground). * Understanding the function of each place. | | | | | **Activity:** School scavenger hunt to find and label different places in the school.  **Skill:** Observation and labelling | | |
| 1. How do we safely get to school using different modes of transportation? | | * Learning different modes of transportation to school (walking, bus, bike, car). * Understanding safe routes and traffic rules. | | | | | **Activity:** Plan and draw safe routes from home to school.  **Skill:** Route planning and safety awareness. | | |
| 1. How does our school interact with and support our local community? | | * Exploring the school’s role and its relationship with the community. * Understanding community services linked to the school (police, fire station, local businesses). | | | | | **Activity:** Interview a community helper about their job and how they help the school.  **Skill:** Communication and interview techniques. | | |
| 1. What different cultures are represented in our school and why is it important to respect and celebrate them? | | * Learning about cultural diversity within the school. * Understanding the importance of inclusivity and respect for different cultures. | | | | | **Activity:** Create a cultural poster or display representing different cultures in the school/local community  **Skill:** Research and artistic expression. | | |
| 1. What can we do to make our school more environmentally sustainable? | | * Understanding the school’s impact on the environment. * Learning about recycling, conserving energy, and sustainability practices. | | | | | **Activity:** Conduct a waste audit of the school and create a plan to reduce waste.  **Skill:** Environmental awareness and problem-solving | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lesson 1 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | Journeys | | **3** |  | | **4** |  | | **5** |  | | **6** | Settlements and Market Harborough | | |
| **Interdependence** | * Lessons 2 and 4 | | | | | | |
| **Environment and sustainability** | * Lessons 3 and 6 | | | | | | |
| **Cultural understanding and diversity** | * Lesson 5 | | | | | | |