**Year 1 Geography Curriculum – Autumn Term**

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| **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 2Settlements 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
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| **EYFS** | Understanding the World |
| **2** | Journeys |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** | Settlements and Market Harborough |

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| **Interdependence** | * Lessons 2 and 4
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| **Environment and sustainability** | * Lessons 3 and 6
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| **Cultural understanding and diversity** | * Lesson 5
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