



Geography

What is the geography of where I live? (Connected Geography)

Year 1

Unit 1

Intent:

This unit introduces the pupils to what geography is all about – the study of the interrelationship of people with the environments with which they interact at a variety of scales and locations. The children will explore this in simple, basic terms and begin to distinguish between geographical features which are ‘human’ in origin and those which are natural / semi-natural.

Pupils should be taught to:

Locational knowledge: name and locate the world’s seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography: use basic geographical vocabulary to refer to key physical and human features

Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use simple observational skills to study key human and physical features of environments; 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.

Prior learning:

| ELG | | | | | |
|---------------------------------|--|--|--|--|--|
| People, culture and communities | | | | | |

Key Vocabulary

Tier 2 - Multiple meanings or high frequency

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|---------|---------|----------------|-------------|
| country | people | United Kingdom | environment |
| place | capital | community | city |

Tier 3 - Subject specific

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|--------------------|-----------|-------------|-------------------|
| Physical geography | landscape | transport | economic activity |
| Human geography | continent | residential | Public services |

Etymology and morphology


| Prefix / Suffix / Root | Meaning | Examples |
|------------------------|--|--|
| geography | the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities. | geographia (Greek) - geographie (French) - geography (English 15 th Century). |

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|-----------|--|---|
| country | 1. a nation with its own government, occupying a particular territory. 2. districts and small settlements outside large urban areas or the capital. 3. an area or region with regard to its physical features. | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>LATIN</p> <p>contra against, opposite</p> </div> <div style="text-align: center;"> <p>MEDIEVAL LATIN</p> <p>contrata terra (land) lying opposite</p> </div> <div style="text-align: center;"> <p>OLD FRENCH</p> <p>cuntree</p> </div> </div> <p style="text-align: right; margin-right: 20px;">→ country <i>Middle English</i></p> |
| community | a group of people living in the same place or having a particular characteristic in common. | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>LATIN</p> <p>communis</p> </div> <div style="text-align: center;"> <p>LATIN</p> <p>communitas</p> </div> <div style="text-align: center;"> <p>OLD FRENCH</p> <p>comunete</p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>ENGLISH</p> <p>common</p> </div> <p style="text-align: right; margin-right: 20px;">→ community <i>late Middle English</i></p> |

| Idioms and colloquialisms | |
|----------------------------------|---------|
| | Meaning |
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| Misconceptions | |
|-----------------------|------------|
| Not true | Teach this |
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| Lesson number | Key enquiry question & learning objective | Suggested learning activities | Cumulative questions |
|---------------|--|---|----------------------|
| 1 | <p>What is geography all about? L.O. Tbat identify and describe physical and human geographical features of a range of environments and understand what geography is.</p> | <ul style="list-style-type: none"> • Discussions using a range of photographs describing what the children can see. • Create and complete a basic definition of geography: <i>Geography is the study of ... (people and places)</i> • Further examination of and discussion of a new set of photographs which demonstrate people being connected in some way to the places they are in. | 1-2 |
| 2 | <p>Whereabouts in the United Kingdom do I live? L.O. Tbat identify and observe familiar physical and human geographical features in and around my school. Tbat identify and locate where we live in the United Kingdom.</p> | <ul style="list-style-type: none"> • Use Google Earth to explore around their home and school identifying key geographical features. • Use Google Earth to zoom out and observe what they live in relation to other cities and nations in the United Kingdom. • Label a map of the nations of the United Kingdom and their capital cities. Label the town where they live. • Use maps, atlases, globes to locate the United Kingdom within different scales e.g. continents, whole world. Label the oceans of the world and identify the continent which the United Kingdom can be found in. | 1-5 |
| 3 | <p>What does the Geographical Information System (GIS) in Google Earth tell me about the geography of the local area? L.O. Tbat identify, describe and offer reasons for changes in land use. To observe and record the local area of the school.</p> | <ul style="list-style-type: none"> • Use laptops / other tech devices to use Google Earth to locate school. What geographical information can they find out about their local area? E.g. public houses, restaurants, hotels and other accommodation, post office, visitor attractions, the pier etc. This work and activity forms the basis for the upcoming fieldwork. • Use the <i>time slider facility</i> within Google Earth which enables historical imagery to be accessed for the same area for various dates over the past 10-15 years. Observe and describe any changes that have occurred in the area over that time. • Discuss why some of these changes have happened. | 6-7 |
| 4 | <p>What are the main land uses within my local area? L.O. Tbat understand that land uses can be grouped into categories.</p> | <ul style="list-style-type: none"> • Use GIS information on Google Earth to generate a map of the local area around the school. Create a base map. | 6-9 |

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| | |  <p>Discuss and review the individual geographical features they have previously identified. Group these into categories using the terms transport, residential, economic activity, public services and open space.</p> <ul style="list-style-type: none"> • Create broad and simple land use zones on their base map using different colours and create a key to show what each colour represents. | |
| 5 | <p>How can we introduce people to the physical and human geography of our local area? L.O. Tbat plot a geographical walk around the local area. Tbat use fieldwork to observe and record significant examples of human and physical geographical features of the local area.</p> | <ul style="list-style-type: none"> • Use a 1:10000 map extract from <i>Digimap</i>, pupils plan a route of a geographical walk around the local area. The route should visit examples of different types of land use they have identified along with other key features observed from <i>Google Earth</i> or from their own knowledge. • Fieldwork: walk the route planned by the children – recognise human and physical geographical features and annotate their maps with these significant examples. Take photographs of the features as well. • Discuss any features which the children find difficult to classify into human or physical e.g. an area of newly planted trees or a field of crops. Discuss why areas may be changing. | 10-11 |
| 6 | <p>How can we introduce people to the physical and human geography of our local area? L.O. Tbat describe and explain their local area using key physical and human geographical features.</p> | <ul style="list-style-type: none"> • On <i>Digimap</i> the pupils can use a wide variety of annotation tools on their local area base map. • Small group presentation about the local area using their annotated maps and explaining the key human and physical features. They may be able to suggest reasons for any current changes in land use. | 12 |