



Y1 Geography – Me and My Town

Autumn 1



NC Targets to be Covered:

Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Use world map, 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 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.

Learning Ladders:

- I can begin to name and locate the countries of the UK.
- LI: I can use maps, atlases and globes to identify the UK and its countries.
- I can use aerial photographs to recognise my town and understand what the key human and physical features are.
- I can use fieldwork to study my school grounds.

Key Vocabulary

- Town, map, country, aerial photo, human feature, physical feature, fieldwork, United Kingdom, England, Scotland, Wales, Northern Ireland, globe.

Week	Order of Study
1 (Autumn 1)	Start of unit quiz LI: I can begin to name and locate the countries of the UK. LI: I can use maps, atlases and globes to identify the UK and its countries. – Add LI onto lesson next year. <u>Locational Geography</u> Starter – Begin by discussing what town the ch live in and finding it on a globe and map of the UK. Explain to the ch that our town is in a country called England and this is part of the United Kingdom. Ch to locate England on their map of the UK. Main lesson/Task – Tell the children we are going to learn the other names of the countries in the United Kingdom and where they are located on the map of the UK. Ch to independently colour England in red because St David is the Saint of England. Colour Scotland in blue because St Andrew is the Saint of Scotland. Colour Northern Ireland in green because St Patrick is the Saint of Northern Ireland and colour Wales in yellow because St David is the Saint of Wales. Plenary – Recap the four different countries of the UK and where they are located on a map of the UK. Resources needed: worksheet, red, blue, green and yellow crayons, large map of the UK and globe. Key terminology – town, Bedworth, England, United Kingdom, map, globe, Scotland, Wales, Northern Ireland.
2 (Autumn 1)	LI: I can use aerial photographs to recognise my town and understand what the key human and physical features are. <u>Geographical skills and fieldwork</u> Starter – Recap on what town the children live in. Explain to the ch what an aerial photograph is and ch to work in pairs to identify some features in their town. Main lesson and task – Explain to ch what key human features are e.g., houses, roads, shops. Children to then circle some key human features on their aerial photographs of their town. Explain to ch what key physical features are e.g., tree, lake, grass. Children to then circle some key physical features on their aerial photographs of their town. Give chn a table on their date and LI for them to write <u>3 key human features</u> and <u>3 physical features</u> that they have identified in their town.

	Plenary – recap what a human and physical feature is and which ones they identified in their town. Resources needed: large aerial photos of Bedworth and the school, whiteboard pens, widgets of examples of human and physical features, worksheet. Key terminology – map, aerial photo, town, human feature, physical feature, house, shop, road, lake, tree, grass.
3 (Autumn 1)	LI: I can use fieldwork to study my school grounds. <u>Geographical skill and fieldwork</u> Starter – recap what a human and physical feature is and ch to give examples that they found in their town from last week. Main lesson and task – explain to the ch what fieldwork is and that we are going to be doing some fieldwork in our school grounds today. Explain to the ch that they are going to do some rubbings of human features (brick wall, fence, play equipment or tarmac) and rubbings of physical features (tree, leaf, rock) in their school grounds. Ch to discuss which different things they could rub. When outside heavily model to the ch how they complete the rubbings. Plenary – recap what human and physical features they found outside and ch to show the class which rubbings they collected. Resources needed: worksheet, crayons, access to the school grounds. Key terminology – fieldwork, human feature, physical feature.