



Geography – Bedworth (Autumn 1)



Targets to be covered:

Locational Knowledge

I can name, locate and identify the capital cities of the UK.

Place Knowledge

Human and Physical Geography

I can use basic geographical vocabulary specific to the place that I am studying: - key physical features, including: beach, cliff, coast, ocean, valley, vegetation, - key human features, including: city, village, factory, port and harbour

Geographical Skills and Fieldwork

I can use age appropriate maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.

I can use aerial photographs to recognise and describe landmarks and basic human and physical features.

I can devise a simple map and construct basic symbols in a key.

I can use fieldwork and observation skills to study my school grounds and local environment

Week	Order of Study – Main plots and Subplots – links to geographical skills
1 BQ – What are the capital cities of the UK?	<u>LI: I can name, locate and identify the capital cities of the UK.</u> <u>LI: I can use age appropriate maps, atlases and globes to identify the UK and its countries.</u> PRE-ASSESSMENT Review: British Isles review – countries with flags Ask the children if they know what a capital city is. Can they name any? Go through powerpoint explaining what capital cities are and that we have them in all countries. Show the children a map of the UK with capital cities labelled. Children to add capital cities to their map of the UK. Extension – Can the children use NESW to explain where Bedworth is in relation to the capital cities they have labelled? <u>Learning Journey</u> I know that the 4 capital cities of the UK are.....
2 (part 1) BQ – What human and physical features can we recognise around Bedworth?	<u>LI: I can use aerial photographs to recognise and describe landmarks and basic human and physical features.</u> <u>LI: I can use basic geographical vocabulary specific to the place that I am studying: - key physical features, including: beach, cliff, coast, ocean, valley, vegetation, - key human features, including: city, village, factory, port and harbour</u> Review (Discussion) – What do you already know about Bedworth? Discuss key features they might see on their walk Following a map, walk around Bedworth. Use aerial photos to identify where we are and what landmarks we can see. Discuss landmarks and human and physical features of the town.

Year 2

	Stick photos into books of the walk.
2 (part 2) BQ – What human and physical features can we recognise around Bedworth?	<u>LI: I can use aerial photographs to recognise and describe landmarks and basic human and physical features.</u> <u>LI. I can use basic geographical vocabulary specific to the place that I am studying:</u> - key physical features, including: beach, cliff, coast, ocean, valley, vegetation, - key human features, including: city, village, factory, port and harbour Review – What are human and physical features? Stick in map that we used on our walk along with aerial photo of Bedworth. Label around the photo which landmarks we saw. Children to put these landmarks into a table showing which are human and which are physical. <u>Learning Journey</u> Some of the landmarks and human and physical features I have spotted in our town are....
3 BQ – Why is a key used on a map?	<u>LI: I can devise a simple map and construct basic symbols in a key.</u> <u>LI. I can use basic geographical vocabulary specific to the place that I am studying:</u> - key physical features, including: beach, cliff, coast, ocean, valley, vegetation, - key human features, including: city, village, factory, port and harbour Review: keys, human geography Recap the landmarks identifies on our walk and the key human features. Discuss why they are important to Bedworth. Children to make a simple map using a key of the places that we found in Bedworth LA to stick images onto map <u>Learning Journey</u> I know that a key is used to....
4 BQ – What is good about our local area and what can be improved?	<u>LI: I can use fieldwork and observation skills to study my school grounds and local environment.</u> Using the information that the children have learnt about their local area, start a discussion about what could be improved. Record in books. • What would make their local area better? • What is already good? Where would be good for a day out? (eg. Miners Welfare Park) • What jobs could someone in the local area have? • Is there a safe route to school? (link back to our walk and their journeys to school) • Did the local area and the school grounds have enough plants to encourage wildlife? Extension activity: What can we do to protect our school environment? <u>Learning Journey</u> Today I have learnt... POST ASSESSMENT

Year 2

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