

# Geography

## Local Area Y1

### Remember when

- Where I live
- Exploring school grounds/ outside area
- What my school is called
- My family

### Sticky knowledge

- There are many features on Orchard Park including shops, schools, houses and flats.
- Dane Park Nature Reserve a physical feature on Orchard Park that is designed to protect the local wildlife. Thorpepark Academy is a human feature in Orchard Park.
- Aerial maps show what an area looks like from above.
- The compass directions are north southeast and west.
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- I can use directional language such as, N S E W, near far, left and right.

### Key vocabulary

School	West
field	East
city	trees
route	pond
houses	playground
flats	field
class	hall
Orchard Park	library
North	
South	

### National Curriculum

#### Human and Physical Geography

-use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- 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
- 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

#### Y1 Map types

- Political
- Physical

#### Y1 Physical geography

beach forest hill sea ocean  
river season and weather

#### Y1 Human geography

city road  
town  
house  
shop

	title/ focus	Lesson outline
Lesson 1	<p><b>LO: To know where we live and what it is like.</b></p> <p>SK: There are many features on Orchard park including shops, schools, houses and flats.</p>	<p>Ask children the name of the estate they live on. Ask the children what else can be found on OPE apart from houses.</p> <p>Why do we need these other places? E.g. shops, doctors etc</p> <p>Where can these other places be found on the estate?</p> <p>Show on the map of Hull where OPE is located, look for some of the places mentioned on the estate. Discuss</p> <p>What do you notice about the estate?</p> <p>We are going to go on a walk around our school's local area. We will take photographs of different points of interest as we walk around. Include Dane Park Nature Reserve.</p> <p>The children will create a simple plan perspective map of the local area when returning to the classroom.</p> <p>ARE/GD: Children work in pairs. Draw and label features.</p> <p>LA: Children work together to create one map (adult supported)</p>
Lesson 2	<p><b>LO: To know human and physical</b></p>	<p>Show a picture of Dane Park nature reserve. What is this? What might you see there? Who might you go there? Where is this?</p>

	<p><b>features of the local area.</b></p> <p>SK: Dane Park Nature reserve a physical feature on Orchard Park that is designed to protect the local wildlife. Thorpe park Academy is a human feature in Orchard Park.</p>	<p>Explain we saw this nature reserve last week during our walk around the estate. A nature reserve protects local wildlife. Does Thorpepark protect local wildlife? Discuss reasons for the children's answers.</p> <p>Introduce physical and human features to the children. Identify human and physical features in the photographs of Dane Park Nature Reserve- use pictures from last weeks trip.</p> <p>Compare features, identify Dane Park (physical feature) Thorpepark (human feature)</p> <p>Sort the human and physical features that can be found on OPE and Dane Park Nature Reserve.</p> <p>LA- Receive fewer photos to discuss.</p> <p>GD Extension: Define human and physical features/ ARE- think of more examples for each feature.</p>
<p><b>Lesson 3</b></p>	<p><b>LO: To draw a map of the local area.</b></p> <p>SK: Aerial maps show what an area looks like from above.</p>	<p>Why do we use maps? What information can we get from a map?</p> <p>Look at Google Earth, observe OPE.</p> <p>What can you see on the estate? Make a list using your whiteboards with a partner.</p> <p>Explore symbols and the use of symbols. Get the children to create a symbol for each object they saw on the map with their partner.</p> <p>We are going to create an aerial view of OPE, using our symbols to show the location of different OPE human and physical features.</p> <p>Map handouts differentiated.</p> <p>LA: Key already provided</p> <p>GD: How could you improve the human/physical features of the estate. Give reasoning for your answer.</p>
<p><b>Lessons 4&amp;5</b></p>	<p><b>LO: To know compass directions</b></p> <p>SK: The compass directions are north south east and west.</p> <p><b>LO: To describe the local area using compass directions.</b></p> <p>SK: I can use directional language such as, N S E W, near far, left and right.</p>	<p>Introduce the compass directions to the children. Play a game of Simon Says pointing to different directions in the classroom.</p> <p>Use fieldwork skills- children stand in a spot. Draw what they can see to the north, south, east and west.</p> <p>Use compass challenge cards in the playground with a partner.</p> <p>What is north to the shed? What is south to the trim trail?</p> <p>Introduce the terms- near, far, left and right.</p> <p>Children will use their local area maps to describe where the different features are in relation to one another. Work in pairs to question one another. E.g. The .... is south of the shops.</p> <p>The children will answer questions on stickers.</p> <p>E.g. The .... is north of the doctor surgery.</p> <p>Children complete workings in book.</p> <p>SEN/LA- adult support/ work in a small group.</p>
<p>Working towards</p>	<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>

