

Subject: Geography	Year group: Year 1	Topic: Australia	Initiation & activation activities:
Prior knowledge required: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ 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 	<p>Geographical Enquiry</p> <p>Can they say what they like about their locality? Can they sort things they like and don’t like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart? GD - Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p> <p>Physical Geography</p> <p>Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’? GD - Can they name key features associated with a town or village, e.g. ‘factory’, ‘detached house’, ‘semi-detached house’, ‘terrace house’?</p> <p>Human Geography</p> <p>Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? GD - Can they name different jobs that people living in</p>		

<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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. 	<p>their area might do?</p> <p>Geographical Knowledge</p> <p>Can they identify the four countries making up the United Kingdom?</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas?</p>		
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