

Year 1 Term 5
Where do I fit in?
GEOGRAPHY



Use simple techniques to record field data to answer geographical questions.
 Use small world play, model making or the classroom role-play area to represent an observation they have made.
 Talk about what they have seen using taught geographical vocabulary.
 Plan and conduct simple geographical enquiries that involve fieldwork.

Long-term Memory Knowledge:

Talk about where things are on a map using simple positional language, e.g. in front of, next to.
 Explain what the key is made up of.
 Make a simple map including a key.
 Talk about their local environment and why it is important to look after it.
 Give ideas as to how they can find out more about their surroundings.
 Suggest how data that's been collected can be recorded and what it can tell us.
 Demonstrate through play what they have noticed about the environment.
 Use taught geographical vocabulary accurately.
 Talk about how they might find answers to simple geographical questions.

Key Vocabulary

map	a drawing of all or part of Earth's surface; its basic purpose is to show where things are in relation to each other.
key	a guide on a map to explain what the symbols on the map mean
symbol	a sign which stands for something or means something
direction	the way something is facing or moving

Progression in Resources:

Simple drawn maps & Bee-Bot mat maps
 Plans of Godstone Farm with symbols and a key
 Maps of school and real UK maps

Relevance

Now	Develop a sense of place and belonging: we all live in the United Kingdom; know that places can be represented on a map; understand that places have physical and human features.
Future	Recognise human and physical features in different places; be able to read simple maps using keys; use a map to travel and to plan journeys, both in the UK and abroad; know how to use a map if lost.
Aspiration	Have a desire to explore the UK and the wider world, seeking out lesser known places.

National Curriculum Links:

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.
 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.

Essential Prior Learning:

Children need will have looked at maps including Google street view and understand that a map can show you where things are. They will know that some things in the world are built by people and some are naturally part of the world.

Progression in Skill:

Express why caring for particular places is important.
 Draw simple maps or plans using symbols for keys.
 Use simple locational and directional language including front, behind, next to, far away and near to describe location of geographical features on a map.