

Year 1 Term 5  
**Where do I fit in?**  
**GEOGRAPHY**



**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.  
 They need to understand directional language including next to, behind, near, far

**Progression in Skill:**

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

Explain the difference between human and physical features of an area and give a range of examples from an aerial map.  
 Read a plan or map including the key and symbols; be able to create a map.

**Key Vocabulary**

<b>map</b>	a drawing of all or part of Earth's surface; its basic purpose is to show where things are in relation to each other.
<b>key</b>	a guide on a map to explain what the symbols on the map mean
<b>symbol</b>	a sign which stands for something or means something
<b>aerial</b>	a picture of a place from above looking at something below
<b>direction</b>	the way something is facing or moving
<b>Human features</b>	things like houses, roads and bridges that have been built by people
<b>Physical features</b>	features like seas, mountains and rivers that are natural; they would be here even if there were no people around

**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**

<b>Now</b>	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.
<b>Future</b>	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.
<b>Aspiration</b>	Have a desire to explore the UK and the wider world, seeking out lesser known places.

**National Curriculum Links:**

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) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop)  
 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.