Year 1 – Geography – Local Area & New Forest

National curriculum:
Use basic geographical vocab to refer to key features including: beach, cliff, forest, etc. and key human features including city, village and farm
Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage
Use simple compass directions and locational and directional language 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

Vocabulary:
Human and physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil valley, vegetation season and weather
City, town, village, factory, farm, house, office, port harbour and shop
North south east and west
Right and left
Compass
Atlas globe
Directions
Aerial photographs
Key
Map location observational skills, landmark, environment, rural landscape urban, congested, pollution.

Snapshot overview

Whole world – zoom in – find UK, discuss countries and find capitals, find Southampton, find school – use aerial images – discuss what we see, label areas.
Discuss maps – what they have, how they're labelled, key, compass find these on different maps.

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Hidden treasure – follow route around school. Discuss maps
Discuss features – human and natural. Use language of compass directions when moving around. Return to class and draw aerial map of route and label. Introduce a key to do this. Label map with compass directions.

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Town Southampton – label human and natural features in and around Southampton.

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New forest – label human and natural features. Discuss difference with Southampton.

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Compare and contrast Southampton and New forest – rural and urban landscapes – Lyndhurst an around vs. Southampton city – post it note the similarities and differences using word banks – pick the word that best matches the photo. Use the vocab words from the vocab wall – pick it, put it on the picture, cross it off. Red pen, for manmade, green for physical.

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Writing session – which one they would rather live in and why using vocab.

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Geography Medium Term Planning

Year Group: 1   Term: Local area and new forest
          Topic: Geography

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can use maps to locate key features	Start with map of whole world – discuss what we can see and already know about the world. Can we find Europe? Where is it on the map? Zoom in to Europe and see if we can find the UK – what countries are in the UK? Discuss them. Zoom in further and find the capital of the countries, find London and discuss where it is. Use the compass language. Zoom further in and find Southampton. Discuss that this is an aerial map of the City. Zoom in and find Southampton. Look at a range of aerial maps for Southampton and discuss what we see e.g. compass directions, labels, keys, symbols. Can they label anything they know that is in the local area – what can they find? Send children off in groups to explore the maps. Discus physical and natural features – what have they found on their map that is physical and what is natural?

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Session 2	I can use a map I can create a map using a key	Recap yesterday – start with whole world and zoom in to Europe, UK, Southampton and our school. Tell the children that there is Hidden treasure within our school and we need to use the map to find it. Give children the map and discuss. As a class go out and follow route around school and find the treasure. On the way discuss maps and features around the school - human and natural. Use language of compass directions when moving around. Return to class and draw aerial map of route we took and label physical and human features. Introduce a key to do this. Children to create a key for their map to show these features. Label map with compass directions

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Session 3	I can label human and physical features on a map	Whole class, look at whole world and zoom in to Europe, UK and Southampton. Discuss what we know already about Southampton – look at photos of parts of Southampton e.g. West Quay, St Mary's stadium etc. Ask children if they have seen/been to these places and where they are. Can we find them on a map? Show children aerial map of Southampton – recap human and physical features what can they see on the map? Model looking at the aerial map of Southampton and labelling the human features in and around Southampton. Children to work in small groups and label human and physical features of an aerial map of Southampton city. Use the words in the vocab box on plan for children to find (e.g. harbour and port).

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| Session 4 | I can label human and physical resources on a map | Whole class, look at whole world and zoom in to Europe, UK and Southampton. Then look at New forest – Lyndhurst

Discuss what we know already about the New forest. Look at photos of Lyndhurst and the surrounding new forest. Ask children if they have seen/been to these places and where they are. Can we find them on a map?
Show children aerial map of Lyndhurst – recap human and physical features what can they see on the map?
How does this compare to yesterday? Does this look like a city? Why? Why not?
Model looking at the aerial map of Lyndhurst and labelling the human features in and around Lyndhurst.

Children to work in small groups and label human and physical features of an aerial map of Lyndhurst New forest. Use the words in the vocab box on plan for children to find (e.g river, soil, farm). |

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Session 5	I can compare the city of Southampton to the rural New Forest	Whole class, look at whole world and zoom in to Europe, UK, Southampton and new forest. Discuss what we saw and labelled on the aerial map of Southampton and repeat this for the New forest. Discuss what is similar and what is different and why – one is a busy city with a harbour and port and one is a rural village surrounded by countryside. Look at the two photos next to each other on one page. Use the words in the vocab box on this plan and model choosing one of those words e.g. river. Decide if this is physical (write it in green) or human (write it in red) and copy it on a post it note in the correct colour next to the correct picture. Write observations on post it notes using this vocab to show the similarities and differences. Children to do this in mixed ability groups using post it notes with the photos of the two locations in front of them.

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Session 6	I can compare two different localities using geographical vocabulary and giving reasons for my choice	Whole class, look at whole world and zoom in to Europe, UK, Southampton and new forest. Discuss what we did yesterday – what was the same and what was different. Discussion – which place would you rather live in and why. Use the technical vocab to explain and justify your choice. Model writing an answer and justifying this. Children to write in books where they would rather live and why using technical vocab and examples from the map to justify their choices. Writing session – which one they would rather live in and why using vocabulary.
	Impact:	**By the end of the topic all children should know: -** To be able to tell you The New Forest is in Hampshire. To tell you at least two similarities and differences between The New Forest and Southampton. Are able to identify at least 3 human and 3 physical features on a map/aerial photograph. **By the end of the topic some children should:** -To be able to use basic symbols in a key (to label human and physical features).