

## Year 1 Geography Long Term Plan

### Our Rationale

At Courthill Infant School we endeavour to inspire all pupils by creating curiosity and fascination about the world and its' people. We do this by ensuring children leave us with the 'Big Idea' of knowing that they are part of a bigger world and that they can change the world by being cultural citizens. This is completed through the 'Big Idea' of sustainability and that we have limited resources that must be managed. We ensure that the Geography curriculum is accessible to all pupils through differentiation for individual abilities with suitable challenges. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Our pupil's start their geographical experience in Foundation where they are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment through both taught and child initiated sessions.

The children then build on their geographical skills in Key Stage 1 where they learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humanity. Where appropriate, the Geography curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

The specific aspects of this subject taught across Key Stage 1 are:

Locational knowledge, Place knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

### Inclusion statement

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning.

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big idea</b>	<p><b>Big Idea 1</b> – That we are part of a bigger world. Focus – Locational knowledge, place knowledge</p> <p><b>Big Idea 2</b> – That weather is different around the world and that there are reasons for this. Focus – Human and Physical</p>	<p>Famous Faces (History Focus)</p>	<p><b>Big Idea 3</b> – That the Earth and the environment is constantly changing.</p> <p><b>Big Idea 4</b> – Sustainability: That we have limited resources that must be managed. Focus – Human and Physical through place knowledge</p>	<p>Castles (History Focus)</p>	<p>Wheels, wings and other things (History Focus)</p>	<p><b>Big Idea 4</b> – Sustainability: That we have limited resources that must be managed. Focus – Human and Physical through place knowledge.</p>
<b>Knowledge and facts (NC)</b>	<p>Around the UK To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and it's countries To use simple fieldwork and observational skills to study the geography of their school and its</p>		<p>Under the sea  To use aerial photographs and plan perspectives to recognise landmarks and basic human features (construct a basic map) To use basic geographical vocabulary to refer to key features (beach, cliff, coast, sea, and ocean).</p>			<p>Achievers  identify seasonal and daily weather patterns in the United Kingdom (link to Science)  to know about environmental changes and significant people who are making a difference – David Attenborough</p>

	<p>grounds and the key human and physical features of its surroundings. To use aerial photographs and plan perspectives to recognise landmarks and basic human features (construct a basic map)</p> <p>To use basic geographical vocabulary to refer to key features.</p>					
<p><b>Context</b></p>	<p>Look at Parkstone/ school grounds and go for a walk to explore the local area to write to the Jolly Postman.</p> <p>Children to broaden their circle of understanding - look at Parkstone, Poole, Dorset, England, Ireland, Scotland and Wales (the four countries of the UK)</p> <p>Look at the weather patterns of the four countries in the UK.</p>		<p>Children will gain an understanding that things change over time. They will do this through photographs and aerial pictures of familiar settings. Children will know the difference between human and physical features of a setting and label images. Children will have a basic understanding of erosion being a physical effect on the environment in relation to places familiar to them. They will also have an understanding of plastic pollution bring a human effect on the environment and will think of idea's to protect our planet.</p>			<p>Children will use skills and techniques about locational understanding when learning about different achievers. They will be able to use their knowledge of human effects on the planet when relating it each achiever e.g. Greta Thunberg.</p>