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| **SUBJECT:** Geography | **YEAR: A** | | **TERM: Spring** | | **YEAR GROUP:1** |
| **KEY QUESTION:** Where do we live? What is our local area like? Where did Pirates travel on their voyages? What are the continents of the world? Which countries make up the UK? | | | | | |
| PREVIOUS KNOWLEDGE:   * Describe their immediate environment using knowledge from observation,   discussion, stories, non-fiction texts and maps.   * Explain some similarities and differences between life in this country and life in   other countries, drawing on knowledge from stories, non-fiction texts and – when  appropriate – maps.   * Know some similarities and differences between different religious and cultural   communities in this country, drawing on their experiences and what has been read  in class. | | | | | |
| **End of Unit Objectives** | | | | | |
| *Some children will not yet have met what is expected and show they are* ***working towards*** *because they can:* | | *Most children will show they have reached the* ***expected*** *level because they can:* | | | *Some children will have gone beyond the expected level and show that they are working at* ***greater depth*** *because they can:* |
| **What do we know about Pirates? (cold task)** | | | | | |
| With support, I can say what I think a pirate is and where they might live. | | I can say what I think a pirate is and where I think they might be found. | | | I can explain what I think a pirate is.  I can begin to explain where a Pirate might live and how that differs to where I live. |
| **What is a Pirate and what do they do?** | | | | | |
| With support, I can name some famous Pirates from the past. | | I can name some famous Pirates from the past and being to explain what a Pirate is. | | | I can name some Pirates from the past and begin to explain what they did and why they are important figures from the past. |
| **Where is the UK on a World Map? What Countries are in the UK?** | | | | | |
| I can explain where I live and with support I can find the UK on a world Map. | | I can name some of the countries in the UK and say where I live. With some support, I can find the UK on a world map. | | | I can explain where I live and I can name the four countries in the UK. I can find the UK on a world map. |
| **Where does a Pirate Live?** | | | | | |
| With support, I can name some parts of a Pirate ship. | | I can name some parts of a Pirate ship. | | | I can name the key parts of a Pirate ship and explain what they are for. |
| **Why did Pirates have different flags?** | | | | | |
| With support, I can name an important Pirate flag. I can design my own Pirate flag. | | I know the name of a Pirate flag and with support can explain what it might mean. I can design my own Pirate flag. | | | I know the names of some Pirate flags and can explain what the symbols mean. I can design my own Pirate flag and explain the meaning behind it. |
| **What are the Continents of the World?** | | | | | |
| With support, I can name some of the continents and say which continent the UK is in. | | I can name some of the continents of the world and explain which continent the UK is in. | | | I can name the seven continents and explain which continent I live in. |
| **How many Oceans are there and what are they called?** | | | | | |
| I can locate the oceans on a world map. | | I can locate the oceans on a world map. I can name an Ocean. | | | I can locate the oceans on a world map and state how many there are. I can name some of the oceans. |
| **Disciplinary Knowledge** | | | | | |
| Ask Questions - ask more detailed questions about the local area and beyond.  Present - explain the answer to a question and discuss how they feel about places.  Begin to understand that every human experiences places differently. | | | | | |
| **ENRICHMENT OPPORTUNITIES –What can we give children to help them remember?** | | | | **CROSS-CURRICULUAR LINKS -What links can we make to help children make sense of what we want them to know and be able to do?** | |
| * The use of good quality videos and websites to enhance learning * Research opportunities to guide their own learning * The opportunity to create models to demonstrate and to consolidate learning * Use of practical tasks to understand how things work such as going on a treasure hunt, designing a pirate flag and map making. * Dress up as a Pirate day and experience a day in the life of a Pirate. | | | | This fits with core subjects through:  English – Non-chronological reports/Fact Files  Maths – Measurement  Science – Materials/habitats | |
| **Curriculum Coverage** | | | | | |
| **Locational Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography 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;  • **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical Skills and Fieldwork 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; 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. | | | | | |