

HIAS MOODLE+ RESOURCE

# Geography Medium Term Plan

## KS1: My school

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Final version

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# Overview

## **This document contains...**

A medium-term plan that is suitable for KS1.

## **Points to consider when using this resource**

The planning should be adapted to suit your school and geography curriculum intention.

Further curriculum support can be accessed following the link

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### [A framework for a primary geography curriculum - revised May 2021](#)

This publication has recently been revised for 2021 to reflect the changes in the EYFS framework.

The publication contains a series of medium-term plans linked to the geography National Curriculum and beyond, that form a framework to support primary schools with their planning and teaching of geography at KS1 and KS2. The framework aims to: develop geography skills in conjunction with learning geography knowledge and understanding to make connections; return to concepts, skills, vocabulary, and content throughout the curriculum to deepen learning and support progress; and give geography a pedagogical identity that children recognise.

Price: HCC £40, external £45 +VAT (electronic)

# My school

1. What would you like children to learn?
2. Name, locate and identify the UK in the world and their local area in the UK
3. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
4. 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 (delete as appropriate for your school and local area)
5. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour & shop (delete as appropriate for your school and local area)
6. Use world maps, atlases, and globes to identify the United Kingdom and its countries
7. 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
8. 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
9. 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.

## Key question: What is special about our school?

AIM: Children to know where they are in the UK, what their school is like and how they feel about it.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
<p>Where in the world is the UK? Where in the UK is the local area and what is it like?</p> <p>1, 3, 4, 5, 6, 8</p>	<p>Chn locate the UK on a world map and their local area on a UK map. Chn think about what their local area is like and identify the human and physical features using specific vocabulary. Chn carry out fieldwork to observe and predict what they think is to the north,</p>	<p>Maps, globe, atlas, images</p> <p>Google Maps</p> <p>Ppt</p>	<p>Chn will have knowledge of where the local area is</p> <p>Chn have knowledge of the human and physical features in their local area and what the area is like.</p>

	<p>south, east, and east of their school.</p> <p>Chn discuss what they like about their local area. Which features do they use?</p>		
<p>What are the human and physical features of our school?</p> <p>2, 3, 4, 7, 8</p>	<p>Chn follow clues to locate areas in the school (treasure hunt)</p> <p>Chn identify each location and human and physical features on the map or aerial photo</p> <p>Chn draw their route on a map and describe the location of features</p>	<p>Aerial photo or plan perspective of school</p>	<p>Chn will gain a feel for their surroundings.</p> <p>Chn will have knowledge of the location of human and physical features of the school.</p> <p>Chn develop their map reading and navigation skills</p> <p>Chn develop their geography vocabulary of human and physical features</p>
<p>What is so good about our school?</p> <p>2, 6, 7, 8</p>	<p>Chn list what they like about their school.</p> <p>Chn explore their school to think about different places.</p> <p>Chn identify and explain what they like and dislike about these places.</p> <p>Chn plot their route on a map. Chn devise symbols and a key to show their opinions of different places around the school and add the pictures to the specific locations.</p>	<p>Aerial photo or plan perspective of school</p> <p>Camera to take photos of chn's chosen places</p> <p>Fieldwork – observations of human and physical features around the school site</p>	<p>Chn will navigate their school to find places that evoke an emotion.</p> <p>Chn will think about what connection they make to places in their school.</p> <p>Chn will use observations and ICT to collect evidence and show on a map.</p>
<p>What is the other school like?</p> <p>3, 4, 5, 7</p>	<p>Chn learn about a different school (can be chosen by the class teacher at random, be one they have taught at or went to as a child)</p> <p>Chn identify human and physical features of the school and surrounding area.</p>	<p>Letter from the other school</p> <p>Aerial photo or plan perspective of the school</p> <p>Images, Google maps</p>	<p>Chn will compare their school to another school and decide which is better with evidence gathered from both lessons</p> <p>Chn will know more human and physical features you find in a school.</p>

	Chn discuss which method was easier for finding out about what an area is like – visiting and exploring or using the internet.		
What is special about our school? 2, 3, 4, 7	Chn make comparisons between the two schools deciding what they like and do not like about each. Chn think about what each school has and does not have. What would they like to explore about the other school? Chn to find specific examples to justify their answer.	Aerial photo or plan perspective both schools	Chn use specific vocabulary to identify and describe what they like and dislike about both schools.  Chn write an evidence informed opinion.

### Additional information

\*\* The word special in the key question could be changed to another word that explore and celebrates the school, e.g. unique or ace.

**Lesson 1** - Where in the world is the UK? Where in the UK is the local area and what is it like?

Look at the infant PowerPoint and discuss where in the world the UK is and where in the UK their local area is.

Fieldwork – Stand at different points within the school (front gate, field etc.) What do you think is North, South, East, and West? Discuss as a class.

**Lesson 2** - What are the human and physical features of our school?

Treasure hunt around the school by following clues and locating areas on a map.

**Lesson 3** - What is so good about our school?

In groups chn to take photos of their favourite areas of the school. When they get back to class, they will try to position these photos on to their school map.

**Lesson 4** - What is the other school like?

Chn receive a letter from the topic character, for example, saying that they know of another school that is special and they want the chn to find out what is special about the school. Chn to investigate at the other school and identify what human and physical features they have.

**Lesson 5/6** – What is special about our school?

Chn to make comparisons between the two schools and justify their answer with evidence (specific examples). Chn to write a letter to the topic character with an evidence informed opinion about which school they think is more special and why.

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Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

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