

KPI Geography Curriculum Plan - Year One

Key Concept(s)	Learning Intention	Activities	Resources and Vocab	Assessment
<b>SEASONAL WEATHER (2 lessons)</b>				
<b>KC3 – human and physical geography</b>	To understand seasonal weather	<p>Introduce the seasons and recap that there are 4 over the year. We are looking at Summer which starts in June and ends in September: What do the children already know about it? Create a list</p> <p>Is there anything else we'd like to find out?  <a href="https://www.youtube.com/watch?v=Z3RSpxiD8tc">https://www.youtube.com/watch?v=Z3RSpxiD8tc</a></p> <p>Add any new learning to the list.</p> <p>Use the discussion starter slides and discuss the statements made on it. Which do we think are right?</p>	<p>Discussion starter slides</p> <p>Vocab                      Spring, Summer, Autumn, Winter, Changes, sunshine, holidays, daylight,</p>	
<b>KC3 – human and physical geography</b>	To understand seasonal weather	<p>Recap the 4 seasons. Which are we in? What will be starting soon?</p> <p>We are looking at Autumn which starts in September: What do the children already know about it? Create a list</p> <p>Is there anything else we'd like to find out?  <a href="https://www.youtube.com/watch?v=y39W3nDjtdU">https://www.youtube.com/watch?v=y39W3nDjtdU</a></p> <p>Add any new learning to the list.</p> <p>Show Autumn hunt sheets and go out into the grounds looking for signs of Autumn. Which did we find? Discuss findings and see if we found any signs we couldn't identify. Take photos</p> <p>Encourage children to talk / write about the photographs taken on the walk. What did they find? What do they know?</p>	<p>Autumn hunt sheets</p> <p>Vocab                      Leaves, colours, squirrels, spider webs, horse chestnut, silver birch, oak, Spring, Summer, Autumn, Winter, Changes, Conkers, Harvest, Pumpkin</p>	

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<b>HUMAN AND PHYSICAL GEOGRAPHY (6 lessons)</b>				
<b>KC3 – human and physical geography</b>	To understand human and physical features	<p>Share images of human and physical features and ask children to work in a group and discuss what they are e.g. mountain, hill etc. Introduce any features they are unsure of and explain more about them.</p> <p>Introduce the idea that some features are human – made by people - and some are physical – naturally occurring.</p> <p>Ask children to talk in a group and decide which each of our images of features would be - physical or human?</p> <p>Make notes / take photos to put in curriculum journals</p>	<p><b>Vocab:</b> <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
<b>KC3 – human and physical geography</b> <b>KC4 – geographical skills and fieldwork</b>	To identify human and physical features	<p>Talking partners – What are physical and human geography features?</p> <p>Go outside with an ipad / camera. Ask children to identify features which are physical or human take photographs of features, and discuss ideas.</p> <p>Share ideas once back in the classroom of human and physical features. Create a display and look at photos. Encourage children to create features seen last week and this in construction or creative areas.</p>	<p>iPad/camera</p> <p><b>Vocab:</b> Physical feature, human feature, natural</p>	

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<p><b>KC3 – human and physical geography</b></p>	<p>To know the features of a village</p>	<p>Ask children to think about the place where they live, the village of Kiveton. If someone new started in our class what places would they tell them to visit? The woodand / Traditional sweet shop / The train station?</p> <p>Create a class list</p> <p>Which other features are there? Look at the slide show.</p> <p>Introduce sorting activity in continuous provision.</p>	<p>Large sheet of paper, pens, Village slide show</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop</p>	
<p><b>KC3 – human and physical geography</b> <b>KC4 – geographical skills and fieldwork</b></p>	<p>To create a map</p>	<p>Introduce aerial photographs and use the slideshow to recognise landmarks in Kiveton Park.</p> <p>Challenge children to create their own maps and aerial photos. They could use bricks and photograph from above etc.</p>	<p>Aerial photos slides</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, church</p>	
<p><b>KC3 – human and physical geography</b></p>	<p>To know the features of a city</p>	<p>Talk about how our school is in the village of Kiveton and Kiveton is in the City of Sheffield.</p>	<p>City slide show</p> <p><b>Vocab:</b></p>	

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		<p>What places would we see if we went into Sheffield city centre?</p> <p>Show slides with various Sheffield landmarks. Discuss with the children what they know about them. Have they visited any of them? When? Are they used for special occasions?</p> <p>What were the human and physical features of landmarks in Sheffield?</p> <p>Do they recognise them? Have they ever been to Sheffield and seen them?</p>	<p>Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, transport, church, cathedral</p>	
<p><b>KC3 – human and physical geography</b></p>	<p>To know the features of a coastal town</p>	<p>Introduce Cleethorpes to the children. Explain Cleethorpes is a seaside town.</p> <p>Share images of Cleethorpes and look at which key geographical features are human and physical.</p> <p>Discuss with the children what they know about them. Have they visited any of them?</p>	<p>Town Slide show</p> <p><b>Vocab:</b> Physical feature, human feature, natural, forest, hill, mountain, vegetation, city, town, village, factory, farm, house, office, shop, transport, church, beach, coast, coastal, sea, port, harbour, pier</p>	

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<b>LOCATIONAL KNOWLEDGE (UK) – 8 lessons</b>				
<p><b>KC1 – locational knowledge</b> <b>KC4 – geographical skills and fieldwork</b></p>	<p>To know the 4 countries that make up the UK</p>	<p>Look at <a href="#">map of the UK</a> and talk about the four countries (England, Scotland, Wales, Northern Ireland). <i>Make sure children understand that the island of Ireland is split into Northern Ireland (part of the UK) and the Republic of Ireland (not part of the UK).</i></p> <p>Model drawing an outline of the UK, talking about it using geographical language (north, coast, island, country names etc). Children do the same.</p> <p>Look at the <a href="#">UK on google maps</a>. Children point to and name the 4 countries. The UK is an island – surrounded by water. Use google maps to explore the seas (North Sea, English Channel, Irish Sea). Label on the map drawn earlier in the lesson.</p> <p>Answer <a href="#">UK Quiz</a> as a class.</p> <p>Use <a href="#">UK Song</a> to help children remember the countries.</p> <p>Add blank UK map to provision for children to colour and label.</p>	<p>Map of the UK on the board UK on Google maps <a href="#">Blank UK map</a> UK quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map</p>	

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<p><b>KC1 – locational knowledge</b> <b>KC3 – human and physical geography</b></p>	<p>To talk about the physical and human features of the UK</p>	<p>Sing <a href="#">UK song</a></p> <p>Look at <a href="#">map of the UK</a>. Children point to and name the 4 countries and 3 seas.</p> <p>Recap physical (natural) and human (manmade) features from previous term. Use the <a href="#">GoJetters UK Landmarks PowerPoint</a> to talk about landmarks of the UK, and if they are human or physical features.</p> <p>Add a post-it note for each to one large display map of the UK.</p> <p>Look at animals of the UK poster and talk about the wildlife that is native to the UK. Put tick list out in provision for children to find on the map.</p>	<p>Map of the UK on the board GoJetters Powerpoint Post-it notes Large display map of the UK Wildlife of the UK posters (map and names)</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, native</p>	
<p><b>KC1 – locational knowledge</b></p>	<p>To know about England and London</p>	<p>Sing <a href="#">UK song</a>. Look at <a href="#">map of the UK</a>. Children point to and name the 4 countries and 3 seas.</p> <p>Use <a href="#">PowerPoint</a> to find out facts about England.</p> <p>Use <a href="#">PowerPoint</a> to explain capital cities. Each of the 4 countries of the UK has its own capital city. The capital city of England is London. Look at <a href="#">England on google maps</a> and find London. Children talk about its location (e.g. in the south, near the coast, has a river etc) and share any landmarks they know.</p> <p>Answer <a href="#">England quiz</a> as a class</p>	<p>Map of the UK on the board Capital cities PowerPoint England on Google maps England quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, climate, native</p>	

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<p><b>KC1 – locational knowledge</b></p>	<p>To know about Scotland and Edinburgh</p>	<p>Sing <a href="#">UK song</a>. Look at <a href="#">map of the UK</a>. Children point to and name the 4 countries and 3 seas.</p> <p>Watch Scotland <a href="#">video</a> and pause to clarify, reinforce or check understanding.</p> <p>Recap capital cities. Each of the 4 countries of the UK has its own capital city. The capital city of Scotland is Edinburgh. Look at Scotland on google maps and find Edinburgh. Children talk about its location (e.g. in the east, near the coast etc).</p> <p>Answer <a href="#">Scotland quiz</a> as a class</p>	<p>Map of the UK on the board Scotland video Scotland on Google maps Scotland quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, climate, native</p>	
<p><b>KC1 – locational knowledge</b></p>	<p>To know about Wales and Cardiff</p>	<p>Sing <a href="#">UK song</a>. Look at <a href="#">map of the UK</a>. Children point to and name the 4 countries and 3 seas.</p> <p>Use <a href="#">PowerPoint</a> to find out facts about Wales.</p> <p>Recap capital cities. Each of the 4 countries of the UK has its own capital city. The capital city of Wales is Cardiff. Look at <a href="#">Wales on google maps</a> and find Cardiff. Children talk about its location</p> <p>Answer <a href="#">Wales quiz</a> as a class</p>	<p>Map of the UK on the board Wales PowerPoint Wales on Google maps Wales quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, climate, native</p>	

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<p><b>KC1 – locational knowledge</b></p>	<p>To know about Northern Ireland and Belfast</p>	<p>Sing <a href="#">UK song</a>. Look at <a href="#">map of the UK</a>. Children point to and name the 4 countries and 3 seas.</p> <p>Use <a href="#">PowerPoint</a> to find out facts about Northern Ireland.</p> <p>Recap capital cities. Each of the 4 countries of the UK has its own capital city. The capital city of Northern Ireland is Belfast. Look at <a href="#">Northern Ireland on google maps</a> and find Belfast. Children talk about its location</p> <p>Answer <a href="#">Northern Ireland quiz</a> as a class</p>	<p>Map of the UK on the board Northern Ireland PowerPoint Northern Ireland on Google maps Northern Ireland quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, climate, native</p>	
<p><b>KC1 – locational knowledge</b></p>	<p>To talk about the 4 countries that make up the UK</p>	<p><a href="#">UK quiz</a> to recap and assess learning</p> <p>Split the class into 4 groups and give each a large sheet of paper and felt tip pens. As a group add ideas/pictures/words about a given country of the UK.</p> <p>Share ideas together as a class.</p>	<p>UK quiz Large paper and felt tip pens</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, physical feature, human feature, climate, native</p>	

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<b>LOCATIONAL KNOWLEDGE (WIDER WORLD) 2 LESSONS</b>				
<b>KC1 – locational knowledge</b>	To know where we live	<p>Where do we live? Recap learning from last term about the countries of the UK, including names of the 4 countries and seas</p> <p>Sing <a href="#">UK song</a></p> <p>As a class answer <a href="#">quiz</a> about the UK</p>	<p>UK quiz</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, capital city</p>	
<b>KC1 – locational knowledge KC4 – geographical skills and fieldwork</b>	To use a world map	<p>Look at <a href="#">world map</a> on board, children have own copy in front of them (one between two). Check children can identify land and water. Remind children of shape of the UK. With a partner, children find the UK on the world map.</p> <p>Show children how to access google maps on a ipad, and add to provision</p>	<p>World map (shared one between two)</p> <p><b>Vocab</b> Island, sea, country, north, south, east, west, map, landmark, capital city, world, globe, atlas</p>	

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<b>KC1</b>	<b>Locational knowledge</b>	To know and recall where places are, and build up their mental maps of familiar places and the rest of the world
<b>KC2</b>	<b>Place knowledge</b>	Understand geographical similarities and differences of contrasting areas
<b>KC3</b>	<b>Human and physical geography</b>	Understand the natural processes of the Earth, such as climate and plate tectonics. Recognise the impact and behaviour of people and how they relate to the physical world.
<b>KC4</b>	<b>Geographical skills and fieldwork</b>	Are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>• communicate geographical information in a variety of ways, including through maps, data and writing</li> </ul>