










Springdale First School









Imagine, Believe, Achieve

Year 1 Geography. Broadstone: What's it like to live here?

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Understanding the world</p> <ul style="list-style-type: none">-The name of where they live - Poole-Poole is by the sea-Comment on images of familiar situations in the past.-Compare and contrast characters from stories, including figures from the past.-What a map is and how it works <p>Recognise that where they live is their settlement</p> <p>Compare the features of different environments</p> <p>Use a simple plan & understand different features</p>	<p>Physical Geography</p> <p>Explore opportunities to support the environment in the local area.</p> <p>Visit the heath – can you pick out different features?</p>  <p>Human Geography</p> <p>Discuss the different careers linked to human geography, eg, tourism, housing in the local area.</p>	<p>Human features: services, shops, library</p> <p>Physical features: roads, car parks, rivers</p> <p>Other vocab: settlement, key, mapping, location, fieldwork, characteristics, aerial view, road map</p> 

Enquiry Question: What is a settlement? What is my settlement?	Enquiry: What are the human and physical features of Broadstone?	Enquiry Question: What is a map? What is a key?
Concept: Settlement 	Concept: Human &  Physical 	Concept: Mapping 
<p> Students will understand that a settlement is where someone lives. They will be able to recognise their local environment as a settlement (Broadstone, Poole, Springdale – NOT a settlement) Springdale is not a settlement because no one lives here.</p> <p>Task:</p> <p>Practice: sort pictures between settlement and not a settlement</p> <p>Apply: Describe the features of their settlement using geographical language</p> <p>Deepen: Whole class discussion – what makes my settlement special? What might other settlements be like? Use a picture of contrasting settlement to stimulate discussion.</p>	<p> Know what human and physical features are in Broadstone.</p> <p>Human features: services, shops, library.</p> <p>Physical features: roads, car parks, rivers.</p> <p>Useful website for knowledge: What are human and physical features in geography? - BBC Bitesize</p> <p>Task:</p> <p>Practice: Sort the human and physical features of Broadstone.</p> <p>Apply: Children to have pictures sorted into a table showing human feature or physical feature. Tick if it is sorted correctly, cross if it is wrong. Verbally explain why.</p> <p>Deepen: Whole class discussion exploring continuity and change of the human and physical in Broadstone throughout the years *scribe ideas/create whole class flipchart*</p>	<p> Children will know the difference between ariel, road, population and tourist maps. They will know how each map shows different information. They will understand that a key is a list of symbols that appear on a map and how it works.</p> <p>Task:</p> <p>Practice: Compare and discuss different maps of Broadstone (aerial, road, population).</p> <p>Apply: Children will discuss the role of each type of map and match the maps to the definitions “A road map helps us to spot the roads.” “A population map tells us how many people live there” “An aerial map is a map from up above.”</p> <p>Deepen: Show children a simple aerial map of our school grounds. What is it showing? Is it effective? Why/not? Explain that in our next lesson we will be making our own map of our school to try and improve this one</p>

Enquiry Question: What are my surroundings?	Enquiry Question: How do I make a map?	Enquiry Question: Where do I live in the UK? What other significant places are in the UK?
Concept: Fieldwork 	Concept: Mapping 	Concept: Location & Place, Directional skills 
<p> Students will know the human (pirate ship, climbing frame, top and bottom playground, hall) and physical geography of their school grounds (field, woodlands). They will observe the geography of the school grounds using simple equipment such as hand lenses to observe different materials and cameras to identify important features.</p> <p>Task:</p> <p>Practice: Without modelled input, children to observe what they can find in their local area. Assessment opportunity: observe how they record their findings.</p> <p>Apply: Discuss the most successful recordings and why/what information it has shown. Ask children to reflect on how they could improve</p> <p>Deepen: Class discussion/scribe ideas. What have we found out? How does help us with our learning?</p>	<p> Children will apply their learning from lesson 3 and 4 and create their own map of our school grounds with a key.</p> <p>Task:</p> <p>Practice: Recall the 3 different types of maps we have learnt (aerial, road, population) and decide on the most effective for us to use</p> <p>Apply: Using the information recorded from previous lesson, children to create their own map of the school grounds using a key.</p> <p>Deepen: Add to map/verbally explain what are the human features of our school and what are the physical features.</p>	<p> Students will name and locate capital cities of the United Kingdom on a map (London, Edinburgh, Belfast and Cardiff). Children will say Poole, Edinburgh, Cardiff are near the coast. London and Cardiff are nearer to Poole. Edinburgh and Belfast are far from Poole. Edinburgh is at the top of the UK, London and Cardiff are near to the bottom of the UK, Belfast is on the left.</p> <p>Task:</p> <p>Practice: Sing the countries song as a whole class. UK United Kingdom United Kingdom Song A Geography Song About the UK and its Capitals – YouTube Kids. Mini-quiz with different countries, are they in the UK yes/no</p> <p>Apply: Using large floor map of the UK, plot the 4 countries, capital cities and Poole.</p> <p>Deepen: Discuss verbally which capital city is near the top, bottom, which ones are near the sea, which ones are inland</p> <p>Useful link for info: UK The United Kingdom Primary & Elementary England Scotland Wales Northern Ireland – YouTube Kids</p>

