

Year Group: 1	Term: Spring	Enquiry: Where is our school?
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• To locate the North East on a UK map.</li> <li>• To understand what digital maps and aerial photographs are.</li> <li>• To understand the difference between physical and human features.</li> <li>• To use geographical vocabulary to describe our local area.</li> </ul>		
<b>Other Curriculum Links</b>		
Numeracy - data collection.		
<b>Links to Rights Respecting</b>		
<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		
<b>Caedmon Curriculum Drivers</b>		
<p>Aspirations &amp; Careers</p> <p>World Citizens</p>		
<b>Links to North East Ambition</b>		
<p>Make children aware of how the skills from this unit link to possible industries and careers, such as Town Planner.</p> <p>GATSBY BENCHMARK 4</p> <p>GATSBY BENCHMARK 5</p> <p>GATSBY BENCHMARK 6</p>		
<b>Unit Overview</b>		
<p>Children will build upon their knowledge of maps and begin to look closely at the area surrounding school. They will begin to develop basic fieldwork skills, gathering and recording information about their surroundings. Using a map of the UK, children will recognize that they live in the North East of England.</p>		
<b>Possible Visits/Visitors</b>		
<p>Local walks around the area, observing geographical features and finding ways to record their observations (e.g. tally charts, photographic evidence).</p> <p>Giving and following basic directions to navigate around the school grounds.</p>		

## Essential Subject Skills to be covered

### Locational knowledge

- To understand that *Gateshead* is in England.

### Place knowledge

- To understand that our school is located in *Gateshead*.

### Human and physical geography

- To understand the difference between physical and human features.
- To be able to use basic geographical vocabulary: street, house, road, shop, park, town, hill.

### Geographical skills and fieldwork

- To understand what digital maps and aerial photographs are.
- To use simple directions to describe a route in the local area (e.g. from school to the park).
- To use simple fieldwork to identify features of the area surrounding school.

## Overall Learning Outcomes

Children are familiar with location within the school grounds from their Autumn unit - they will now begin to broaden this knowledge to the surrounding area. They will learn that school is in a town called *Gateshead*, will understand that it is located in the NE of England and will be able to locate this on a UK map. They will learn about the basic differences between physical and human features and will use simple fieldwork to identify these features in the local area.

## Learning Intentions (for use in self assessment at end of topic)

I know that my school is in *Gateshead*.

I know that *Gateshead* is in England.

I know the difference between human and physical features.

I can use simple fieldwork.

I can identify human and physical features of the streets surrounding my school.

I can use geographical vocabulary to describe my local area: house, street, road, path, shop, building, United Kingdom, England, *Gateshead*, town, shop, school, above, around, left, right, near, inside, outside, opposite.

## Suggested Strategies for Recording Learning

- Observations of children's geographical language during mapwork, fieldwork and discussions.
- Observations of fieldwork - photos and relevant comments from children.
- Exercise books - examples of data collection, children's own maps etc.

## Suggested Lesson Starters

Quick Fire Quiz -

List of types of settlements -

List of settlements with missing letters -

Settlement vocab and meanings -

Whiteboard -

<https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/the-formation-of-mountains/#:~:text=They%20are%20formed%20when%20two,crust%20upwards%2C%20forming%20a%20mountain.>