







Geography Unit of Work Year 1 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Our School & Road</div> <div></div>	<ul style="list-style-type: none">EYFS: Our environment around us, the classroom and school building	<ul style="list-style-type: none">Sum: Our country (local to national)	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: 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<i>Pupils should be taught to: use maps, atlases and globes to identify the United Kingdom and its countries studied at this key stage</i><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i><i>Pupils should be taught to: 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</i>		
Geographical Enquiry			
What do we find on Hough Green Road?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none">Know the address of our schoolKnow how to make an observation of our street and record thisKnow that our street has many human and physical featuresKnow that we can collect evidence in many different ways (tally, photograph, measurements)Know how to maps and aerial photographs to follow a route and label key featuresKnow that a range of people live and work in our local area		Widnes, Hough Green Road, address, fieldwork, evidence, human, physical, map,
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none">Describe Hough Green Road in some detail and identify it on a mapUse observation and simple fieldwork to describe what I see, hear, smellPlan an investigation about the buildings on our street (age/use)Collect and record evidence from first hand observationTalk about the evidence that I have recordedUnderstand that a range of people play a part in our community		community, observation, record, photograph
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know that my school is in Widnes, a town in the UKKnow the address including postcode of my schoolKnow some human and physical features that we find on our streetKnow and use terminologies: near, far, left, right, below, next toKnow and use simple compass directions		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can use maps to locate and record a range of features, buildings and other aspects on a tally chartSpace: I can use simple fieldwork and observational skills to investigate the buildings on our streetScale: I can begin to use maps and atlases at a range of scales and aerial photographsCultural Diversity: I can understand that a range of different people play a part in creating the character of a street	
Significant people/places			

Geography Unit of Work Year 1 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Seasons & Daily Weather</div> <div> </div>	<ul style="list-style-type: none">EYFS: The WeatherAut: Our Local Area and Widnes	<ul style="list-style-type: none">Sum: The UK & SeasY2: Hot & Cold PlacesY4: Natural DisastersY5: Climate	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: identify seasonal and daily weather patterns in the United KingdomPupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom<i>Pupils should be taught to: use maps, atlases and globes to identify the United Kingdom and its countries studied at this key stage</i><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i><i>Pupils should be taught to: 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</i>		
Geographical Enquiry			
How does the weather change and affect us?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability , cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<div>7. Know how we can track and record the daily weather</div> <div>8. Know what weather types we have in the UK</div> <div>9. Know the seasonal weather patterns of the UK</div> <div>10. Know what a weather forecast is</div> <div>11. Know how the weather can be extreme</div> <div>12. Know how to stay safe in the sun</div>		daily, seasons, forecast, flooding, London
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>7. Make a record from a rain gauge and an anemometer</div> <div>8. Read data about the current weather and compare Widnes and London</div> <div>9. Describe how the weather can change how we act throughout the year</div> <div>10. Compare the forecast of two places in the UK</div> <div>11. Explain how dangerous weather can affect humans</div> <div>12. Show understanding of sun safety</div>		anemometer, rain gauge, local, national, compare
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know how the daily weather can change in our local areaKnow the names and the order of the 4 seasons in the yearKnow the name of UK weather typesKnow how to use maps, atlases and globes to identify the shape of the UKKnow how to make and record simple observations		<u>Disciplinary</u> <ul style="list-style-type: none">Scale: I can show understanding that the weather may not be the same in other parts of our countryEnvironmental: I can describe and compare the weather in different seasons and across different daysInterconnections: I can explain how people act differently depending on the seasonImpact: I can give an example of how weather may be dangerous	
Significant people/places			

Geography Unit of Work Year 1 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Our Country & Seas</div> 	<ul style="list-style-type: none">EYFS: Other countries	<ul style="list-style-type: none">Y2: UK Capital CitiesY3: The North West and City CentreY4: Comparison to EuropeY5: Life around the Mersey	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas<i>Pupils should be taught to: use maps, atlases and globes to identify the United Kingdom and its countries studied at this key stage</i><i>Pupils should be taught to: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i><i>Pupils should be taught to: 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</i>		
Geographical Enquiry			
How is the UK split into four parts?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	13. Know that the UK is made of four countries: England, Scotland, Wales and Northern Ireland 14. Know that the UK is surrounded by water: English Channel, Irish Sea, Celtic Sea, North Sea & Atlantic Ocean 15. Know the differences between human settlements and features found in the UK 16. Know some of the physical features found in the UK 17. Know some human and physical characteristics of each country in the UK 18. Know what a border between countries is		United Kingdom, human feature, physical feature, border, city, town, village
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Use maps, atlases and globes to compare representations of the UK at different scales and locate each country 14. Explain that the UK is on two islands which are surrounded by water 15. Identify a city, town, village, farm, factory, port, and harbour 16. Identify a beach, cliff, coast, hill, mountain, river and valley 17. Compare characteristics in aerial photographs of the four countries 18. Explain that water is a natural border, but borders can also be just a line that humans have decided		scale, location, island, aerial photograph,
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know the names of and locate the four countries that make up the UKKnow the names of and locate the four main seas that surround the UK and the Atlantic OceanKnow the following human features and differences between them: city, town, villageKnow what a border between countries isKnow the names of some human and physical features of the UK from aerial photographs		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can identify characteristics of the four countries and make comparisonsSpace: I can identify the shape of the UK, find it on a world map or globe and identify the countries on a national mapScale: I can use maps, atlases and globes to identify the UK and its countriesEnvironmental: I can explain the difference between a natural border (seas) and man-made borders (country landlines)	
Significant people/places			