

# Springdale First School



*Imagine, Believe, Achieve*

Year 1 Geography.

Broadstone: What's it like to live here?

## Children's prior learning in this area

### Understanding the world

- 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

Recognise that where they live is their settlement

Compare the features of different environments

Use a simple plan & understand different features

## Cultural Capital Opportunities

### Physical Geography

Explore opportunities to support the environment in the local area.

Visit the heath – can you pick out different features?



### Human Geography

Discuss the different careers linked to human geography, eg, tourism, housing in the local area.







## Key vocabulary and glossary

**Human features:** services, shops, library







**Physical features:** roads, car parks, rivers

**Other vocab:** settlement, key, mapping, location, fieldwork, characteristics, ariel view, road map



<p><b>Enquiry Question: What is a settlement? What is <i>my</i> settlement?</b></p>	<p><b>Enquiry: What are the human and physical features of Broadstone?</b></p>	<p><b>Enquiry Question: What is a map? What is a key?</b></p>
<p><b>Concept: Settlement</b></p> 	<p><b>Concept: Human &amp; Physical</b></p> 	<p><b>Concept: Mapping</b></p> 
<p> Students will recall and retrieve that a settlement is where someone lives. They will be able to recognise their local environment as a settlement (Broadstone, Poole, <b>Springdale – NOT a settlement</b>) Springdale is not a settlement because no one lives here. They will orally compare and contrast their settlement to contrasting settlements (space, underwater, hot country)</p>	<p> Children will learn the new concept Human and Physical. They will recognise the picture and dual coding up in the classroom. Children will know what the human and physical features are in Broadstone.</p> <p><b>Human features:</b> services, shops, library, roads, car parks</p> <p><b>Physical features:</b> trees, river, temperature</p> <p>Useful website for knowledge: <a href="#">What are human and physical features in geography? - BBC Bitesize</a></p>	<p> Children will know that maps provide us with the key information about an area. They will know that ‘ariel’ means from above. They will know the difference between ariel, road, population and tourist maps. They will understand that a key is a list of symbols that appear on a map and how it works.</p>

<p><b><u>Floor book recording &amp; suggested tasks</u></b></p> <p><b><u>Independent (Practice):</u></b> Sort pictures between settlement and not a settlement</p> <p><b><u>TA Guided (Apply):</u></b> Describe features of their settlement using Geographical language</p> <p><b><u>Teacher Guided (Deepen):</u></b> Compare their settlement to other contrasting settlements. What makes your settlement special?</p> <p><b><u>Independent:</u></b> Outdoor area, large construction building their settlement/home</p>	<p><b><u>Floor book recording &amp; suggested tasks</u></b></p> <p><b><u>Independent (Practice):</u></b> Sort the human and physical features of Broadstone.</p> <p><b><u>TA Guided (Apply):</u></b> 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><b><u>Teacher Guided (Deepen):</u></b> Children to explore continuity and change of the human and physical features in Broadstone throughout the years.</p> <p><b><u>Independent:</u></b> Outdoor area – create Broadstone using large construction. Apply learnt vocab.</p>	<p><b><u>Floor book recording &amp; suggested tasks</u></b></p> <p><b><u>Independent (Practice):</u></b> Compare and discuss different maps of Broadstone (ariel, road, population).</p> <p><b><u>TA Guided (Apply):</u></b> 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 ariel map is a map from up above.”</p> <p><b><u>Teacher Guided (Deepen):</u></b> Show children a simple ariel 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>
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<b>Enquiry Question: What are my surroundings?</b>	<b>Enquiry Question: How do I make a map?</b>	<b>Enquiry Question: Where do I live in the UK? What other significant places are in the UK?</b>
<b>Concept: Fieldwork</b> 	<b>Concept: Mapping</b> 	<b>Concept: Location &amp; Place, Directional skills</b> 
 <p>Students will know the human geography (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>Children will make their own map of their local area/school grounds using a key. They will recall and retrieve their learning from lesson 3 and 4 to record key information.</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>
<b>Task:</b> <p><b>Practice:</b> Without modelled input, children to observe what they can find in their local area. <b>Assessment opportunity: observe how they record their findings.</b></p> <p><b>Apply:</b> Discuss the most successful recordings and why/what information it has shown. Ask children to reflect on how they could improve</p> <p><b>Deepen:</b> Class discussion/scribe ideas. What have we found out? How does help us with our learning?</p>	<p style="text-align: center;"><b><u>Floor book recording &amp; suggested tasks</u></b></p> <p><b>Independent (Practice):</b> 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><b>TA Guided (Apply):</b> Using the information recorded from previous lesson, children to create their own map of the school grounds using a key.</p> <p><b>Teacher Guided (Deepen):</b> Add to map/verbally explain what are the human features of our school and what are the physical features.</p>	<p style="text-align: center;"><b><u>Floor book recording &amp; suggested tasks</u></b></p> <p><b>Independent (Practice):</b> Sing the countries song as a whole class. <a href="#">UK   United Kingdom   United Kingdom Song   A Geography Song About the UK and its Capitals – YouTube Kids</a>. Mini-quiz with different countries, are they in the UK yes/no</p> <p><b>TA Guided (Apply):</b> Using large floor map of the UK, plot the 4 countries, capital cities and Poole.</p> <p><b>Teacher Guided (Deepen):</b> 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: <a href="#">UK   The United Kingdom   Primary &amp; Elementary   England   Scotland   Wales   Northern Ireland – YouTube Kids</a></p>



