



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	What is the Geography like where we live?	1	Autumn 2	11 hours

What knowledge and skills will children have gained by the end of this unit?

- To know that the UK is short for 'United Kingdom' and locate it in an atlas.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above and can be called a 'Bird's Eye View'.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).
- Recognising some physical and human features in their locality.
- Using directional language to describe the location of objects in the classroom and playground.
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks, human and physical features on aerial photographs.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible computing activities)	Resources	Vocabulary
Lesson 1	1 hour	What is geography?	What is geography? This is the first time they will have an explicit geography lesson.	Teacher resources folder-	-Geography

		<p>Children's knowledge by the end of this lesson will be:</p> <ul style="list-style-type: none"> able to explain their understanding of the term 'Geography'. 	<p>Children to investigate the photographs on their tables. What can they see? What is on the pictures? Are they real life pictures or drawings? We will be using these pictures to decide what geography is.</p> <p>Paired discussion: Children to look closely at where the pictures are taken. Do they have people on them? Are they in England? Or elsewhere?</p> <p>Group discussion: What they can see? What do they notice? Shared ideas.</p> <p>Post it notes. Using their understanding from the discussions what do they think geography is. . .?</p> <p>Encouraging the answer: 'Geography is the study of people and places.'</p> <p>Children to record this on their page then create an entry point page for their books. Using the images on their table for ideas.</p>	<p>What is the Geography like where we live? Lesson 1.</p>	<ul style="list-style-type: none"> -Photographs -Human features -Physical features -land -town -city -school
Lesson 2	2 hours	<p>Where do we live?</p> <p>Children's knowledge by the end of this lesson will be:</p> <ul style="list-style-type: none"> to identify the four countries of the UK. Use an atlas to find Wolverhampton on a map. 	<p>Show the children a globe. Rotate it and talk about its significance. This is the world we live in. What is the green part? What is the blue part?</p> <p>In a group discussion can the children say where they live? Do they live in the UK? In England? In Wolverhampton? In Bilston?</p> <p>Look at a photograph of the UK. We are going to colour code it. There are 4 countries in the UK – England, Scotland, Wales and Northern Ireland.</p> <p>Children to have a blank UK map and create a colour coded map of the UK – Wales – Green, England – red, Scotland – blue and Northern Ireland – yellow. The</p>	<p>Globe.</p> <p>Atlas.</p> <p>Google Earth.</p> <p>Teacher resources folder–</p> <p>What is the Geography like where we live? Lesson 2.</p>	<ul style="list-style-type: none"> -Globe -Atlas -Countries -Locate -Location -Identify -aerial map -aerial view

		<ul style="list-style-type: none"> Use an aerial map to identify where Bilston is. State where they live. 	<p>children can also stick the flags on the map, as well as creating a colour coded key.</p> <p>Now, look at a photograph at England – the children could play a game like stick the tail on the donkey. Play a game of – stick Wolverhampton on the map of the UK. Once the children have finished, state which child was the closest. Now show the children an aerial map of Wolverhampton and identify where Bilston is. The children can have this map in books and put an X where Bilston is.</p> <p>Children can summarise the lesson by writing sentences:</p> <p>I live in Bilston.</p> <p>Bilston is in Wolverhampton.</p> <p>Wolverhampton is in England.</p> <p>England is in the United Kingdom.</p>		
Lesson 3	2 hours	<p>Where is our school?</p> <p>Children's knowledge by the end of this lesson will:</p> <ul style="list-style-type: none"> Locate our school on an aerial photograph. know that aerial means from above. know that objects look 	<p>Open the link: Google Earth. Show the children an aerial photograph of Earth from space. Ask the children to discuss in pairs what they can see.</p> <p>Explain that the blue areas are water or sea. These are close to the green areas which are land. The land is not covered in water.</p> <p>Use the zoom function to find the following, pausing after each one to discuss any new features the children can see:</p> <ul style="list-style-type: none"> The United Kingdom. Your local area. 	<p>iPads</p> <p>Teacher resources folder–</p> <p>What is the Geography like where we live?</p> <p>Aerial photographs.</p> <p>Activity Labels.</p>	<p>–aerial photograph</p> <p>–aerial view</p> <p>–city</p> <p>–country</p> <p>–land</p> <p>–location</p> <p>–sea</p> <p>–town</p> <p>–village</p>

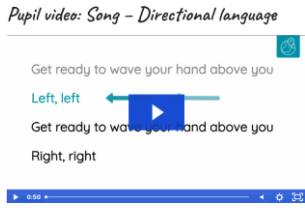
		<p>different from an aerial view.</p> <ul style="list-style-type: none"> • know the name of the country I live in. • know the name of the village/town/city I live in. • be able to identify three features of my local area on an aerial photograph. • Be able to locate the country I live in on a map. 	<ul style="list-style-type: none"> • Your school – WWII+ OHU <p>Show the children the <i>Presentation: Aerial photographs</i></p> <p>Take feedback and explain that an aerial view shows what you can see from above (sometimes called a bird's eye view). Clarify that objects seen from above look different from how we usually see them. What can you see? (Discuss colours, clouds, the sea, land.) What do you think this feature could be? (The children may recognise: trees, buildings, rivers, the sea etc.) What does aerial mean? (From above or from the air.) What is an aerial view? (A view seen from above.) Do some of these objects look different to how you normally see them? When could an aerial view be useful? (Discuss how they may be useful to pilots, police helicopters, search and rescue, etc.)</p> <p>Recap: Explain to the children that we can use aerial photographs to describe where something is. This is called a 'location'. Using the link: Google Earth, zoom in on the UK. Explain that 'UK' is short for the United Kingdom. Show the children that the UK is made up of four countries (a land or nation with its own government). Point to and name the four countries: England, Scotland, Wales and Northern Ireland. Ask the children if they can name the country they live in. <i>If possible, give the children time to explore Google Earth on their devices.</i></p> <p>New information: Our local area</p> <p>Explain that the children will add labels to the features they can see in their local area. Provide each table group with the large aerial photograph of their local area and a</p>		
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			<p>copy of the <i>Activity: Labels</i> cut up. In their table groups, the children add labels to the aerial photograph to identify features.</p> <p>Move between tables, using the questions below to discuss the aerial photographs: What can you see in the aerial photograph? (Children may recognise local landmarks such as: school, town centre, park, trees, roads, as well as features in the school grounds such as a pond, field and play equipment.)</p> <p>Create a map in their books with labels to local landmarks.</p>		
Lesson 4	2 hours	<p>Create a map of our classroom.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • know a map is a picture of a place from above. • know that we can use a map to find out information about a place. • represent four classroom features using objects to create a messy map. 	<p>Provide each table group with a variety of maps. For example: floor plans, bus and train maps, street maps, atlases and globes.</p> <p>Recap learning about aerial photographs from Lesson 3. Encourage the children to notice similarities and differences between the aerial photographs from the previous lesson and the maps on their tables. Share ideas. Questions: What is a map? (A picture of a place drawn from above.). What can you use these maps and atlases for? (The children may suggest for directions and to find out information about a place.). When would you use a map? (To find your way around.). What is the difference between a globe and a map? (A globe is a three-dimensional sphere whilst a map is two-dimensional.). What can you see on the maps? (Introduce the use of symbols to represent features. Symbols make the map easier to read and less cluttered.). Which maps would you use to find different countries in the world? (An atlas or globe.). Which map would you use to find out about our local area? (Small-scale maps.).</p>	<p>Teacher resources folder–</p> <p>What is the Geography like where we live? Lesson 4.</p> <p>Videos of messy maps and directional language.</p>	<p>–atlas</p> <p>–country</p> <p>–directional language</p> <p>–distance</p> <p>–features</p> <p>–globe</p> <p>–map</p> <p>–place</p> <p>–symbol</p>

		<ul style="list-style-type: none"> begin to use directional language to describe the location of features. 	<p>Ask the children the enquiry question: What can we see here?</p> <p>Explain to the children that they need to help an alien who has landed in school to find their way around the classroom.</p> <p>The children will make a map to show the location of different objects in the classroom and where these objects are in relation to each other (i.e. distance and direction). How can we make a map of our classroom? What shape is the classroom? (Recap the idea of a bird's eye view.) What objects would a bird see if it looked down on the classroom? (For example: tables, chairs, bookcases, interactive whiteboard.)</p> <p>Messy Map: Provide each table group with:</p> <ul style="list-style-type: none"> A large outline map of the classroom with the windows and doors already drawn. Objects to make messy maps such as: counting cubes, Dienes blocks, soft toys, counters, bean bags, rulers, pencils, books and glue sticks. <p>Ask the children to point to key places (windows and doors) already drawn on the classroom map to check they understand the representations. Model how to create a 'messy map' by using different objects to represent features in the classroom.</p> <p>Ask the children to look at their objects and decide as a group what they will use to represent the features of the</p>		
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			<p>classroom. Allow time for each table group to create their messy map.</p> <p>Move around discussing the messy maps with each group. Encourage the children to use directional language (e.g. near, far, left, right, next to) to explain their choices.</p> <p>Take photographs of each group's messy map to display on the interactive whiteboard. The photographs could also be added to the children's books and each object in the map labelled to show the classroom feature it represents.</p>		
Lesson 5	2 hours	<p>What are the key features of the playground?</p> <p>By the end of the lesson children will:</p> <ul style="list-style-type: none"> • identify four features in the school grounds. • use a simple map to identify these features. • begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe 	<p>Recap: What is a map? (A picture of a place, drawn from above.) What do we use maps for? (To find out information about a place.) What did you include on your maps? (Children say some of the features in the classroom.) Why do objects look different on a map? (Maps are drawn from an aerial view.)</p> <p>Ask the children discuss with a partner what features a bird would see if it looked down on the school building and grounds.</p> <p>Use the link: Google Earth to display an aerial image of the school grounds (WV14 OHU) on the board and ask the following questions: What features of our school do you recognise on the map? What is the name of the village/town/city we live in? What is the name of the country we live in?</p> <p>1. Share the enquiry question with the children: What can we find in our school grounds?</p>	<p>iPads</p> <p>Clipboard</p> <p>Pencil</p> <p>Stickers</p>	<p>-country</p> <p>-directional language</p> <p>-features</p> <p>-key</p> <p>-locate</p> <p>-map</p> <p>-north</p> <p>-symbol</p> <p>-grounds</p>

		<p>direction and location.</p>	<p>Clarify that the word 'grounds' means the whole area that the school covers. Ask the children to discuss the question briefly in pairs, and then take feedback.</p> <p>2. Display a digital copy of the playground map that you have prepared. Recap with the children what a symbol is and explain that we can use the map key to find out what the symbols mean. Go through the key with the children, pointing out what each symbol represents.</p> <p>3. Hand out to each pair of children the following:</p> <ul style="list-style-type: none">• A printed copy of your pre-prepared map of the school grounds (children needing more support should have the version with only three features shown).• A clipboard.• A pencil.• Stickers. <p>Explain that the children will work in their pairs and use the map in the playground to locate the school's features. Establish the boundaries of the playground within which the children will be allowed to go. Alternatively, split the class into groups, each to be accompanied by an adult.</p> <ul style="list-style-type: none">• 4. Instruct the children to walk around the school grounds in their pairs and to identify the features on their maps. When they find a feature, explain that they need to identify it by adding a tick. Questions: What do you think a symbol is? (A mark that represents a feature on a map.) Why is it easier to have a symbol than a detailed drawing		
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			<p>on a map? (The map would be too crowded and unclear to read.) Where can we find out what the symbols mean? (Show the children how to use the key.) How should we hold a map? (Show the children that we need to hold the map the right way around, so that words and symbols can be easily read.)</p> <p>Finish the lesson with some questions. Which features did you locate? Where was the bench? Cage? Field? What could the title of our map be? 'Our school grounds'. A map of Bilston C of E School'.</p>		
Lesson 6	2 hours	<p>Draw a simple map.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • draw three features on a map. • use simple shapes or symbols. • use directional language to describe the location of features. 	<p>Recap directional vocabulary as a class and sing the <i>Pupil video: Song – Directional language</i>.</p> <p><i>Pupil video: Song – Directional language</i></p>  <p>Give the children their maps from Lesson 3.</p> <p>Show the children the photographs of the teddy bear in different locations in the school grounds. Explain that the teddy bear has used the children's maps to visit different places in the school grounds.</p> <p>In pairs, ask the children to describe where in the playground the teddy bear is, using their maps and directional language.</p>	Pupil video song -directional language.	<ul style="list-style-type: none"> -directional language -features -key -map -north -symbol

Questions: Where is the teddy bear? Which feature is the teddy bear closest to? What are some of the different places in our school grounds?

The following activity could be done in a classroom or hall but this lesson anticipates that the activity will be conducted outside in the playground. If the activity is done indoors, use large rolls of paper on each table in the classroom for the children to add features using felt tips.

Take the children outside into the playground and put them into groups of four. Seat each group next to one of the large rectangles that you have drawn on the playground and hand each group:

- Chalk – at least two sticks.
- A copy of the *Activity: Map key*.
- The maps that each child in the group had in Lesson 3.

Explain that the children will use the chalk to draw a map of the school grounds within each rectangle on the playground and will use the *Activity: Map key* to mark symbols to represent playground features. Decide as a class any other features that need adding to the key and support the children to decide on a suitable symbol to use for these (for example, a ball for a basketball court).

Support the children to orientate their maps by asking them all to stand on the same side of their rectangles and pointing out the direction of north.

			<p>Ask the children to jump onto the spot where they think the school building is using their maps from Lesson 3.</p> <p>Each group then uses the chalk to add playground features to their playground maps.</p> <p>Remind the children that an arrow at the top of the map shows the direction north and ask them to add this to their maps.</p> <p>Take photographs of each group's map.</p> <p>Questions: Can you describe what you have shown on your map? What did you think about before you started to draw your map? (Located the school building and decided on symbols to use.) Why have you located this feature here?</p>		
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Links to the National Curriculum.

Human and Physical Geography.

Use basic geographical language to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.
- Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.

Geographical skills and fieldwork.

Pupils should be taught to:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

- 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.
- 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.

Place Knowledge.

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.