
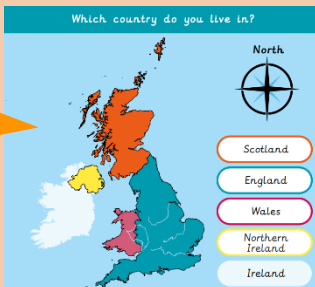
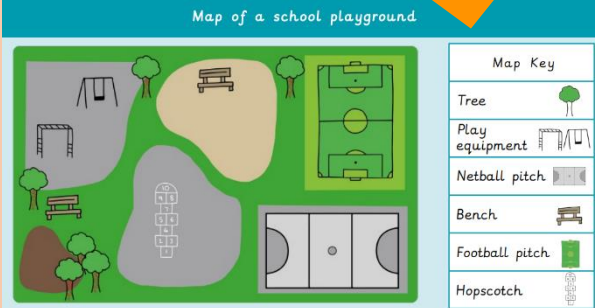










Key Stage 1: Geography

Title of Topic: What is it like here?

Term: Autumn 2025

National Curriculum: Geography	Equipment and Resources		Key Questions	Vocabulary
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>		Google Maps/ Atlases	<p>Where in the world are we?</p>  <p>Which country do you live in?</p> <ul style="list-style-type: none">ScotlandEnglandWalesNorthern IrelandIreland <p>What can we find in our school grounds?</p>  <p>Map of a school playground</p> <p>Map Key</p> <ul style="list-style-type: none">TreePlay equipmentNetball pitchBenchFootball pitchHopscotch <p>Where are the different places in our school?</p>  <p>Aerial photograph</p> <p>A photograph taken from the air.</p>	<p>Aerial photograph A photograph taken from the air.</p> <p>Aerial view A view from above (bird's eye view).</p> <p>City A large settlement with millions of people living in it.</p> <p>Land The earth's surface not covered in water.</p> <p>Location A particular place or position.</p> <p>Sea A smaller body of salt water beside land.</p> <p>Town A built up area larger than a village.</p> <p>Village A group of houses and buildings in a rural area.</p> <p>Atlas A book of maps.</p> <p>Country A land or nation with its own government.</p> <p>Distance The space between two points.</p> <p>Globe A spherical object representing the earth.</p> <p>Place A particular location.</p> <p>Country A land or nation with its own government.</p> <p>Locate Discover the position of something.</p> <p>Map A picture of a place, drawn from above.</p> <p>Directional language Words that tell you where something is located in relation to something else.</p> <p>Features An object on land that might be represented on a map.</p> <p>Key A list of symbols on a map that explain what each symbol represents.</p> <p>North The direction a compass points.</p> <p>Symbol A mark that represents a feature on a map.</p> <p>Survey A set of questions used to gather people's opinions.</p> <p>Questionnaire A set of questions used to get information from people.</p> <p>Improve To make something better.</p>
		The International Space Station		
		Compass		
		Globe		
		Aerial Photographs		

Key Learning:

1 	Where in the world are we? Using aerial photographs to investigate and develop knowledge of the local area and school grounds. Learning: To locate the school on an aerial photograph.
2	What can we see in our classroom? Developing an understanding of maps by creating maps of the classroom. Learning: To create a map of the classroom.
3	What can we find in our school grounds? Learning to locate features of the school grounds and adding these to a basic map using directional language. Learning: To locate key features of the playground.
4	Where are the different places in our school? Learning to draw maps using simple pictures or symbols and to locate features using directional language. Learning: To draw a simple map.
5 	How do we feel about our playground? Investigating thoughts and feelings about a place by carrying out a survey. Learning: To investigate how we feel about our playground.
6 	Can we make our playground even better? Creating a design to improve the playground, taking into account the survey results from Lesson 5. Learning: To create a design to improve our playground.