



## SUBJECT MEDIUM TERM PLANNING - Geography

<b>Year Group:</b> 1	<b>TERM:</b> Autumn 1	<b>Theme:</b> Into the woods
<b>National Curriculum:</b> : The study of the school and its grounds & the key human and physical features of its surrounding environment.		
<p><b>Context:</b> -: For children to understand their school environment and themselves in relation to this.</p> <p><u>Links:</u> Eco, looking after our environment. EG Litter picking. Active travel: walking to school. Forest School.</p>	<p><b>Concepts:</b> Understanding the 4 compass points and directional language.</p> <p>Place space Scale interdependence.</p> <p>Field work and observational skills.</p>	<p><b>Vocabulary:</b> Human- buildings, schools, man - made. Physical-pond, woods, houses. Geography-map reading, compass points, north south east west, in front of, behind, left right, opposite, next to.</p>
<p><b>Prior Knowledge:</b> Trips to the Forest school and the woods in FS.</p> <p>What can you see/hear/feel/smell?</p>		<p><b>Future Knowledge:</b> : Broader Knowledge of the key human and physical features of Sheffield centre.</p>
<p><b>End points /by the end of this unit pupils will...</b> ... name and locate some human features of the school and local area. Name and locate some human and physical features of the school and local area.</p>		

**Lesson Number 1**

**Key learning:**  
Give directions using points of a compass.

**Concepts:**  
**Place space scale interdependence**

**Lesson structure: Introduction, direct teaching, activities, key questions**  
**Engage**  
Read The Gruffalo.  
**Introduce**

**Success Criteria:**  
**I can name the four compass point.**  
**I can use the compass points to give directions on a grid.**  
**I can give some information about woodland homes.**

**Suggested resources:**  
Gruffalo Book  
Aerial map  
Compass points sheet  
Compass game

**Talk to your partner. Where is the story set? What do you know about woodlands?**  
**Practise and Consider**  
**What do woodlands look like? From the ground? From the air?**  
**Look at an Aerial map of the area. Imagine you are the owl from the story flying home. How would you know how to get to the woodland? What would you look for? What could help you?**  
**Show woodland on Aerial map. How did you know?**  
**How might the owl get back home? Does he live in the soil? On the ground? In the plants?**  
**Engage.**  
**We can use compass points to help find our way**  
**Play Never Eat Shredded Wheat Game outside. Running, hopping, skipping to the correct direction.**  
**Independent task**  
**Give owl some directions using compass points to return to his tree.**  
**On Compass sheet, direct owl to his home using north south east and west.**  
**Review and Improve**  
**If Owl wanted to fly out of his house to the floor, which direction would he be travelling in?**  
  
**Challenge: Write a sentence about where owl lives.**  
**Adaptive teaching for SEND: Active learning styles, game outside, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.**

**Vocabulary:** north south east west

## Lesson Number 2

<p><b>Key learning:</b> Identify human and physical features of our school.</p>	<p><b>Concepts:</b> <b>Place space scale interdependence</b></p>	<p><b>Lesson structure:</b> Introduction, direct teaching, activities, key questions</p> <p><b>Engage</b> Let's recap. Can you remember the four compass points? Never Eat Shredded Wheat. North South, East, West.</p>
<p><b>Success Criteria:</b> I can identify human and physical features. I can begin to talk about human and physical features of our school.</p>	<p><b>Suggested resources:</b> Gruffalo Book Aerial maps Human and physical features around the school. Human/Physical feature sheet. Mouse map sheet.</p>	<p>Mouse and Gruffalo took a stroll out of the wood. Where could they be going? Which way did they leave the woods? Talk partners. Use the compass directions. Look at aerial maps. Talk Partner. Can you think of a physical and human feature of our school? Where did the Gruffalo and mouse go? All the way to our school.</p> <p><b>Introduce</b> Let's help the mouse find out more about things in our school. Talk Partners: What human features are in our school?</p> <p><b>Consider and Practise</b> Look at pictures of human features, chair, cushion, numicon. Look at some pictures of physical features. How do we know which is which? It is a human feature because... It is a physical feature because... Task. Finish the sentences to show which features are human and which are physical.</p> <p><b>Independent task</b> Draw some of the human features that the mouse may have seen as he explored our school.</p> <p><b>Deepening.</b> What is the difference between human and physical features? Deepening sentence to be written in books.</p> <p><b>Review and Improve</b> Draw/Write/Discuss features that are found in the city or in the woods. If they are both found then put them in the circle. Talk about why they would be placed in which part of the diagram</p> <p><b>Challenge:</b> To be able to explain the difference between a human and physical feature.</p> <p><b>Adaptive teaching for SEND:</b> Active learning styles, aerial maps, Gruffalo book, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.</p>

<b>Vocabulary:</b> human features. Physical features.		

### Lesson Number 3

<p><b>Key learning.</b></p> <p>To use directional language.</p>	<p><b>Concepts:</b></p> <p>Place space scale interdependence</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p><b>Engage</b></p> <p>Question. What animals do you know from the woodland? Talk to your partner and then make a list together as a class.</p> <p><b>Introduce</b></p>
<p><b>Success Criteria:</b></p> <p>Context: Party invitation for mouse.</p> <p>I can use directional language.</p> <p>I can use directional language to write a party invitation.</p> <p>I can explain where the party will be using directional language.</p>	<p><b>Suggested resources:</b></p> <p>Gruffalo Book</p> <p>Party invite worksheet.</p>	<p>What do the woods have that make them such a popular home for animals? Soil, trees and logs examples.</p> <p><b>Practise</b></p> <p>Mouse is having a party for some of the animals, who could he invite? Discussion, remembering the animals thought about earlier.</p> <p>Mouse needs to explain where his party is going to be. Can you use the star words to explain? Talk to your partner.</p> <p><b>Independent task</b></p> <p>Imagine you are Mouse and write a party invitation using directional language to tell your guests where the party is.</p> <p>Model invite as a class.</p> <p>Look at word mat and discuss any words not sure about. Model how to use word mat to add details to your party invite. Have word mat available on tables.</p> <p><b>Review and Improve</b></p> <p>Has Mouse got his directions right? I'm hiding to the south of the river? Check the compass directions. What should he say?</p>

**Challenge/Deepening:** Can you use two directional phrases using the vocabulary/star words?  
**Adaptive teaching for SEND:** Active learning styles, game outside, adult support, pictorial support on worksheet. Word Mat Scaffolded sentences for questions on worksheet for WT children.

**Vocabulary:** near to, far from, next to, opposite.

#### Lesson Number 4

**Key learning:**  
 To use map skills to understand that I am part of the wider world.

**Concepts:**  
 Place space scale interdependence

**Lesson structure:** Introduction, direct teaching, activities, key questions

**Engage**

A few lessons ago we imagined we were the Owl from the story flying over the woods. Pretend to fly around inside/outside.

We have been using a map to look at the Gruffalo's wood. What is our wood called? Look at aerial map. We can see our local area which is Millhouses. We can zoom in to see that Ecclesall Woods is close to our school.

**Success Criteria:**  
 I can say which country I live in.  
 I can say which city I live in.  
 I can say which area I live in.

**Suggested resources:**  
 Gruffalo Book  
 Magnifying glasses (class set)  
 Aerial maps  
 Google maps  
 I live in sheets

**Introduce**

Use magnifying glasses to explore around them. In school, using the Gruffalo story book, in forest school, outside area etc.

Explore zooming in and out and making things smaller and bigger.

Zoom in and out on Google Maps.

If we zoomed out we would see our city. What is our city called? Sheffield. Let's zoom out further. Now Sheffield looks very small. Zoom out further to see the country we live in.

What is it called? England. England is one of the four countries that make up the United Kingdom.

		<p><b>Practise</b> Talk to your partner. What do you live in? A house? A flat? A bungalow? Finish the sentence.</p> <p><b>Independent task</b> Complete the sheet. My name is.... I live in a ....My country is... My city is.... My area is....</p> <p><b>Review and Improve</b> Fix this sentence. I live in a city called sheffield and a country called Scotland. Discuss mistakes together and highlight that we must always use a capital letter for places.</p> <p><b>Challenge/Deepening:</b> Write a sentence about what you like about your area and what you can do there.</p> <p><b>Adaptive teaching for SEND:</b> Active learning styles, game outside, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.</p>
<p><b>Vocabulary:</b> Millhouses, Sheffield, United Kingdom, England. Aerial View</p>		

Lesson Number 5		
<p><b>Key learning:</b> To spot human and physical features and observe changes across the seasons on a woodland walk.</p>	<p><b>Concepts:</b> Place space scale interdependence Field work and observational skills.</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p><b>Engage</b> Today we are going to be Geographers and Scientists.</p> <p><b>Recap.</b> What is a human feature? ..... is a human feature because..... What is a physical feature?.....is a physical feature because....</p> <p><b>Introduce</b> Look at a picture of Dobcroft Road. Can you spot any human features? Can you spot any physical features?</p> <p><b>Consider and Practise</b> It's Investigating time! We are going for a walk around Ecclesall Woods. Think about what we will see, hear, smell, feel. Draw what you see. Draw the changes we see in Autumn and think about whether the days get longer or shorter in Autumn.</p> <p><b>Review and Improve</b></p>
<p><b>Success Criteria:</b> Context: Autumn Seasonal changes. I can draw the changes we see in Autumn. I can say which is my favourite season and why.</p>	<p><b>Suggested resources:</b> Autumn Change sheet. Word bank for sentence starters. Trip to the woods. Bibs. Parent helpers</p>	

Which is your favourite season. Explain your answer with a because....

**Challenge:** Write two sentences about the changes we see in Autumn.

**Adaptive teaching for SEND:** Active learning styles, game outside, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.

**FIELDWORK:** Trip to the woods, talking about and drawing what we observe.

**Vocabulary:** Geography Science Autumn Season

### Lesson Number 6

**Key learning:**

Draw an aerial map of our walk in the woods.  
Use symbols to identify physical and human features.

**Concepts:**

**Place space scale interdependence**  
**Fieldwork and observation skills**

**Lesson structure:** Introduction, direct teaching, activities, key questions

**Engage**

**What did we see on our walk in the woods?**

**Talk to your partner. Did you see any physical features?**

**Introduce**

<p><b>Success Criteria:</b>  I can identify human and physical features  I can talk about the human and physical features we saw on our walk to the woods.  I can draw a key.</p>	<p><b>Suggested resources:</b>  Aerial maps  Squared paper for aerial maps  Google maps</p>	<p><b>Look at two aerial maps. What is the same and what is different? They both show the area from above.</b>  <b>Maps are often too small to contain lots of writing so they use symbols instead to show features like buildings. This makes the map easier to read.</b>  <b>Can you see any symbols on the map?</b>  <b>Practise</b>  <b>Let's look at the map key and see what this symbol means. (School Symbol)</b>  <b>Look at google maps and explore some symbols/keys. Let the children lead.</b>  <b>Let's draw our own symbols to represent human and physical features.</b>  <b>What could we draw to represent a tree? A person? A house?</b>  <b>Let's make a key to show what our symbols mean.</b>  <b>Independent task</b>  <b>Draw an aerial view map of our walk to the woods. Include human and physical features.</b>  <b>Use symbols to show human and physical features.</b>  <b>What does a house look like from above? Shared exploration of a house symbol before going to independent task.</b>  <b>Teacher model on squared paper.</b>  <b>Review and Improve</b>  <b>Share maps. Can children follow their partner's routes and talk about what they observed.</b>  <b>Can they read each other's keys?</b></p> <p><b>Challenge: Can you add a key to your map to show the human and physical features.</b>  <b>Adaptive teaching for SEND: Active learning styles, game outside, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.</b>  <b>Photos from the walk to remind children what they saw and where they went.</b></p>
<p><b>Vocabulary:</b> Human features Physical features Aerial Map Key</p>		

**Lesson Number 7**

<p><b>Key learning:</b>  To develop and improve our mapping.</p>	<p><b>Concepts:</b>  <b>Place space scale interdependence</b>  <b>Fieldwork and observation.</b></p>	<p><b>Lesson structure:</b> Introduction, direct teaching, activities, key questions  <b>Engage</b>  <b>Remember we are Geographers! Geography teaches us about our planet and the world in which we live. We learn about different places, continents, countries, oceans rivers, deserts and mountains in the world we live in.</b></p>
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<p><b>Success Criteria:</b></p> <p><b>I can work as part of a team to draw an aerial view map.</b></p> <p><b>I can start thinking about what symbols I could use to represent different landmarks.</b></p> <p><b>I can explain what we would use map keys for.</b></p>	<p><b>Suggested resources:</b></p> <p>Paper to draw aerial maps.</p> <p>Big paper</p> <p>Blocks, cubes, creative area items, maths resources out for children to make their own aerial maps.</p>	<p><b>Introduce</b></p> <p><b>Let's recap. Last week we went on a walk through the woods. What human and physical features did we see? We walked through the woods. Now let's pretend to be owls and fly through the woods What can you see when you look down?</b></p> <p><b>Practise and Consider</b></p> <p><b>What do you like about this aerial view map? Talk to your partner.</b></p> <p><b>Now let's recap our walking route on the aerial map. Draw route in red.</b></p> <p><b>Independent task</b></p> <p><b>Teacher to model drawing an aerial map and Children to work in groups of 4 to create their own aerial map in provision.</b></p> <p><b>Review and Improve</b></p> <p><b>Put out materials for making aerial maps in provision, including large paper and see how map making skills develop. Photograph any that are made.</b></p> <p><b>Challenge/Deepening: Come up with your own symbols to represent landmarks and make a key to show what these mean.</b></p> <p><b>Further challenge: What other ways can you show an aerial map using classroom resources? Using blocks, cubes, craft materials etc.</b></p> <p><b>Adaptive teaching for SEND: Active learning styles, game outside, adult support, pictorial support on worksheet. Scaffolded sentences for questions on worksheet for WT children.</b></p> <p><b>Children to work together in mixed ability groups.</b></p>
<p><b>Vocabulary:</b> Aerial map Map key</p>		