



**Geography – Year 1 – Medium Term Plan**  
**Autumn 1, Unit 1: What is it like here?**

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where in the world are we?	To locate the school on an aerial photograph	<ul style="list-style-type: none"> <li>- I know that aerial means from above.</li> <li>- I know that objects look different from an aerial view.</li> <li>- I know the name of the country I live in.</li> <li>- I know the name of the village/ town/ city I live in.</li> <li>- I can identify three features of my local area on an aerial photograph.</li> <li>- I can locate the country I live in on a map.</li> </ul>	Human and physical geography: <ul style="list-style-type: none"> <li>- Use basic geographical language to refer to:               <ul style="list-style-type: none"> <li>o Key physical features, including beach, cliff, coast, forest, hill, mountain, sea and ocean.</li> <li>o Key human features, including, city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> <li>- Geographical skills and fieldwork:               <ul style="list-style-type: none"> <li>o Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Aerial photograph</li> <li>- Aerial view</li> <li>- City</li> <li>- Country</li> <li>- Land</li> <li>- Location</li> <li>- Sea</li> <li>- Town</li> <li>- Village</li> </ul>	<ul style="list-style-type: none"> <li>- Tablets/ iPad (optional)</li> <li>- Class photograph or a label with the class name on.</li> <li>- String and pins.</li> <li>- Enlarged, colour aerial photo of local area.</li> <li>- Enlarged, aerial photo of Earth with UK visible.</li> </ul>
Two: What can we see in our classroom?	To create a map of the classroom.	<ul style="list-style-type: none"> <li>- I know a map is a picture of a place from above.</li> <li>- I know that we can use a map to find out information about a place.</li> <li>- I can represent four classroom features using objects to create a messy map.</li> <li>- I can begin to use directional language to describe the location of features.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork:               <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Atlas</li> <li>- Country</li> <li>- Directional language</li> <li>- Distance</li> <li>- Features</li> <li>- Globe</li> <li>- Map</li> <li>- Place</li> <li>- Symbol</li> </ul>	<ul style="list-style-type: none"> <li>- Plan of the classroom identifying only doors and windows, drawn on A3 paper (1 copy per table)</li> <li>- A variety of maps for each table group.</li> <li>- Objects for each table to use to make messy maps.</li> <li>- Felt tips pens.</li> </ul>
Three: What can we find in our school grounds?	To locate key features of the playground.	<ul style="list-style-type: none"> <li>- I can identify four features in the school grounds.</li> <li>- I can use a simple map to identify these features.</li> <li>- I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork:               <ul style="list-style-type: none"> <li>o 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.</li> <li>o 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.</li> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Country</li> <li>- Directional language</li> <li>- Features</li> <li>- Key</li> <li>- Locate</li> <li>- Map</li> <li>- North</li> <li>- Symbol</li> </ul>	<ul style="list-style-type: none"> <li>- Playground map.</li> <li>- A simple map created of school grounds with symbols or shapes.</li> <li>- Clipboards</li> <li>- Pencil</li> <li>- Stickers</li> </ul>

Four: Where are the different places in our school?	To draw a simple map.	<ul style="list-style-type: none"> <li>- I can draw three features on a map.</li> <li>- I can use simple shapes or symbols.</li> <li>- I can use directional language to describe the location of features.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork: <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Directional language</li> <li>- Features</li> <li>- Key</li> <li>- Map</li> <li>- North</li> <li>- Symbol</li> </ul>	<ul style="list-style-type: none"> <li>- Photographs of a teddy bear in three different locations in the school grounds.</li> <li>- Rectangles drawn onto the playground with chalk.</li> <li>- Coloured chalk</li> <li>- A compass</li> <li>- Children's maps from lesson 3.</li> <li>- 8 teddy bears.</li> <li>- Large rolls of paper id doing indoors.</li> <li>- Felt tip pens if doing indoors.</li> </ul>
Five: How do we feel about our playground?	To investigate how we feel about our playground.	<ul style="list-style-type: none"> <li>- I can explain how I feel about three areas of the playground.</li> <li>- I can complete a questionnaire to express my opinion.</li> <li>- I can summarise the results of a survey.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork: <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Map</li> <li>- Survey</li> <li>- Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Sticky notes</li> <li>- Simple map of the playground showing three features to focus on in the survey.</li> </ul>
Six: Can we make our playground even better?	To create a design to improve our playground.	<ul style="list-style-type: none"> <li>- I can draw a design to improve three areas of the playground.</li> <li>- I can use the results from the survey to think of ideas for my design.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork: <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Improve</li> <li>- Map</li> <li>- Questionnaire</li> <li>- Survey</li> </ul>	<ul style="list-style-type: none"> <li>- Map of the playground from the previous lesson.</li> <li>- Assessment sheets.</li> </ul>

Assessment:

1. An aerial photograph is...
2. What is a map?
3. Which words tell us direction?
4. What is a symbol on a map?
5. What features can you see in the aerial photograph?



**Geography – Year 1 – Medium Term Plan**  
**Spring 1, Unit 2: What is the weather like in the UK?**

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where is the UK?	To locate the four countries of the UK	<ul style="list-style-type: none"> <li>- I can locate Europe on a world map.</li> <li>- I can locate the UK on a world map.</li> <li>- I can locate the four countries of the UK on a map.</li> <li>- I can recall which of the four countries I live in.</li> </ul>	<ul style="list-style-type: none"> <li>- Locational Knowledge               <ul style="list-style-type: none"> <li>o Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> </li> <li>- Geographical skills and fieldwork               <ul style="list-style-type: none"> <li>o Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Map</li> <li>- Atlas</li> <li>- Location</li> <li>- Locate</li> <li>- Land</li> <li>- Country</li> <li>- Continent</li> </ul>	<ul style="list-style-type: none"> <li>- Atlases</li> </ul>
Two: What are the four seasons?	To identify seasonal changes in the UK.	<ul style="list-style-type: none"> <li>- I can name the four seasons.</li> <li>- I can identify the current season.</li> <li>- I can describe some of the changes in each season.</li> </ul>	<ul style="list-style-type: none"> <li>- Human and physical geography               <ul style="list-style-type: none"> <li>o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>o Use basic geographical language to refer to - key physical features, including: season and weather.</li> </ul> </li> <li>- Geographical skills and fieldwork               <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Season</li> <li>- Climate</li> <li>- Weather</li> <li>- Map</li> <li>- Locate</li> </ul>	<ul style="list-style-type: none"> <li>- Clipboards</li> <li>- Wool yarn or spring</li> <li>- Camera</li> <li>- Whiteboard</li> </ul>
Three: What are the compass directions?	To identify the four compass directions.	<ul style="list-style-type: none"> <li>- I know the four compass directions are north, east, south and west.</li> <li>- I can describe the location of features using simple compass directions.</li> <li>- I know the arrow on a compass always points north.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographical skills and fieldwork               <ul style="list-style-type: none"> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Location</li> <li>- Locate</li> <li>- Direction</li> <li>- compass</li> </ul>	<ul style="list-style-type: none"> <li>- Clipboards</li> <li>- Atlases</li> <li>- Compass</li> </ul>

<p>Four:</p> <p>What is the weather like today?</p>	<p>To investigate daily weather patterns.</p>	<ul style="list-style-type: none"> <li>- I can describe types of weather.</li> <li>- I can measure different types of weather in different ways.</li> <li>- I can use compass directions to describe the weather in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>- Human and physical geography <ul style="list-style-type: none"> <li>o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>o Use basic geographical language to refer to - key physical features, including: season and weather.</li> </ul> </li> <li>- Geographical skills and fieldwork <ul style="list-style-type: none"> <li>o 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.</li> <li>o 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Rain gauge</li> <li>- Thermometer</li> <li>- Temperature</li> <li>- Weather</li> <li>- Season</li> <li>- Weather vane</li> </ul>	<ul style="list-style-type: none"> <li>- Camera/ tablet</li> <li>- Thermometers, rain gauge, weather vane.</li> <li>- Compass direction posters from prior lesson</li> <li>- Compass</li> </ul> <p>Check weather: (see Kapow)</p> <ul style="list-style-type: none"> <li>- Chalk</li> <li>- Sticks</li> <li>- Paper plates</li> <li>- Tissue paper</li> <li>- Hole punch</li> <li>- Sticky tape</li> <li>- String/wool</li> </ul>
<p>Five:</p> <p>Is the weather the same everywhere in the UK?</p>	<p>To identify daily weather patterns in the UK.</p>	<ul style="list-style-type: none"> <li>- I can locate the country I live in.</li> <li>- I can locate the capital city of the country I live in.</li> <li>- I can begin to locate the capital cities of each country in the UK.</li> <li>- I know that the weather is not the same everywhere.</li> </ul>	<ul style="list-style-type: none"> <li>- Human and physical geography <ul style="list-style-type: none"> <li>o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> </li> <li>- Geographical skills and fieldwork <ul style="list-style-type: none"> <li>o 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.</li> <li>o Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, as well as the countries, continents &amp; oceans studied at this key stage.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Map</li> <li>- Atlas</li> <li>- Location</li> <li>- Locate</li> <li>- Capital city</li> <li>- Direction</li> <li>- Compass</li> <li>- Weather</li> <li>- Season</li> </ul>	<ul style="list-style-type: none"> <li>- Activity: Weather diary</li> <li>- Activity: Map of the UK</li> </ul>
<p>Six:</p> <p>How do people prepare for the weather?</p>	<p>To understand how the weather changes with each season.</p>	<ul style="list-style-type: none"> <li>- I can describe the weather in each season.</li> <li>- I can suggest what people might wear in each season.</li> <li>- I can suggest activities people might do in each season.</li> </ul>	<ul style="list-style-type: none"> <li>- Human and physical geography <ul style="list-style-type: none"> <li>o Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Locate</li> <li>- Capital city</li> <li>- Season</li> <li>- Climate</li> <li>- weather</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment sheets</li> </ul>

Assessment:

1. What are the four countries of the UK?
2. To find out direction you are facing, you can use a ...
3. What compass direction is missing: north, east, south and \_\_\_?
4. What season do you think it is in the photograph and why?



**Geography – Year 1 – Medium Term Plan**  
**Summer 1, Unit 3: What is it like to live by the coast?**

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:  Where are the seas and oceans surrounding the UK?	To locate the seas and oceans surrounding the UK.	<ul style="list-style-type: none"> <li>- I can name the seas and oceans surrounding the UK.</li> <li>- I can label the seas and oceans on a map of the UK.</li> <li>- I can describe the location of different seas and oceans using compass directions.</li> </ul>	Locational knowledge <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital city</li> <li>- Country</li> <li>- Island</li> <li>- Locate</li> <li>- Location</li> <li>- Ocean</li> <li>- Sea</li> </ul>	<ul style="list-style-type: none"> <li>- Atlases</li> </ul>
Two:  What is the coast?	To explain what the coast is.	<ul style="list-style-type: none"> <li>- I can define the coast as a piece of land along the sea or ocean.</li> <li>- I can locate some coasts in the UK.</li> <li>- I can identify some features of a coast.</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> </li> </ul> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>- Cliff</li> <li>- Coast</li> <li>- Coastline</li> <li>- Island</li> <li>- Ocean</li> <li>- Sand dunes</li> <li>- Sea</li> </ul>	<ul style="list-style-type: none"> <li>- Children's copies of the Activity: Map of the UK from lesson 1.</li> <li>- Devices</li> <li>- Colouring pencils</li> </ul>
Three:  What are the features of the Jurassic Coast?	To identify the physical features of the coast.	<ul style="list-style-type: none"> <li>- I can recall what a physical feature is.</li> <li>- I can name physical features in photographs of the Jurassic Coast.</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Arch</li> <li>- Bay</li> <li>- Cliff</li> <li>- Coast</li> <li>- Coastline</li> <li>- Island</li> <li>- Mudflat</li> <li>- Ocean</li> <li>- Physical feature</li> <li>- Sea</li> <li>- Stack</li> </ul>	<ul style="list-style-type: none"> <li>- Children's copies of the Activity: Map of the UK from lesson 1.</li> <li>- Device</li> </ul>

<p>Four:</p> <p>How do people use Weymouth?</p>	<p>To identify human features on the coast.</p>	<ul style="list-style-type: none"> <li>- I can recall what a human feature is.</li> <li>- I can name human features on the coast.</li> <li>- I can describe how people use the coast.</li> </ul>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>o Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Aquarium</li> <li>- Harbour</li> <li>- Human feature</li> <li>- Physical feature</li> <li>- Pier</li> <li>- Tourist</li> </ul>	<ul style="list-style-type: none"> <li>- Device</li> <li>- Sticky notes</li> </ul>
<p>Five:</p> <p>How do people use our local coast? (Data collection)</p>	<p>To investigate how people use the local coast.</p>	<ul style="list-style-type: none"> <li>- I can follow a route on a map.</li> <li>- I can identify human features.</li> <li>- I can record data in a tally chart.</li> </ul>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>o Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- City</li> <li>- Data collection</li> <li>- Fieldwork</li> <li>- Human feature</li> <li>- Tally chart</li> <li>- Town</li> <li>- Village</li> </ul>	<ul style="list-style-type: none"> <li>- Clipboards</li> <li>- Device</li> </ul>
<p>Six:</p> <p>How do people use our local coast? (Findings)</p>	<p>To present findings on how people use the local coast.</p>	<ul style="list-style-type: none"> <li>- I can discuss the types of human features I saw.</li> <li>- I can create a pictogram to represent how people use the local coast.</li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Data collection</li> <li>- Fieldwork</li> <li>- Human feature</li> <li>- Pictogram</li> <li>- Tally chart</li> </ul>	<ul style="list-style-type: none"> <li>- Children's copies of the Activity: Tally chart from lesson 5.</li> </ul>
<p>Assessment:</p> <ul style="list-style-type: none"> <li>- What is the sea?</li> <li>- Which sea or ocean does not surround the UK?</li> <li>- Which direction is the English Channel?</li> <li>- A coast is...</li> <li>- What physical features can you see on the coast?</li> </ul>					