

Brough Primary School – Curriculum Intention

Plan 2022 - 2023



Subject: Geography Year Group: 1/2		Area of learning: mapping skills- in school and around Brough Project on improving our school environment
Links to previous work/Remember when	From EYFS Focus on seasons Focus- life here and in a cold country Focus- life here and in a hot country Focus- life here and in another country Y1 and 2- Autumn term study of UK weather- and forecasting Spring Term - focus on places that are hot and cold Y2 UK focus in cycle B- countries of the UK and landscapes.	
Term	Key Skills to be taught	
Summer 2023 What the children should know at the end of this series of lessons	Locational knowledge - recap <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <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 Geographical skills and fieldwork <ul style="list-style-type: none"> 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 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 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 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. <p>Difference between physical and human geography- see resources in this folder see https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb For other ideas see https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/ </p>	

Vocabulary

Physical geography- estuary, river, valley/dale, vegetation, riverbank, field, inlet.
 key human features, including: city, town, village, factory, farm, house, office, port, harbour, services and shops
 key features on a local map- school, roads, railway, houses, scale, key,
 Environment, renew, recycle, reuse, improve.


Locational knowledge- in short sessions with atlas/maps

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Recap 4 countries and capitals of UK, rivers of UK and the seas round the UK.
Add the main island groups around the UK.
See staff shared- Geography- Locational knowledge-locational knowledge UK.

Sequence of learning	Objectives and suggested details provided by subject leader.
Pre-assessment	<p>What do we already know about Brough? Is it a village, town or city?</p> <p>What county is Brough in?</p> <p>What are the services found in Brough?</p> <p>What do we want to find out about Brough?</p>
1	<p>What does Brough look like on a map? (Physical geography of Brough)</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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 <p>Where is Brough on a world map?</p> <p>Where is Brough on map of Europe?</p> <p>Where is Brough on a map of the UK?</p> <p>Use the geography area to look at the East Riding area.</p> <p>Look at a physical map of Brough and an aerial photograph</p> <p>- what features can we see? How would they describe the physical landscape of Brough and the area around it?</p> <p>Hook- Create a 3D map of Brough and the area around it using a white sheet, coloured fabric for the estuary, fields, Brough itself and wadding to create the dale areas- see RH.</p> <p>Add labels to the features and then discuss the locations of features compared to Brough. Take a photo.</p> <p>e.g. Where is the Humber Estuary compared to Brough?</p> <p>Add simple sentences using compass points as a reference e.g. The Estuary is south of Brough.</p> 
2	<p>What services and shops does the town of Brough provide? (Human geography of Brough)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: 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

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	<p>https://digimapforschools.edina.ac.uk/roam/map/schools</p> <p>Could use Google maps to 'travel' down the main roads to look at services. Make a list of shops/services- can they sort them into shops/services. Using an A3 map of Brough add coloured dots to represent the shops or services and key to explain this. Add simple sentences using main roads as a reference e.g. The library is on Welton Road.</p>
3	<p>How could we map our school?</p> <ul style="list-style-type: none"> • 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 • 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 <p>Walk around the school- What are the main zones of our school? Fields, playgrounds, buildings, garden, MUGA and yurt. Look at an aerial map of the school- see map in folder or https://digimapforschools.edina.ac.uk/login or Google Earth Look at an A3 basic school map- add the areas with a key to match.</p>
4	<p>How could we map our playground?</p> <ul style="list-style-type: none"> • 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 • 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 <p>Create own maps of their playground with a key. Either write instructions using compass points to get from one area to another or write descriptions of where eg the adventure trail is.</p>
5	<p>How could we improve our outdoor area?</p> <ul style="list-style-type: none"> • 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. <p>Map what is already there -What could they improve? -What would be achievable? -How could they fund it?</p> <p>Create a class design based on discussions and class ideas.</p> <p>Share ideas with other classes to determine the overall final idea and how to fund it and how it will use recycled elements.</p>

Learning Outcome/product

Create a class design for their shared outdoor area- must include an element of recycling
Present to the other classes and vote on what they want as a year group to do- could be a mix of ideas.
Consider the funding of their design.

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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question	
What are the main physical features of the Brough area? What are the main human features of Brough?	