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| Squirrels Class Medium Term Planning for **Geography Spring Term 2024** | |
| **Topic: Traditional Tales**   * Discuss what a map is and why we need them. * Make own pretend map. * Introduction to compass points. * Identify features of the local area – take photos or find photos and make comparisons. | Whole School Events:  Chinese New Year – 12th February |

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| Lesson 1 – Link it  Recap on our knowledge from last term of our local area and maps. Compare a pictorial map to photos. Define what a map is and why we need them.  Look at a map of a local place of interest (e.g. Alton Towers, Tittesworth, Rudyard). Identify symbol/words/features on the map. | Lesson 2 – Learn it  Introduce compass points and explore compasses. Play games to increase familiarity with facing N/E/S/W. | Lesson 3 – Learn it  Use a simple map to find locations. Hide treasure around school or go to a local park such as Brough Park and find key locations. | Lesson 4 – Check it  Create our own pretend map. Add symbols/words /features/compass where appropriate. | Lesson 5 – Show it/Know it  Look at an unfamiliar map – China. Link to **Chinese New Year**. What features are on this map? Compare to maps we have seen in the UK. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Key stage 1  Human and physical geography   * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.   Geographical skills and fieldwork   * use simple compass directions and locational and directional to describe the location of features and routes on a map; * use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. * directional language [for example, near and far; left and right], to describe the location of features and routes on a map * 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.   Place Knowledge   * compare the UK with a contrasting country in the world; | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |