



## Subject: Year 1 Geography

**Learning Question: Which parts of our school are natural and which parts of our school are man-made?**

**NC Link:** 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.

### Why do we learn about the Geography of our school?

We know that it is important to know about the world we live in. Some things around us are made in nature and we want to understand how these things were made and how to look after them. Somethings around us were made by humans and wouldn't be there if we hadn't built them or created them.

We know that the man-made, human geography can be amazing, but we also need to care for the natural things in our environment too.

### Outcome:

We will be able to talk about man-made, human geography in our school site and give some examples of it in the wider world.

We will be able to talk about naturally, physical geography on our school site and give some examples of it in the wider world.

We will understand the need for balance between made-made things and natural things.



Key Vocabulary	Definition
<b>Human Geography</b>	Things in our environment that are man-made E.g. The buildings, roads and playgrounds.
<b>Physical Geography</b>	Things in our environment that occur naturally. E.g. The woodlands, hills and the weather.
<b>Environment</b>	Everything that surround us, including natural things and man-made things is classed as our environment.
<b>Man-made</b>	Something that has been created by humans.
<b>Natural</b>	Something that occurs within nature: it has not been created by humans.
<b>Map</b>	A picture or drawing that represents a place. A map is always much smaller than the real place.
<b>Key</b>	A set of symbols that are used to represent things on a map.

### Change and Continuity

Some of the worlds physical geography has been on the planet for millions of years. The human geography is much newer and often changes much quicker than the physical geography.

### Diversity and Adversity

### Local Links and Contextual Learning

This unit is based around our school grounds and children learning their Geography in context and within a real-life situations.

Geography that I learnt about **last** year:

Geography that I will learn about **this** year:  
**The Countries of the UK and its seas.**

Geography I will learn more about **next** year:  
**New York, Nairobi and Mt Kilimanjaro**



**Subject: Year 1 Geography—Place Knowledge**

**Learning Question: Where in the world are we?**

**NC Link:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Why do we learn this place knowledge?

We know that it is important to start to understand the world is a vast and diverse place. We need to know where we fit within our country, within the UK and within the wider world. We know that before we learn about the rest of the world, it is important to understand more about the place that we call home.

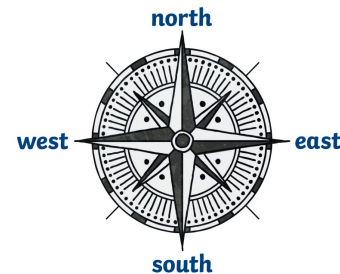
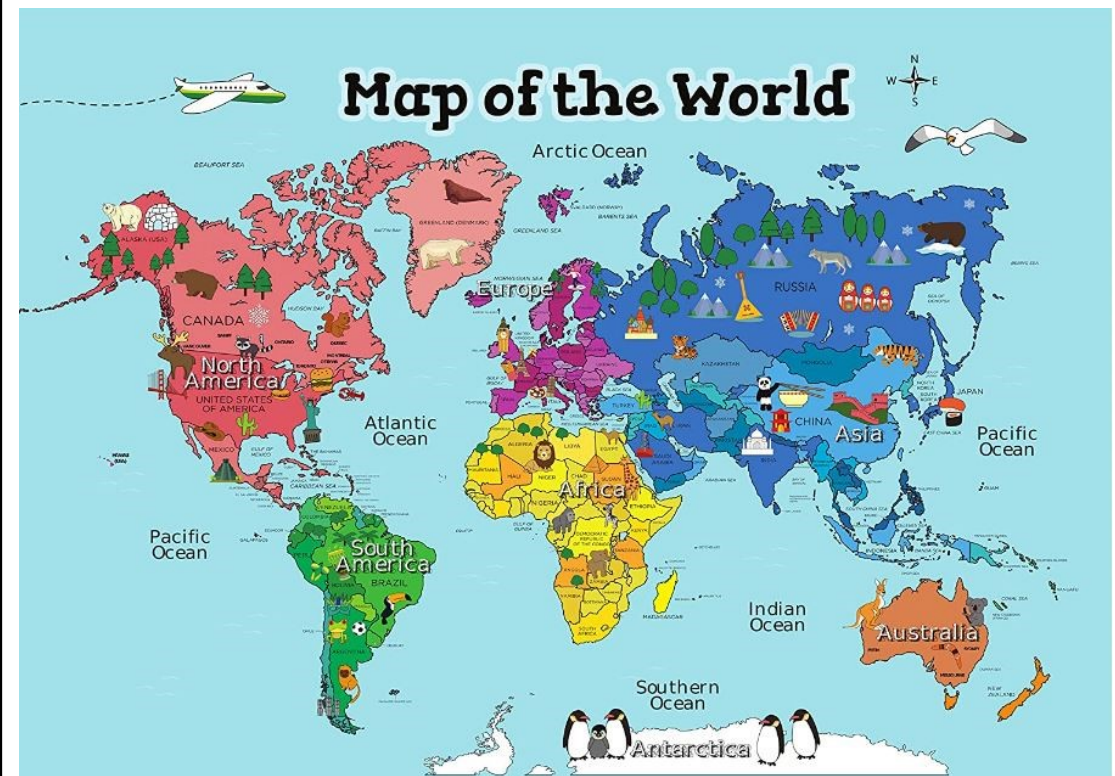
**Outcome:**

We will be able to find the UK, England and Torquay on a variety of maps and atlases.  
We will be able to name the continents which make up the big building blocks of land on planet Earth.  
We will be able to name the oceans that connect the continents.

### UK Countries

Scotland, England, Wales and Northern Ireland

(In Y2 you will learn about the Surrounding Seas—North Sea, Irish Sea, English Channel, Atlantic Ocean)



### The Continents

North America, South America, Africa, Europe, Asia, Australia, Antarctica

### The Oceans

Pacific Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean