



Saint Mary's Catholic Voluntary Academy

Geography- What is it like here?

	Composite	Components	Vocabulary
Lesson 1	I know how to locate the school on an aerial photograph.	• I know that aerial means from above. • I know that objects look different from an aerial view. • I know the name of the country I live in. • I know the name of the village/town/city I live in. • I know how to identify three features of my local area on an aerial photograph. • I know how to locate the country I live in on a map.	aerial photograph, aerial view, city, country, land, location, sea, town, village
Lesson 2	I know how to create a map of the classroom.	• I know a map is a picture of a place from above. • I know that we can use a map to find out information about a place. • I know how to represent four classroom features using objects to create a messy map. • I know how to begin using directional language to describe the location of features.	atlas, country, directional language, distance, features, globe, map, place, symbol
Lesson 3	I know how to locate key features of the playground.	• I know how to identify four features in the school grounds. • I know how to use a simple map to identify these features. • I know how to begin using directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.	country, directional language, features, key, locate, map, north, symbol
Lesson 4	I know how to draw a simple map.	• I know how to draw three features on a map. • I know how to use simple shapes or symbols.	directional language, features, key, map, north, symbol



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		I know how to use directional language to describe the location of features.	
Lesson 5	I know how to investigate how we feel about our playground.	- I know how to explain how I feel about three areas of the playground. - I know how to complete a questionnaire to express my opinion. - I know how to summarise the results of a survey.	map, survey, questionnaire
Lesson 6	I know how to create a design to improve our playground.	- I know how to draw a design to improve three areas of the playground. - I know how to use the results from the survey to think of ideas for my design.	improve, map, questionnaire, survey

Prior Knowledge

- To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
- To know that usually water is represented in blue on a map or globe.
- To know the name of their school and the place where they live.
- To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
- To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- To know that a map is a picture of a place.
- To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind)
- To know that a place and its features can be represented in a picture.

Adaptive Learning

Cognitive

Physical

Sensory

Social/Emotional



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Use of labels (Lesson 1)
Use fewer objects for the messy maps and be given adult support to decide on three features to add to their map. (Lesson 2)
Have only three features on their map of the school grounds. (Lesson 3)
Add two features to their maps with adult support (Lesson 4)
Use support version of pupil questionnaire (Lesson 5)
Choose one key area to improve (Lesson 6)

Review Notes

National Curriculum Links



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Human and physical geography

Pupils should be taught to:

Use basic geographical language to refer to:

- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Pupils should be taught to:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- 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 vocabulary (for example, near and far; left and right) to describe the location of features and routes on a map.

Unit Outcomes

Pupils who are **secure** will be able to:

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

Key Knowledge

- To know that the UK is short for 'United Kingdom'.
- To know that a country is a land or nation with its own government.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).



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Key Skills

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs .
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.