

**Year 1 Medium Term Geography Planner
The United Kingdom**

NC link

*Pupils should name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
 *Pupils should 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 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

Key Vocabulary

map, world, country, England, Scotland, Wales, Northern Ireland Europe, capital, city, London, Cardiff, Belfast, Edinburgh, Union Jack, features, human, physical, nature

Oracy lesson: I speak for the trees.

Consider: Reading The Lorax by Dr Seuss to the children – can they listen to and understand the meaning of the story? Comparing events in The Lorax with deforestation. Discover what is being done to restore and protect forests.

<p>Enquiry Question 1: Where in the world do I live?</p>	<p>Enquiry Question 2: How do I know which features of the UK are human and physical?</p>	<p>Enquiry Question 2: Which capital city is mine?</p>	<p>Enquiry Question 4: What is it like in London?</p>
<p>Key knowledge: The United Kingdom is made up of 4 countries: England, Northern Ireland, Scotland and Wales. I live in the country of England and the city of Leeds. Consider: What do children already know about the UK? Can they locate where the UK is on a map of the world? Can children name the four countries that make up the UK? Can children locate the four countries of the UK on a map? Geographical skills: Geographical skills and fieldwork Locational knowledge Place knowledge</p>	<p>Key knowledge: Human features are created and built by humans. Physical features occur naturally. Consider: Teaching human and physical features to the chn. Show chn a selection of significant human and physical features of each country. Can chn then sort them into human and physical? Do they understand the difference between human/physical features? Geographical skills: Human and physical features</p>	<p>Key knowledge: London is my capital city. It is the capital city of England. Consider: Teaching the capital cities of the UK – can chn identify London as theirs? Can chn match the flags of the UK to their country? Do they know how the Union Jack is made up to represent the unity of the UK? Discuss the seas around the UK. Geographical skills: Place knowledge Geographical skills and fieldwork</p>	<p>Key knowledge: There are many famous landmarks in London, including Buckingham Palace, where King Charles lives, and The River Thames – the longest river in England. Consider: Teach about the main features of London. If chn went on a bus tour of the city, what would they see? Would the activities they were able to do differ depending on the time of year or the weather? What would they tell someone who has never heard of London about the city? Geographical skills: Place knowledge</p>
<p>Enquiry Question 5: What have I learned about the UK?</p>	<p>Notes: https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw (bbc bitesize ks1 - UK) https://youtu.be/LzAE2Gg9i2I (song about UK with signing)</p>		

Assessment Lesson

Consider:

How can chn show their learning of the UK? Create a poster? A travel magazine? Make a class video using the green screen (digital art). Invite parents to an assembly?

Geographical skills:

Locational knowledge

Place knowledge

Making connections across subjects:

1. Ask the pupils to imagine they are on a cycling holiday through one of the United Kingdom countries. Using the postcard template with four images of a UK country, fold the paper in half and write about the famous human and physical features you see. – ENGLISH LINK
2. Write a letter to someone famous outside of the UK persuading them to visit one of the four UK countries. Why should they visit? Which famous sites would you take them to? – ENGLISH LINK
3. Imagine they have visited London on an open top bus tour – what would they write in a postcard to a friend? – ENGLISH LINK
4. When teaching features of the UK could some of them be placed on class history timeline so an appreciation of how old some of them are is explained e,g Stonehenge – HISTORY LINK
5. Paint/draw/pastel colour the national flower of each country of the UK for a display – ART LINK