

The BIG question

What is a map?



# Year 1 Autumn Term

## Our Learning Journey

### Key Question 1

What is an aerial view?



### Key Question 2

How can we draw a simple aerial view?

### Key Question 3

What features can we find on an aerial view of our school and the surrounding area?

### Key Question 5

What features can we find on a map of our school and the surrounding area?

### Key Question 7

Can we all make a map using symbols?

### Key Question 4

What is the difference between an aerial view of our school and a map of our school?

### Key Question 6

What is a symbol and what symbols can we find on a map?

In this unit children will

Key question	<p align="center"><u>Substantive knowledge</u></p> <p>Children are introduced to fundamental concepts and aspects of geography in a simple and engaging manner. This includes:                      Basic understanding of the world's continents and oceans.                      Recognition of major physical features such as mountains, rivers, and deserts.                      Awareness of different types of weather and seasonal changes.                      Introduction to maps and basic map reading skills, such as identifying symbols and directions.                      Exploration of local environments and communities, including familiar landmarks and places of interest.                      Introduction to cultural diversity and awareness of different traditions and customs.</p>	<p align="center"><u>Disciplinary knowledge</u></p> <p>Children to foster curiosity about the world and developing foundational skills for geographical inquiry. This includes:                      Encouraging observation and exploration of the environment through sensory experiences, field trips, and hands-on activities.                      Promoting spatial awareness and understanding of basic geographical concepts such as location, distance, and direction.                      Introducing simple geographical vocabulary and language to describe features of the natural and built environment.                      Cultivating an appreciation for the importance of caring for the environment and understanding human impacts on the planet.                      Developing basic map skills through activities such as creating simple maps of the classroom or local area.                      Encouraging questioning and critical thinking about geographical phenomena, such as why certain places have different types of weather or why maps are useful tools.</p>
1	<ul style="list-style-type: none"> <li>• <b>Define Aerial View:</b></li> <li>• Understand and define the term "aerial view" as an image of a location or area seen from above, typically captured by cameras on airplanes, drones, or satellites.</li> <li>• <b>Explore Aerial View Maps:</b></li> <li>• Introduce the concept of aerial view maps and recognise how they provide a bird's-eye view of an area.</li> <li>• <b>Explore Aerial View Maps:</b></li> <li>• Introduce the concept of aerial view maps and recognise how they provide a bird's-eye view of an area.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Aerial Views:</b></li> <li>• Formulate questions related to aerial views, such as "What can we see in an aerial view?" and "Why might an aerial view be useful?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe features in an aerial view, fostering spatial awareness.</li> <li>• <b>Discuss the Purpose of Aerial Views:</b></li> <li>• Engage in discussions about why aerial views are created and how they can be useful for finding out about a big area or how to get to one place to another.</li> <li>•</li> </ul>
Vocab	<ul style="list-style-type: none"> <li>• <b>Near, far, left, right, forwards, backwards, landmarks</b></li> </ul>	
2	<ul style="list-style-type: none"> <li>• <b>Understand Aerial View:</b></li> <li>• Define and understand the concept of an "aerial view" as a perspective or image of a location or area seen from above.</li> <li>• <b>Identify Parts of Aerial Views:</b></li> <li>• Recognise and identify common features seen in aerial views, such as buildings, roads, rivers, parks, and other landmarks.</li> <li>• <b>Explore Scale in Aerial Views:</b></li> <li>• Understand the concept of scale in aerial views, recognising that objects may appear smaller or larger based on their distance from the viewer.</li> <li>• <b>Recognise Aerial Photography:</b></li> <li>• Identify aerial photography as a method of capturing images from the air to create visual representations of landscapes and urban areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Aerial Views:</b></li> <li>• Ask questions related to aerial views, such as "What can we see in an aerial view?" and "Why might an aerial view be useful?"</li> <li>• <b>Develop Drawing Skills:</b></li> <li>• Develop basic drawing skills to represent features seen in aerial views, emphasizing simplicity and clarity in the illustrations.</li> <li>• <b>Discuss the Purpose of Aerial Views:</b></li> <li>• Engage in discussions about why aerial views are created and how they can be useful for understanding geography, planning, and navigation.</li> <li>• <b>Express Understanding Through Drawing:</b></li> <li>• Encourage students to express their understanding of aerial views by drawing simple representations, demonstrating their ability to translate a bird's-eye perspective onto paper.</li> </ul>
Vocab	<p><b>Aerial, view, route, geographical feature</b></p>	

3	<ul style="list-style-type: none"> <li>• <b>Identify Aerial View Features:</b></li> <li>• Understand and identify common features that can be seen in an aerial view, such as buildings, roads, playgrounds, green spaces, and other landmarks.</li> <li>• <b>Recognise Local Features:</b></li> <li>• Identify specific features present in the aerial view of the school and surrounding area, including the school building, playground, nearby streets, and any natural elements.</li> <li>• <b>Learn Basic Map Symbols:</b></li> <li>• Understand and use basic map symbols to represent features found in an aerial view, facilitating the creation of a simplified representation.</li> <li>• <b>Understand Proximity and Scale:</b></li> <li>• Recognise that objects in the aerial view may appear closer or farther based on how close they are to the viewer.</li> <li>• <b>Explore the Purpose of Aerial Views:</b></li> <li>• Understand the purpose of creating aerial views, emphasising their usefulness in understanding geography, planning, and mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Aerial Views:</b></li> <li>• Ask questions related to the aerial view of the school and surrounding area, such as "What features do we expect to see?" and "How does the aerial view help us understand our surroundings?"</li> <li>• <b>Develop Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe features in the aerial view, developing awareness of the local environment.</li> <li>• <b>Discuss Local Geography:</b></li> <li>• Discuss the local geography, considering how the identified features contribute to the school's surroundings and the community.</li> <li>• <b>Express Understanding Through Drawing:</b></li> <li>• Encourage students to express their understanding of the aerial view by drawing simple representations, demonstrating their ability to translate the bird's-eye perspective onto paper.</li> </ul>
Vocab	Symbol, geographical feature	•
4	<ul style="list-style-type: none"> <li>• <b>Understand Aerial Views:</b></li> <li>• Define and understand the concept of an aerial view as a perspective or image of a location or area seen from above, capturing the physical layout.</li> <li>• <b>Understand Map Representation:</b></li> <li>• Understand the purpose of maps as a drawn representations of an area such as the school, showing spatial relationships, features, and landmarks.</li> <li>• <b>Learn Basic Map Symbols:</b></li> <li>• Understand and recognize basic map symbols used to represent features, landmarks, and spatial relationships on a map.</li> <li>• <b>Explore Spatial Awareness:</b></li> <li>• Understand the concept of spatial awareness, recognizing the relationship between objects and their placement in both aerial views and maps.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Aerial Views and Maps:</b></li> <li>• Formulate questions related to the differences between aerial views and maps, such as "What information does an aerial view provide that a map might not?" and vice versa.</li> <li>• <b>Develop Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe features in both aerial views and maps, fostering an awareness of spatial representations.</li> <li>• <b>Discuss the Purpose of Aerial Views and Maps:</b></li> <li>• Discuss why aerial views and maps are created, considering their different purposes in understanding geographical features and finding your way.</li> <li>• <b>Introduce Basic Map Reading:</b></li> <li>• Begin introducing basic map-reading skills by discussing how symbols and features observed in an aerial view can be shown on a map of the school.</li> </ul>
Vocab	Key, geographical feature, clear	•
5	<ul style="list-style-type: none"> <li>• <b>Define Map Symbols:</b></li> <li>• Understand and define the term "map symbol" as a visual drawing used on a map to represent a specific feature, object, or geographical element.</li> <li>• <b>Identify Common Map Symbols:</b></li> <li>• Recognise and identify common map symbols such as trees, buildings, rivers, roads, and other features that are often represented on maps.</li> <li>• <b>Learn Symbol Meanings:</b></li> <li>• Understand the meanings of different map symbols, recognising the connection between the symbol and the real-world feature it represents.</li> <li>• <b>Explore Colour and Shape in Symbols:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Map Symbols:</b></li> <li>• Ask questions related to map symbols, such as "Why do maps use symbols?" and "How can we interpret different symbols on a map?"</li> <li>• <b>Develop Observation Skills:</b></li> <li>• Develop basic observation skills to identify and interpret map symbols, developing an understanding of the connection between symbols and real-world features.</li> <li>• <b>Discuss the Purpose of Map Symbols:</b></li> <li>• Discuss why map symbols are essential for map reading, finding our way and showing information about a location.</li> <li>• <b>Express Understanding Through Drawing:</b></li> </ul>

	<ul style="list-style-type: none"> <li>Explore how colours and shapes are often used in map symbols to convey additional information, such as blue for water features or different shapes for various landmarks.</li> <li><b>Understand Consistency in Symbols:</b></li> <li>Recognize the importance of consistency in map symbols, understanding that the same symbol is used all the time to show a particular feature across different maps.</li> </ul>	<ul style="list-style-type: none"> <li>Children to show understanding of map symbols by drawing or creating simple representations of features using symbols.</li> <li><b>Introduce Basic Map Reading:</b></li> <li>Begin introducing basic map-reading skills by discussing how to read and interpret maps, focusing on the identification and understanding of map symbols.</li> </ul>
Vocab	Key symbol route	•
6	<ul style="list-style-type: none"> <li><b>Define Map Symbols:</b></li> <li>Understand and define the term "map symbol" as a visual drawing used on a map to represent a specific feature, object, or geographical element.</li> <li><b>Identify Common Map Symbols:</b></li> <li>Recognise and identify common map symbols such as trees, buildings, rivers, roads, and other features that are often represented on maps.</li> <li><b>Learn Symbol Meanings:</b></li> <li>Understand the meanings of different map symbols, recognising the connection between the symbol and the real-world feature it represents.</li> <li><b>Explore Colour and Shape in Symbols:</b></li> <li>Explore how colours and shapes are often used in map symbols to convey additional information, such as blue for water features or different shapes for various landmarks.</li> <li><b>Understand Consistency in Symbols:</b></li> <li>Recognize the importance of consistency in map symbols, understanding that the same symbol is used all the time to show a particular feature across different maps.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask Questions about Map Symbols:</b></li> <li>Ask questions related to map symbols, such as "Why do maps use symbols?" and "How can we interpret different symbols on a map?"</li> <li><b>Develop Observation Skills:</b></li> <li>Develop basic observation skills to identify and interpret map symbols, developing an understanding of the connection between symbols and real-world features.</li> <li><b>Discuss the Purpose of Map Symbols:</b></li> <li>Discuss why map symbols are essential for map reading, finding our way and showing information about a location.</li> <li><b>Express Understanding Through Drawing:</b></li> <li>Children to show understanding of map symbols by drawing or creating simple representations of features using symbols.</li> <li><b>Introduce Basic Map Reading:</b></li> <li>Begin introducing basic map-reading skills by discussing how to read and interpret maps, focusing on the identification and understanding of map symbols.</li> <li>•</li> </ul>
Vocab	Key, symbol, route, geographical feature, left, right, forwards, backwards.	•



The BIG question  
**Where do I  
 live?**

# Year 1 Spring Term

Key Question 1  
 What is a home?



Key Question 3  
 How do we know that Bude is a town?

Key Question 5  
 Why is Bude special?



Key Question 2  
 Why do places have roads?

Key Question 4  
 How can we find what geographical features are in Bude?

Key Question 6  
 What do you like about living in Bude? What would you change if you could?

In this unit children will

Key question	<u>Knowledge (substantive knowledge)</u>	<u>Skills – (disciplinary knowledge)</u>
1	<ul style="list-style-type: none"> <li>• <b>Define Home:</b></li> <li>• Understand and define the term "home" as a place where people live with their families</li> <li>• <b>Identify Parts of a Home:</b></li> <li>• Recognise the various things that make up a home, including rooms, including bathrooms and kitchens and furniture</li> <li>• <b>Explore Different Types of Homes:</b></li> <li>• Learn about different types of homes, including houses, bungalows and flats, and other dwellings such as mobile homes and static caravans.</li> <li>• <b>Understand the Purpose of a Home:</b></li> <li>• Recognise that a home is a shelter, providing a safe and comfortable space for people to live in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Homes:</b></li> <li>• Ask questions related to homes, such as "What makes a home?" and "Why do people have different types of homes?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe the features of different types of homes.</li> </ul>
Vocab	Home, house, bungalow, flat, stairs, garden	
2	<ul style="list-style-type: none"> <li>• <b>Define Roads:</b></li> <li>• Understand that roads are pathways or routes designed for vehicles, pedestrians, and cyclists to travel from one place to another. They often have homes built along the side of them</li> <li>• <b>Identify Features of Roads:</b></li> <li>• Recognise the different features of roads such as pavements, crossings and signs</li> <li>• <b>Learn About Roads with homes and schools:</b></li> <li>• Understand that some roads are designed for providing access to houses and buildings such as schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Roads:</b></li> <li>• Ask questions related to roads, such as "What are the different types of roads?" and "Why are roads important for communities?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe features of roads, including signs, markings and traffic.</li> <li>• <b>Discuss the Role of Roads:</b></li> <li>• Discuss the role of roads in connecting different places</li> </ul>
Vocab	Road, street, address	
3	<ul style="list-style-type: none"> <li>• <b>Identify Characteristics of Towns:</b></li> <li>• Recognise the common characteristics of towns, such as a central area with shops, houses, schools, and other community facilities.</li> <li>• <b>Learn About Bude's Features:</b></li> <li>• Explore the specific features of Bude, understanding its layout, buildings, and amenities that contribute to its classification as a town.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Bude:</b></li> <li>• Formulate questions related to Bude, such as "Why is Bude considered a town?" and "What features make it a town?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe features of Bude that indicate its classification as a town.</li> <li>• <b>Discuss Characteristics of Towns:</b></li> <li>• Engage in discussions about the characteristics that define towns, considering factors like population, shops, schools, leisure facilities and roads.</li> </ul>
Vocab	Town, business, shop, school, park, road, car park	

4	<ul style="list-style-type: none"> <li>• <b>Define Fieldwork:</b></li> <li>• Understand that "fieldwork" is the process of conducting observations and investigations directly in a specific geographic location, in this case, Bude.</li> <li>• <b>Understand the Purpose of Fieldwork:</b></li> <li>• Recognise that fieldwork is a method for firsthand exploration and observation of the environment to learn more about the geographical features of a place.</li> <li>• <b>Identify Geographical Features:</b></li> <li>• Identify geographical features beach, cliff, sea, coast, path, canal, shops, park</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions for Fieldwork:</b></li> <li>• Ask questions related to fieldwork in Bude, such as "What geographical features can we expect to find?" and "Why is fieldwork important for finding out about Bude?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe geographical features during fieldwork.</li> <li>• <b>Discuss the Importance of Fieldwork:</b></li> <li>• Discuss why fieldwork is valuable for understanding geography, including the opportunity to make direct observations and gather information.</li> </ul>
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Vocab	Geographical feature, sea, beach, shops, grass, cliff, coast.	
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5	<ul style="list-style-type: none"> <li>• <b>Understand the Concept of a Seaside Town:</b></li> <li>• Define and understand the term "seaside town" as a town located along the coast, typically near the sea or ocean.</li> <li>• <b>Identify Features of Bude:</b></li> <li>• Identify specific features of Bude that make it a seaside town, such as its coastal location, beaches, and connection to the sea.</li> <li>• <b>Understand the Importance of Seaside Towns:</b></li> <li>• Recognise the importance of seaside towns for tourism (holidays), leisure activities such as surfing, bodyboarding and walking.</li> <li>• Understand that not all towns are on the coast and this is why people come to Bude on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Bude's Seaside Qualities:</b></li> <li>• Formulate questions related to why Bude is considered a special seaside town, such as "What features make Bude special?" and "How does the sea make life in Bude different to other towns?"</li> <li>• <b>Use Observation Skills:</b></li> <li>• Develop basic observation skills to identify and describe seaside features during discussions or activities about Bude.</li> <li>• <b>Discuss Why Seaside Towns are Special:</b></li> <li>• Engage in discussions about why seaside towns are special, considering factors like tourism, coastal environments, and the connection to the sea.</li> <li>•</li> </ul>
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Vocab	Holiday, tourist, beach, sea, hotel, surfing	
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6	<ul style="list-style-type: none"> <li>• <b>Understand Personal Preferences:</b></li> <li>• Understand that individuals have different preferences and opinions about where they live, based on factors such as geographical features, the people who live there, and amenities such as schools, shops and leisure facilities.</li> <li>• <b>Identify What We Like About Bude:</b></li> <li>• Explore and identify the aspects of Bude that we like, considering factors such as the seaside location, the people who live there, or things we can do in Bude (Local amenities).</li> <li>• <b>Explore Potential Changes:</b></li> <li>• Understand that there may be aspects of living in Bude that we would like to change, such as improvements to roads, houses, shops and leisure facilities.</li> <li>• <b>Understand the Concept of Home:</b></li> <li>• Understand that homes and people are all different, and people may have different ideas on what makes a place a good place to live or what changes they would suggest.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Reflective Questions:</b></li> <li>• Formulate reflective questions about living in Bude, such as "What do I like about my community?" and "What changes would I consider to improve my living experience?"</li> <li>• <b>Use Reflective Thinking:</b></li> <li>• Develop reflective thinking skills by encouraging children to consider and articulate their personal preferences and ideas for improvement.</li> <li>• <b>Use Basic Mapping Skills:</b></li> <li>• Use basic mapping skills by discussing how children can represent their preferences and suggested changes on a simple map of Bude.</li> <li>•</li> </ul>
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Vocab	Preference, identify, change, community	
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## Year 1 Summer Term



In this unit children will

Key question	<u>Knowledge (substantive knowledge)</u>	<u>Skills – (disciplinary knowledge)</u>
1	<ul style="list-style-type: none"> <li>• <b>Locate the United Kingdom:</b></li> <li>• Understand and identify the location of the United Kingdom on a world map or globe, recognising it as a country in Europe.</li> <li>• Understand the United Kingdom is made up from four countries – England, Ireland, Scotland and Wales.</li> <li>• <b>Understand the Concept of Continents:</b></li> <li>• Introduce the concept of continents and identify Europe as the continent where the United Kingdom is located.</li> <li>• <b>Explore the UK’s Position within Europe:</b></li> <li>• Understand the relative position of the United Kingdom within Europe, recognizing its role as an island nation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Location and Countries:</b></li> <li>• Ask questions related to the location of the United Kingdom and the number of countries in it, such as “Where is the United Kingdom?” and “How many countries are part of the United Kingdom?”</li> <li>• <b>Use Map-Reading Skills:</b></li> <li>• Develop basic map-reading skills to locate and point out the United Kingdom on a map or globe, demonstrating an understanding of its geographic positioning.</li> <li>• <b>Discuss the Concept of Countries:</b></li> <li>• Discuss what makes a country and how the United Kingdom is made up of four countries.</li> </ul>
<b>Vocab</b>		
2	<ul style="list-style-type: none"> <li>• <b>Define an Island:</b></li> <li>• Understand and define the concept of an island as a landmass completely surrounded by water.</li> <li>• <b>Identify the UK as an Island:</b></li> <li>• Identify the United Kingdom as an island, surrounded by the Atlantic Ocean, the North Sea, the English Channel, and the Irish Sea.</li> <li>• <b>Learn About Physical Geography:</b></li> <li>• Explore the physical geography of the UK, understanding how its island status influences its coastlines, climate, and natural features.</li> <li>• <b>Explore Island Life:</b></li> <li>• Learn about aspects of island life, including the benefits and challenges of being surrounded by water, and how it has shaped the culture and economy of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about the UK’s Island Status:</b></li> <li>• Formulate questions related to why the UK is considered an island, such as “What makes the UK an island?” and “How does being an island impact the country?”</li> <li>• <b>Use Map-Reading Skills:</b></li> <li>• Develop basic map-reading skills to identify and locate the UK on a map or globe, emphasising its surrounded-by-water characteristics.</li> <li>• <b>Discuss the Concept of Islands:</b></li> <li>• Engage in discussions about the concept of islands and the unique features and characteristics they possess.</li> </ul>
<b>Vocab</b>		
3	<ul style="list-style-type: none"> <li>• <b>Identify England on a Map:</b></li> <li>• Identify the location of England on a map within the context of the United Kingdom.</li> <li>• <b>Learn about England’s Capital:</b></li> <li>• Understand that the capital of England is London and recognise its significance as a major city.</li> <li>• <b>Explore Key Landmarks:</b></li> <li>• Learn about and identify key landmarks in England, such as the Tower of London, Buckingham Palace, or other culturally significant sites.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about England’s Special Features:</b></li> <li>• Formulate questions related to what makes England special, such as “What are some key landmarks in England?” and “Why is England important in history?”</li> <li>• <b>Use Map-Reading Skills:</b></li> <li>• Develop basic map-reading skills to locate and point out England on a map or globe, demonstrating an understanding of its geographic positioning.</li> <li>• <b>Express Understanding Through Drawing or Model Making:</b></li> </ul>

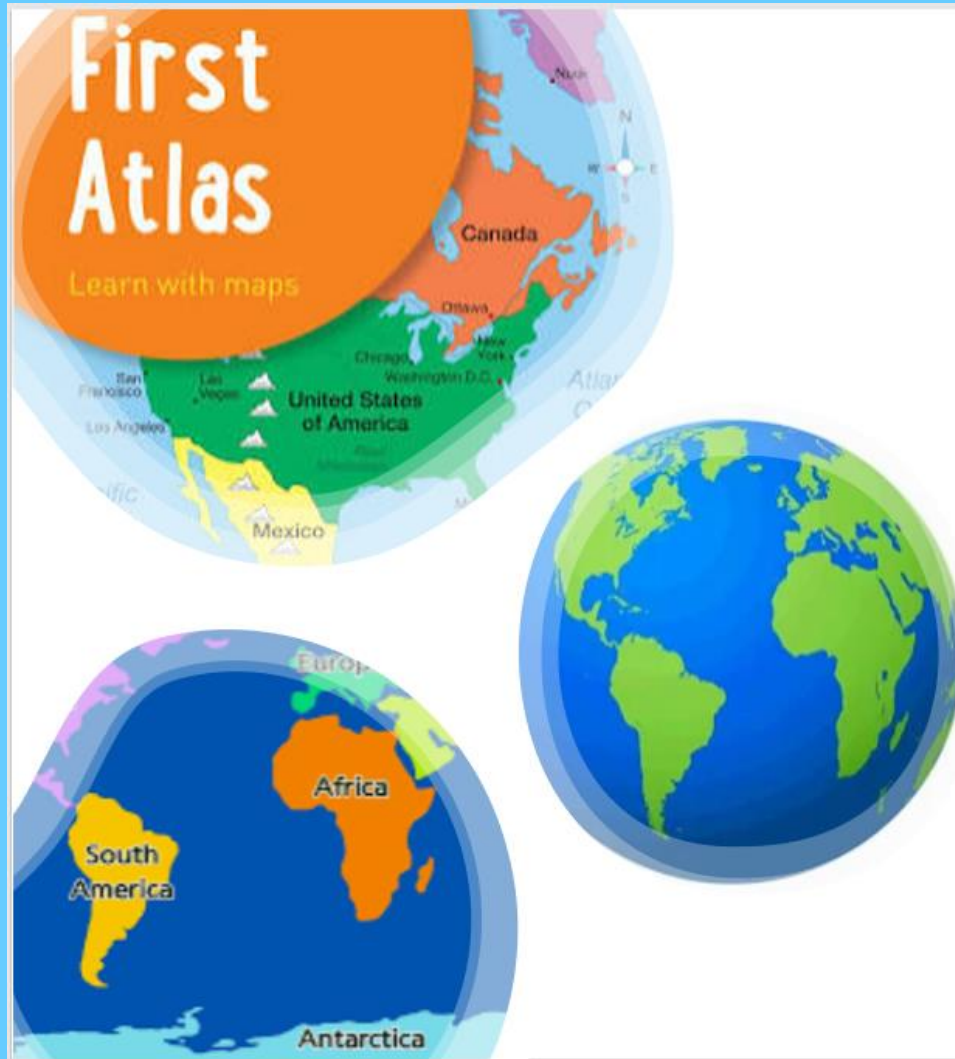
	<ul style="list-style-type: none"> <li>• <b>Learn About Natural Features:</b></li> <li>• Understand and recognize some of England's natural features, including the River Thames.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster creativity by allowing students to express their understanding of what is special about England through drawing or creating simple models.</li> <li>• <b>Introduce Basic Geography Vocabulary:</b></li> <li>• Begin introducing basic geography vocabulary related to countries, capitals, cultural elements, and natural features, building a foundational understanding of relevant terms.</li> </ul>
Vocab		
4	<ul style="list-style-type: none"> <li>• <b>Identify Wales on a Map:</b></li> <li>• Recognise and identify the location of Wales on a map or globe within the context of the United Kingdom.</li> <li>• <b>Learn about the Capital of Wales:</b></li> <li>• Understand that the capital of Wales is Cardiff and recognize its significance as a major city.</li> <li>• <b>Explore Welsh Culture:</b></li> <li>• Learn about and identify elements of Welsh culture, including language, traditions, and celebrations.</li> <li>• <b>Learn About Natural Features:</b></li> <li>• Understand and recognize some of Wales' natural features, including Mount Snowden, valleys, or other geographical elements.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Wales' Special Features:</b></li> <li>• Formulate questions related to what makes Wales special, such as "What are some cultural traditions in Wales?" and "Why is Wales important in history?"</li> <li>• <b>Use Map-Reading Skills:</b></li> <li>• Develop basic map-reading skills to locate and point out Wales on a map or globe, demonstrating an understanding of its geographic positioning.</li> <li>• <b>Express Understanding Through Drawing or Model Making:</b></li> <li>• Foster creativity by allowing students to express their understanding of what is special about Wales through drawing or creating simple models.</li> <li>• <b>Introduce Basic Geography Vocabulary:</b></li> <li>• Begin introducing basic geography vocabulary related to countries, capitals, cultural elements, and natural features, building a foundational understanding of relevant terms.</li> </ul>
Vocab		
5	<ul style="list-style-type: none"> <li>• <b>Identify Scotland on a Map:</b></li> <li>• Identify the location of Scotland on a map or globe within the context of the United Kingdom.</li> <li>• <b>Learn about the Capital of Scotland:</b></li> <li>• Understand that the capital of Scotland is Edinburgh and recognize its significance as a major city.</li> <li>• <b>Explore Scottish Culture:</b></li> <li>• Learn about and identify elements of Scottish culture, including traditional dress (tartan), music, and celebrations.</li> <li>• <b>Learn About Natural Features:</b></li> <li>• Recognise some of Scotland's natural features, including Ben Nevis and Loch Ness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Scotland's Special Features:</b></li> <li>• Formulate questions related to what makes Scotland special, such as "What are some traditional celebrations in Scotland?" and "Why is Scotland important in history?"</li> <li>• <b>Use Map-Reading Skills:</b></li> <li>• Develop basic map-reading skills to locate and point out Scotland on a map or globe, demonstrating an understanding of its geographic positioning.</li> <li>• <b>Express Understanding Through Drawing or Model Making:</b></li> <li>• Foster creativity by allowing students to express their understanding of what is special about Scotland through drawing or creating simple models.</li> <li>• <b>Introduce Basic Geography Vocabulary:</b></li> <li>• Begin introducing basic geography vocabulary related to countries, capitals, cultural elements, and natural features, building a foundational understanding of relevant terms.</li> </ul>
Vocab		
6	<ul style="list-style-type: none"> <li>• <b>Identify Northern Ireland on a Map:</b></li> <li>• Identify the location of Northern Ireland on a map or globe within the context of the United Kingdom.</li> <li>• <b>Learn about Northern Ireland's Capital:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ask Questions about Northern Ireland:</b></li> <li>• Formulate questions related to what makes Northern Ireland special, such as "What are the symbols of Northern Ireland?" and "How is it different from other parts of the UK?"</li> </ul>

- Understand that the capital of Northern Ireland is Belfast and recognize its significance as a major city.
- **Learn about Giant's Causeway:**
- Understand what Giant's Causeway is, recognizing it as a natural geological formation located on the coast of Northern Ireland.

- **Use Map-Reading Skills:**
- Develop basic map-reading skills to locate and point out Northern Ireland on a map or globe.
- **Discuss Geological and Cultural Significance:**
- Discuss why the Giant's Causeway is important as its popularity as a tourist destination.

Vocab

# Continents and Oceans



## Continents and Oceans knowledge

- This is ongoing throughout Key Stage 1 as children are introduced to and then revisit and deepen their knowledge of continents and oceans at the beginning of every Geography lesson throughout Y1 and Y2

In this unit children will

Knowledge (substantive knowledge)

Skills – (disciplinary knowledge)

- **Understand the concept of continents as large landmasses that make up the Earth's surface.**
- **Identify and name the seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Oceania**
- Develop an awareness of the relative size and position of each continent on a world map or globe.

- Use geographical vocabulary to describe and differentiate between continents (e.g., continent, Africa, Asia).
- Engage in map-based activities to locate and label the seven continents on maps or globes.
- Understand the use of maps and globes as tools for geographical inquiry and representation, including understanding how continents are depicted

- **Understand the concept of oceans as vast bodies of saltwater that cover most of the Earth's surface.**
- **Identify and name the five oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, and Arctic Ocean.**

- Develop an awareness of the relative location and position of each ocean on a world map or globe.

- **Understand the cardinal directions - north, south, east, and west - as ways to describe the location of places in relation to each other.**
- Recognise the general location of each continent in relation to the cardinal directions, such as North America being to the north of South America.
- Develop an awareness of the general location of each ocean in relation to the continents and the cardinal directions.

- Use geographical vocabulary to describe and differentiate between cardinal directions (e.g., north, south) and continents/oceans.
- Engage in map-based activities to locate and label the continents and oceans on maps or globes, using cardinal directions to describe their locations.
- Understand the use of maps and globes as tools for geographical inquiry and representation, including understanding how to locate continents and oceans using cardinal directions.
- Develop practical skills in using cardinal directions to describe and locate continents and oceans, laying the foundation for future geographic understanding.