**Redlands Primary School Year 1/2 Geography Planning Cycle A Summer 2 Seaside**

**RRR relevant activities:**

**Article 31 All children have a right to relax and play and to join in a wide range of activities**

**Article 28 All children and young people have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education they are capable of.**

**Objectives to be covered:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
* 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* 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.

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| **Lesson** | **Key Question** | **Learning Outcomes** | **Activities** | **Resources** |
| **1** | **DO children understand what a map is for and why we use them?**  **Can the point of the physical and human key features.** | **To find the physical and human features of a coastline** | Explain to the children that we are going to start a new topic in geography, where we will be looking at our local coastal line. Start off by seeing what children know:  *KQ: What is a map?*  *KQ: What types of maps do you know?*  *KQ: What does a map show?*  *KQ: What might we use a map for?*  *KQ: What tells us what the different things on a map is?*  *KQ: What is a coastline?*  Show children the PowerPoint about the ocean and coastline. Whole class discussion about where the children have been in the world, have they visited any coastlines before? What did they see when they were there?  *KQ: What might we find on a coastline?*  *KQ: What might we do when we’re at the coast?*  Explain that todays activity is to look at four different pictures and to see if they can circle the different features; physical features and human features.  *KQ: What might I mean when I say physical features?*  *KQ: What do I mean when I say human features?*  Send children off in mixed groups, give them 15 minutes to find the different features: take photos on the iPad for evidence. Bring the children back to the carpet. Each group will show and explain what they found. | **Four different A3 pictures of coastlines around the whole with a mixture of physical and human features**  **PowerPoint geography presentation 1** |
| **Notes** | | | | |

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| **2** | **Do children know what a map is?**  **Can they create their own map using a key?**  **Can the children us a compass to position the classroom?** | **To understand how a map works** | Recap what we have looked at so far.  KQ: What do we know about the coastline?  KQ: Are they all the same?  KQ: What might we find on a coastline?  Explain that a map can be represented in different ways:  Show the different examples of maps on the IWB:  **KQ: Where would we find a map?**  **KQ: What would we use when we are talking about different positions?**  **KQ: Can we use anything to describe a position of an object or thing?**  **KQ: What is a compass?**  We have talked about maps and what they’re for and what they show. Today we’re going to create a map of the classroom. Thinking about the position of the objects in the room. **(The IWB is south of blue tables)** Thinking about how we would draw the table, chairs, sink, door, windows.  **Year 1’s** to draw a map of the classroom ensuring they add the door, windows, and table. Challenge the year 1’s to add a key to show what they have drawn.  **Year 2’s** to draw a map of the classroom showing the door, IWB, windows, table, chair, draws, sink, house, challenge the year 2’s to have a detailed key to show all the features on their map. Discuss what symbols they could use to represent the different features. | **IWB basic plan of classroom (Add more objects whilst discussing with children what else to add)**  **A4 pieces of paper**  **Copies of maps with keys**  **Atlas**  **IWB examples of different maps** |
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| **3** | Can children understand and read a map to locate objects?  Can the children understand the key features that they are looking for from the map | To understand how to follow and read a map. | **Outdoor learning!!**  Recap what we have been looking at and what we have learnt so far. Show children a map on the IWB. The map will be of the outside area of the school. Children will have the map to follow (one between three/four) and a tick list to mark off what they see in the outdoor area (physical and human features).  When they come back to the classroom: have a classroom discussion around what they found and their thoughts on following a map.  KQ: How did you find following a map?  KQ: What did you find?  KQ: What was the physical and human features that you saw?  KQ: Thinking about human features, what kind of human features might affect our coastline?  Whole class discussion about what they found in the outdoor area.  Y2 – Encourage them to use the mathematical positional language half turn, quarter turn clockwise, anti-clockwise when they are moving around outside.  Y1 - encourage them to use language left and right when moving outside. | **Tick list**  **Map of the outdoor area**  **IWB of coasts around the world** |
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| **4** | **Are all coastlines different?**  **What makes them different?**  **Where might we view a coastline?** | **To understand what a coastline is and how they are different** | Recap what we have learn so far and what we have done:  KQ: What is a coastline?  KQ: Where might we see a coastal line?  KQ: What might we find on the coast?  Show the children the PowerPoint and see if they children can describe the surroundings; are they different; and where they might be.  KQ: What can you see? Describe the surroundings?  KQ: Are they different? How? Why?  KQ: Does anyone know where these coasts  are? Has anyone been to these coasts before? Do you recognise the places?  Explain that in these pictures are viewed in a ‘birds eye view’ – this means it’s a view from above.  Explain todays activity:  On an A3 United Kingdom map, children will place where they think the coasts go. Children will work in small groups and then show the class where they think the pictures should go, before they are revealed on the PowerPoint. | **iPads: Google maps looking at our local coastline**  **PowerPoint of the coastlines around the United Kingdom** |
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| **5** |  | To create a simple coastline map. | **Recap what we have done so far:**  KQ: What have we been learning?  KQ: What do we know about maps?  KQ: Are they all the same?  KQ: What do we know about the coast?  KQ: What do we find at the coast?  We have talked about what we find along the coast and how some things can affect the coastline; like human features, what might these be? Show the IWB slide of the different coastlines and what the notice about them.  KQ: What can you see as we look at these different coastlines from around the world?  KQ: Would you like to visit here? Why?  Today you are going to draw/design your own coastline. Drawing different features; sandy beach, pebble beach, rocks, cliffs, clear seas, shows, cities, villages, houses.  Children will need to draw a key to show what they have drawn  .  Model to the children drawing your own coastline; demonstrate drawing a key and how you will use different colour pencils to represent the different features.  Once children have finished, show children pictures of our local coastline and what we will find.  KQ: Have you added any of the same features?  KQ: Why have you added…?  KQ: Are there any similarities between your and our local coastline? | **A2 piece of paper to model to children**  **IWB coastlines around the world**  **A4 paper for children to draw** |
| **Notes** | | | | |