

Advent 2
Geography Yr1: Our School

Scripture Link:

National Curriculum Objective

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	know the key features of my school	know some physical features of our school	know some human features of our school
Recall and Retrieval	EYFS: Where is my school? What is it like here? What can I see on an aerial map of my school?	<ul style="list-style-type: none"> that our school is called St. Mary's that we have 7 classrooms, a hall, offices, playground, field, WOW area, library, prayer garden and car park. how to label these on a map. what differences are around the school environment? (EYFS) What can I see on maps of the route I have travelled (EYFS) 	<ul style="list-style-type: none"> what a physical feature is (Physical features are things that you can see all around you - like seas, mountains and rivers are natural. They would be here even if there were no people around). that we have a field, woodland area, trees, flowers. what differences are around the school environment? (EYFS) what symbols can I use on a map? (EYFS)
Sequence of substantive knowledge throughout the lesson	<ul style="list-style-type: none"> that our school is called St. Mary's that we have 7 classrooms, a hall, offices, playground, field, WOW area, library, prayer garden and car park. how to label these on a map. 	<ul style="list-style-type: none"> what a physical feature is (Physical features are things that you can see all around you - like seas, mountains and rivers are natural. They would be here even if there were no people around). that we have a field, woodland area, trees, flowers. 	<ul style="list-style-type: none"> what a human feature is (Human features are things that you can see all around you are things like houses, roads and bridges. They have been built by people). that we have a school building, fences, carpark, playground
Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>	<p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>	<p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>

Key Vocabulary	Classroom, corridor, hall, ICT suite, offices, playing field, playground, car park, playground, WOW area, prayer garden	Field, woodland area, trees, flowers,	Building, playground, carpark, fences, railings, gate
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<ul style="list-style-type: none"> - mixed pairs, - photos/visuals as reminders - vocab mat 	<ul style="list-style-type: none"> - photos/visuals as reminders - vocab mat 	<ul style="list-style-type: none"> - photos/visuals as reminders - vocab mat
Challenge	<ul style="list-style-type: none"> - explain what those areas are used for and by whom 	<ul style="list-style-type: none"> - explain what those areas are used for and by whom 	<ul style="list-style-type: none"> - explain what those areas are used for and by whom
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

Advent 2
Geography Y1: Our School

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	know 4 human and 4 physical features surrounding our school	know how to record observations of our school	to write a fact file about our school
Recall and Retrieval	<ul style="list-style-type: none"> what a human feature is (Human features are things that you can see all around you are things like houses, roads and bridges. They have been built by people). that we have a school building, fences, carpark, playground what differences are around the school environment? (EYFS) what symbols can I use on a map? (EYFS) 	<ul style="list-style-type: none"> know that you can see St Wulfram's church that Wyndham park is in front of school there are roads in front of and next to our school that there are houses behind and next to our school that KGGS and Sandon schools are near our school that there are bus stops near our school 	<ul style="list-style-type: none"> the different ways to record observations (drawings, photos, chart/tables) to record observations what a human feature is (Human features are things that you can see all around you are things like houses, roads and bridges. They have been built by people). what a physical feature is (Physical features are things that you can see all around you - like seas, mountains and rivers are natural. They would be here even if there were no people around).
Sequence of substantive knowledge throughout the lesson	<ul style="list-style-type: none"> know that you can see St Wulfram's church that Wyndham park is in front of school there are roads in front of and next to our school that there are houses behind and next to our school that KGGS and Sandon schools are near our school that there are bus stops near our school 	<ul style="list-style-type: none"> the different ways to record observations (drawings, photos, chart/tables) to record observations 	<ul style="list-style-type: none"> include a heading, opening sentence, captions, images/diagrams/tables, concluding sentence.
Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>	<p>Understand that geographers learn about the world by observing and collecting data and information</p> <p>Observe and collect information and data from fieldwork, photos and aerial images atlases and simple maps.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>	<p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p>

Key Vocabulary	Next to, in front of, behind, left, right, in the distance, near	See, observe, record, draw,	caption, heading, images, pictures, diagram,
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<ul style="list-style-type: none"> - Mixed pairs - photos/visuals as reminders - vocab mat 	<ul style="list-style-type: none"> - mixed ability pairs - photos/visuals as reminders - key words 	Key words and visuals Fact file template when needed
Challenge	<ul style="list-style-type: none"> • Use the positional language to complete a sentence that describes a human and/or physical feature. 	<ul style="list-style-type: none"> • take a photo of a physical/human feature not already identified 	<ul style="list-style-type: none"> • include the positional language used in lesson 4 when writing your sentences
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			