

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>	Write the name of our school as part of the title on your plan/map. Use the list of areas of our school to label your map/plan correctly. Remember to use capital letters for names! Check your plan/map with a friend's. Are they the same? Do you need to make any corrections? Check your plan/map with an adult. Do you need to make any corrections?	Select, cut, or draw the physical features of our school Glue the images into your book. Label them. Check your images and labels with a friend's. Are they the same? Do you need to make any corrections? Check your images and labels with an adult. Do you need to make any corrections?	Select, cut, or draw the human features of our school. Glue the images into your book. Label them. Check your images and labels with a friend's. Are they the same? Do you need to make any corrections? Check your images and labels with an adult. Do you need to make any corrections?
Scaffolding	<ul style="list-style-type: none"> - mixed pairs, - photos/visuals as reminders - vocab mat - photos of the school to cut and stick. - A large A3 outline/plan of the school to stick photos on. 	<ul style="list-style-type: none"> - photos/visuals as reminders - vocab mat - use photos of areas of the school to sort the physical features. 	<ul style="list-style-type: none"> - photos/visuals as reminders - vocab mat - use photos of areas of the school to sort the human features.
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 - describe what a physical feature is in their own words. 	<ul style="list-style-type: none"> - explain what those areas are used for and by whom - describe what a human feature is in their own words.
Catholic Social Teaching Principles			
British Values			
Wider links			

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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	
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 	
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 	
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>	

Key Vocabulary	Next to, in front of, behind, left, right, in the distance, near	See, observe, record, draw,	
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>	Select, cut, or draw the human and physical features around our school to create a class map/plan. Glue the images onto the map/plan. Label them. Check your images and labels with a friend's. Do you need to make any corrections? Check your images and labels with an adult. Do you need to make any corrections?	As a class, collect information about how many of each physical and human feature we can see in and around our school. As a class, find a way to present this information- drawings, photos, chart/tables Ensure your drawing, chart or table has a title. Discuss our findings with a friend. How many...? Which had the greatest/least number etc?	
Scaffolding	<ul style="list-style-type: none"> - Mixed pairs - photos/visuals as reminders - vocab mat - use photos of areas of the school to sort the physical and human features. 	<ul style="list-style-type: none"> - mixed ability pairs - photos/visuals as reminders - key words - vocab mat - use photos of areas of the school to sort the physical and human features. 	
Challenge	<ul style="list-style-type: none"> • Use the positional language to complete a sentence that describes a human and/or physical feature. • explain what those areas are used for and by whom • describe what a physical and human feature is in their own words. 	<ul style="list-style-type: none"> • take a photo of a physical/human feature not already identified • use the positional language to complete a sentence that describes a human and/or physical feature. • explain what those areas are used for and by whom • describe what a physical and human feature is in their own words. 	
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