



Geography Year 1 Term 4

Learning Theme: - Natural or Man-Made?

Term 4	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Evidence & Assessment Opportunity	Equipment & resources	Lesson ideas
Session 1	What is Physical Geography? <i>NC Link: 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.</i>	Know that physical geography means the Earth's natural features. They are natural.	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.	physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Children to write some sentences explaining what physical geography is and either write or draw some examples.	Pictures of different physical geographical features.	Explain to the children that physical geography is anything that is natural in the world. Have a class discussion where children can give their ideas of what physical geographical features they can come up with and add them to a mind map.
Session 2	What is Human Geography? <i>NC Link: use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>	To know that Human Geography means it is something man-made.	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	human features: city, town, village, factory, farm, house, office, port, harbour and shop.	Children to write some sentences explaining what human geography is and either write or draw some examples.	Pictures of different human geographical features.	Explain to the children that human geography is anything that is man made in the world. Have a class discussion where children can give their ideas of what human geographical features they can come up with and add them to a mind map.
Session 3	What Human and Physical features are found at the seaside? <i>NC Link: 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</i>	To know the Physical and Human features of the seaside.	Know a seaside resort has many physical features such as the beach, the sea, cliffs and caves have been made naturally. To know human features found at the seaside might include the pier, the promenade, a lighthouse and a fairground. These features are all man-made.	Beach Seaside Sea Cliffs caves pier promenade lighthouse fairground	Children to have pictures of the seaside in their books. Children to either label or fill out a table identifying the physical and human features that they can see.	Pictures of different beaches/seaside resorts.	Show the children some pictures of the seaside. What human or physical features can they identify?
Session 4	What are the hot and cold areas of the world? <i>NC Link: 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.</i>	To know the hot and cold areas of the world.	Know that there are different types of climates around the world and that these are different to day to day weather. To refer back to previous knowledge about how the equator can impact on the temperature and climate of different countries.	Climate Weather Temperature equator	Children to label a map of the world with the equator and the hot and cold areas of the world.	World map	Refer back to term 1. What do the children remember about the North Pole and the South Pole? Why are they so cold? Label the North Pole and South Pole on a world map with the equator. Colour the map in to show the different climates of the world.

Session 5	<p>What is the climate like in the UK at different times of the year compared to other countries? (Link Science, weather and seasons)</p> <p><i>NC Link:</i> <i>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.</i></p>	To know how to compare the UK's climate to other countries around the world.	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.	Climate Weather Seasons Hot Cold equator	Children to write sentences about the UK compared to hot climates and cold climates. EG: The UK has lots of different weather throughout the year because we have seasons. Antarctica is cold all year around.	Pictures of different places in different climates around the world.	Refer back to the map from last week. What do you think is different between the weather in the North and South Pole than the UK? Is the weather in the UK always the same? Refer to science and seasons to move the discussion along.
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