

Medium-term planning Autumn 1: Have you ever been lost?

This unit develops the children's knowledge about the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and to use first-hand observation and experience to enhance their locational awareness.

YEAR 1

W	Outcomes	Curriculum objectives	Geographical skills and understanding
1	<ul style="list-style-type: none"> • Begins to understand place within the immediate setting of their classroom. • Can understand that some areas are connected with a particular type of activity, and why this is. • Can discuss specific areas/preferences within class. • Begins to relate the physical environment to a plan. 	<ul style="list-style-type: none"> • Geographical skills and fieldwork: use simple fieldwork and observational skills to study geography of their school. • Use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key. • Use simple compass directions... and locational and directional language ...to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Use simple compass directions (N, S, E, W) to describe the location of features. • Use observational skills to study the geography of their classroom.
2	<ul style="list-style-type: none"> • Can use and interpret a simple plan. • Can understand that a plan can represent a physical area. • Can extend their use of positional language. 	<ul style="list-style-type: none"> • Geographical skills and fieldwork: use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key. 	<ul style="list-style-type: none"> • Develop and follow directional vocabulary and use it to describe the location of features. • Begin to understand the need for and use of a key. • Use simple fieldwork and observational skills to study the geography of their school.
3	<ul style="list-style-type: none"> • Can understand that a plan can represent a physical area in 2D form. • Can understand that symbols are used in a key and that these represent physical features on a plan. 	<ul style="list-style-type: none"> • Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features. • Geographical skills and field work: use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key. 	<ul style="list-style-type: none"> • Develop and follow directional vocabulary and use it to describe the location of features. • Use own and class agreed symbols on maps. • Use simple fieldwork and observational skills to study the geography of their school and the key human/physical features of its surrounding environment.
4	<ul style="list-style-type: none"> • Can consolidate their understanding of plans. • Can use their ideas for representation. • Can use and extend use of positional vocabulary. • Can communicate ideas to others. 	<ul style="list-style-type: none"> • Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of their school. • Use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key. • Use simple compass directions and locational and directional language. 	<ul style="list-style-type: none"> • Use simple compass directions to describe the location of features. • Develop and follow directional vocabulary and use it to describe the location of features. • Use agreed symbols on maps. • Use simple fieldwork and observational skills to study the geography of their school and the key human/physical features of its surrounding environment.
5	<ul style="list-style-type: none"> • Can relate ideas through practical experience. • Experiences N, S, E and W in various ways. • Can understand that symbols give meaning and represent areas/objects. 	<ul style="list-style-type: none"> • Geographical skills and fieldwork: use simple compass directions and locational and directional language. • Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features. 	<ul style="list-style-type: none"> • Use simple compass directions to describe the location of features. • Develop and follow directional vocabulary and use it to describe the location of features.
6	<ul style="list-style-type: none"> • Can relate to new concepts through role play. • Able to use their extended vocabulary. • Can identify places through recognisable symbols. 	<ul style="list-style-type: none"> • Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features. 	<ul style="list-style-type: none"> • Use simple compass directions to describe the location of features. • Develop and follow directional vocabulary and use it to describe the location of features. • Use aerial photographs to recognise landmarks and basic human and physical features. • Explore through role play.