



HEARTS Academy Trust Knowledge Organiser



Geography— Immediate local area and fieldwork

Year 1/2 Summer term A

Theme: Cause and Effect

What should I already know?

Year 1

Pupils should know how to find different countries on a map and globe. To know what town and country they live in. To know the compass points North, South, East and West. They should be able to draw information from a simple map.

Year 2

Pupils should be able to name and locate the world's 7 continents and 5 oceans and locate these on a globe/map. Name and locate the 4 countries of the UK and Know the capital cities.

What I will know by the end of the topic

What is a physical feature? Physical feature is something that has happened naturally like a mountain, hill.

What is a human feature? Human feature is something that is man-made like a house, church.

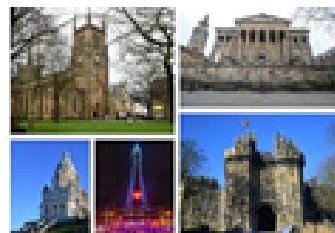
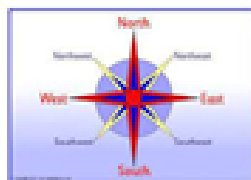
What is an aerial view? An aerial's view is from above, commonly known as a bird's eye view.

What is directional language? Near, far, left, right— it is used to describe the location of features and routes on a map.

What are the four compass points? North, south, east, west.

What is a landmark? A landmark is object or feature of a landscape or town that is easily seen and recognised from a distance.

Name a landmark in your local area?



Application of Knowledge

Follow compass directions and give others directions to a destination.

Use compass directions (North, South, east and west)

Use directional language to describe a route or where things/places are on a map (near, far, left, right)

Find human and physical features on a map such as house, parks, rivers, roads.

Use observational skills to study geography of our immediate school local area and the key human and physical features.

Ask and respond to basic geographical questions.

Read and follow a map.

Vocabulary

Compass	An instrument with a magnetic needle to show direction
Physical feature	A natural feature like river, hill, forest
Human Feature	A man-made feature like house, road, shop
Key	A key uses symbols, colours or lines to represent important places or landmarks on a map
Aerial View	A photograph taken from above—a bird's eye view
Landmark	An object or feature of a place which is easily recognised from a distance.



HEARTS curriculum theme: Cause and Effect

Understanding the impact of places on the lives of people who live there. Knowing that people have an impact on the local environment leading to an understanding of our own Responsibility. Each unit in our Geography curriculum focusses on how the place affects the people who live there and how people affect their local area and the wider environment.

Subject Intent Summary:

This unit will teach the children about the immediate local area. The children will explore the local area and build upon their prior knowledge of EYFS and Year 1 of locating different countries on a map and globe. The children will use basic geographical terms to talk about the human and physical features of their local area. Year 2 will build upon their prior knowledge of finding their town, country and continent that they live in and use this to build upon locating their local area in an aerial photo in a birds-eye view from above and know that a map is also a birds-eye view. Year 1 will use their prior knowledge from EYFS of knowing that people in different countries live and have different ways of life and build upon this to find out the geography of the school and its grounds and identify the human and physical features of its surrounding environment. The children will explore why a map needs a key and will be able to name the four compass directions and use this to describe the location of features and routes on a map.

Scheme of work lessons:

L1: L.O: To compare human and physical features on the school grounds. **Core knowledge:** [What is a physical feature?](#) Physical feature so something that has happened naturally like a mountain, hill. [What is a human feature?](#) Human feature is something that is man-made like a house, church. **Vocabulary:** Physical feature, human feature, aerial photograph, key.

L2: L.O: To create and label a map **Core knowledge:** [What is an aerial view?](#) An aerial's view is from above, commonly known as a bird's eye view. [What is directional language?](#)

Near, far, left, right – it is used to describe the location of features and routes on a map. **Vocabulary:** Physical feature, human feature, aerial photograph, key.

L3: L.O: To use and interpret maps **Core knowledge:** [What are the four compass points?](#) North, south, east, west. **Vocabulary:** Physical feature, human feature, aerial photograph, key, compass, landmark

L4: L.O: To use our geography and enquiry skills to help us plan our answers to the questions **Core knowledge:** [What is a landmark?](#) A landmark is object or feature of a landscape or town that is easily seen and recognised from a distance. [Name a landmark in your local area?](#) **Vocabulary:** Physical feature, human feature, aerial photograph, key, compass, landmark

L5: L.O: To use our geography and enquiry skills to answer a question **Core knowledge:** **Vocabulary:** Physical feature, human feature, aerial photograph, key, compass, landmark

L6: L.O: To use our geography and enquiry skills to answer a question **Core knowledge:** **Vocabulary:** Physical feature, human feature, aerial photograph, key, compass, landmark

HEARTS values and SMSC

HEARTS values	SMSC
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Respect

How do pupils learn about the way in which different cultures show respect for other people, God and the world?

Discussion about how we care for the environment and look after our school areas.

Service

Where do pupils learn about people who have demonstrated service to others and how are they helped to understand that these could provide examples for their own lives?

Sense of community in collectively looking after our school grounds. Service to our neighbours and community

Friendship/Cooperation/Peace

How do you encourage pupils to work together co-operatively and support each other?

Working collaboratively, listening to one another and respecting views and ideas.

Spirituality

How does the curriculum support an appreciation of beauty and a sense of wonder about the natural world? Use of Google Earth, awe and wonder moment. Physical features created by Earth.

Justice/Responsibility –

In which areas of the curriculum do pupils have opportunity to express their views about moral issues and practise decision-making?

Walking responsibly and taking care.

Esteem

How does the curriculum develop confidence, initiative, curiosity and learning from mistakes? Pupils have the opportunity to self-assess the accuracy of their maps and make changes from the knowledge of their route. Opportunity for peer assessment.

Compassion

How are pupils helped to enter empathetically into the lives of other people in other places, situations and times?

Through sharing findings with other trust schools, e.g. people who live near Stambridge not having any shops within walking distance, etc.

Spiritual

A sense of enjoyment and fascination in learning about themselves, others and the world around them

Cultural

An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

Moral

An understanding of the consequences of their behaviour and actions

Preparation and resources needed before starting unit:

Pre-visit trip to field study location to complete risk assessment – local walk planned for Lesson 3

Aerial maps of school grounds

Compasses

Coloured sticker dots

Some schools have access to DigiMaps (*a digital resource to support ordnance survey maps*)

<u>Session</u>	<u>LEARNING OBJECTIVES, CORE KNOWLEDGE AND VOCABULARY</u>	<u>TEACHING AND LEARNING</u> CT to add specific outcomes for SEND	<u>RESOURCES</u>
Lesson 1 (longer lesson)	<p>LO: To compare human and physical features on the school grounds.</p> <p>Core knowledge:</p> <p>What is a physical feature?</p> <p>Physical feature so something that has happened naturally like a mountain, hill.</p> <p>What is a human feature?</p> <p>Human feature is something that is man-made like a house, church.</p> <p>Vocabulary to teach in this lesson:</p> <p>Physical feature, human feature, aerial photograph, key.</p>	<p>Enquire</p> <p>What is like to live in Stambridge Road? (CTs to adapt to nearby road to school) TP to discuss together (S&L)</p> <p>Engage</p> <p>Share enquiry poster from AJ which sets the scene for this unit. Link back to AJ's enquiry in the Autumn term about the 4 UK countries. AJ must be looking to move to the area and wants to know the answers to some questions. We are going to try to answer as many of his questions as we can over the next few weeks. Questions around bubble to include: Is there a park nearby? Are there shops nearby? Is there a school in the local area and what is the outdoor area like? Are there safe roads? Is there a safe place to cross? Is there a post box nearby? What is it like living there?</p> <p>Connection activity</p> <p>What town continent do we live in? Where is England? What is the name of your town? What is the name of the town our school is in?</p> <p>Vocabulary and definition</p> <p>Physical feature – A natural feature like hill, mountain, river Human feature – A manmade feature like house, building Aerial – operating in the air Photography – Taking photographs Key – Tells you the meaning of a symbol (for example – map symbols)</p> <p>Teaching and modelling</p> <p>Today we are going to focus on the school question. What do we know about our outdoor area? Add children's ideas to enquiry poster for working wall. Use Google Earth to zoom in on school grounds (show from whole of UK – recap CK from Autumn term – which continent do we live in? Which country? Which town is our school in?) – discuss that this is an aerial photo of the school grounds (birds-eye view). Provide children with an aerial photo of the school grounds (children to work in pairs). Rest of the lesson to take place outside.</p> <p>Partner Work</p> <p>Allow children to explore the photos – could print out and put in human or physical features or just talk partners.</p> <p>Express</p> <p>Scaffold – Work in a guided group. Adjust number of features to identify according to needs of child Year 1 – To label and discuss the different features on the aerial photo. Take the aerial photo outside on a walk around the grounds. Use coloured dot stickers to plot different human and physical features on image. Year 2 – Same as Year 1 with 2 coloured stickers but also label each sticker dot on the photo (e.g. tree, bench, vegetable patch etc). Y1 Challenge: Create a key - Label each colour on own key (e.g. red human features, green for physical).</p>	<p>Google Earth on IWB</p> <p>Aerial photograph of school grounds</p> <p>Coloured sticker dots (enough of 2 colours for paired work)</p> <p>Clipboards for outside</p>

		<p>Y2 Challenge: AJ's mum says a leaf is a human feature. Is she correct? Explain your reasoning. Return to classroom and revisit enquiry poster – which question did we answer today and what did we find out? Outcome for books: aerial photograph of school grounds labelled with dots. E.g. green dot for tree, red dot for bin on playground. T/TA to make a list of human and physical features that we find.</p>	
Lesson 2	<p>LO: To create and label a map.</p> <p>CK: What is an aerial view? An aerial's view is from above, commonly known as a bird's eye view.</p> <p>What is directional language? Near, far, left, right – it is used to describe the location of features and routes on a map.</p> <p>Key vocabulary to teach this lesson: Physical feature, human feature, aerial photograph, key.</p>	<p>Enquire What is it like to live in Stambridge Road?</p> <p>Engage Revise core knowledge so far and show example of labelled aerial photograph from previous lesson. Look at enquiry poster and recap which questions we can answer. Talk partners – Do the children know of local shops or park? Are they within walking distance? Does anyone pass any of these things on their way to school? Link to children's own experiences and knowledge of their immediate school area.</p> <p>Connection activity Show different places like factory, harbour, church, cathedral, school, offices, park ect. TP – can you name them? What are they?</p> <p>Vocabulary and definition physical features – features that are naturally created Natural features – like mountains, rivers, hills Aerial – operating in the air Photography – Taking photographs Key – Tells you the meaning of a symbol (for example – map symbols)</p> <p>Partner work Natural or physical features – show pictures of factories, church, mountain, hill, tree. Can the children discuss what is a physical feature? What is a human feature?</p> <p>Teaching and modelling Today we are going to try and answer AJ's questions about the park and the shops.. Use Google Earth again and zoom out from school to see the local area and buildings children will likely recognise e.g. school, local shops and houses where they live. Show nearby park (if applicable) and link back to Science Seasons walk in the Autumn term. Show children examples of keys used in maps. Using the aerial photo, devise a class map together to show the route from school to a place in the local area (e.g. park, shops, church etc). Draw on knowledge any local walks the children have been on at school. Model use of geographical language such as near, far, left, right and encourage children to be using this language too. Children could practise using this language with TP. Model creating as a class an example all together – use aerial photo of route from school to local shops – draw arrows together. (or another landmark near school). Show how to use the aerial photo to create a simple map.</p>	<p>Aerial photos Examples of maps and keys Google Earth IPads/chromebooks Pre-prepared map if using (copy of class one).</p>

		<p>Express</p> <p>Scaffold: Class map pre-prepared and children can draw arrows on to show route.</p> <p>Year 1 – a basic map either of the local area with a few buildings and human features such as roads, roundabouts, shops, school or of the school grounds with buildings, paths, large trees etc. Revisit core knowledge about human and physical features throughout discussion.</p> <p>Challenge: Label one human and one physical feature on the map by using Google Earth to zoom in (e.g. a tree or a house/post box).</p> <p>Outcome for books Y1: map from school to chosen destination with arrows to show route. This could be a whole class map, or a pre-prepared class map that the children can draw arrows on to show route</p> <p>Year 2 –Children to use aerial photo to draw a simple map and then add arrows to show the route they will take to get to the chosen place.</p> <p>Challenge: Basic map but include a variety of physical and human features e.g. railways, woods/lake, children to discuss you will pass a post box/zebra crossing using Google Earth/Street view. Add a key to show these features.</p> <p>Outcome for books Y2: Draw own map from school to chosen destination with arrows to show route, including some symbols for features (challenge). Resource with LO and challenge arrow</p> <p>Plenary: Which of AJ’s questions have we answered today? Add children’s ideas to post-it notes around each question.</p>	
<p>Session 3 –</p> <p>Children to go for a walk of the local area using the map</p>	<p>LO: To use and interpret maps</p> <p>CK: What are the four compass points? North, south, east, west.</p> <p>Key vocabulary to teach this lesson: Physical feature, human feature, aerial photograph, key, compass, landmark</p>	<p>Enquire (CK for this lesson and overall unit enquiry if applicable)</p> <p>What is it like to live in Stambridge Road?</p> <p>Engage</p> <p>https://www.youtube.com/watch?v=DSnVCV4uGGQ</p> <p>Discuss the different features of a map with the children. Have they learnt anything new? TP to discuss</p> <p>Connection activity</p> <p>Children to use the mind map strategy in TP to mindmap what features are on a map. Locations, roads, fields, key, hospitals ect.</p> <p>Vocabulary and definition</p> <p>physical features – features that are naturally created Natural features – like mountains, rivers, hills. Aerial photograph – a photograph taken from above (a bird’s eye view) Key – Information about what the symbol means on the map Compass – an instrument to determine directions Landmark - object or feature of a landscape or town that is easily seen and recognized from a distance</p> <p>Teaching and modelling</p> <p>Revise core knowledge and refer back to enquiry poster. AJ asked about a nearby post box and whether the roads are safe. Today we are going to follow the route on our maps and go for a walk to the shop (or nearby landmark that T has chosen).</p>	<p>Adults to accompany children on walk.</p> <p>Map from previous lesson</p> <p>Ipad for walk to take photos</p> <p>Clipboards</p> <p>Pencils</p> <p>Compasses</p>

		<p>Note: It would be a good idea to teach computing lessons on directional language/instructions before this lesson – partner work.</p> <p>Have basic maps or plans of outdoor area from last lesson. Choose one child’s map (high quality and accurate example) for class to follow to the chosen destination.</p> <p>Children to visit the local area, discussing what things are, physical/human features, where it is on the map, what it is next to etc. Identify other human/physical features on map and plot these as you pass them on to a model map (T or TA to note these down and discuss as children point them out). They can be added to individual maps upon return to school. In pairs, children give each other simple compass directions to follow the route to the end destination. Children to then note down what objects is at the end of their route e.g. a tree, gate, football post (any area of playground.) Take several compasses with you and encourage children to use directional language, e.g. head North and then turn left. Take photos of landmarks en route on iPads (e.g. post box, tree, zebra crossing etc) to discuss upon return at school.</p> <p>Upon return to school, children to add features to their own maps and amend theirs if needed. Use photos from walk to prompt which landmarks to add.</p> <p>Partner work</p> <p><u>Express</u></p> <p>Year 1: Follow route on map. Children to draw compass direction on map (N,E,S,W) and label some human and physical features. Ch to discuss compass directions when walking and use directional language.</p> <p><u>Outcome for books:</u> additional LO on last piece of work in books, showing amendments and a photograph of children following the map on the walk.</p> <p>Year 2: Follow route on map. Children to draw compass directions on map (N,E,S,W). Add additional landmarks to own map that were passed en route including basic symbols and a basic key.</p> <p><u>Outcome for books:</u> additional LO on last piece of work in books, showing amendments and a photograph of children following the map on the walk. Compass directions on map.</p> <p>Discuss enquiry poster – did we see a post box? Do we think we can tell AJ that the roads are safe? What makes them safe. Discuss physical features such as safe crossings.</p>	
Session 4	<p>LO - To use our geography and enquiry skills to help us plan our answers to the questions</p> <p>CK: What is a landmark? A landmark is object or feature of a landscape or town that is easily</p>	<p>Enquire What is it like to live in Stambridge Road?</p> <p>Engage: Recap the video of last week https://www.youtube.com/watch?v=DSnVVCV4uGGQ</p> <p>Connection activity Core knowledge – match the answers to the questions.</p> <p>Vocabulary and definition: physical features – features that are naturally created</p>	<p>Template from resources</p> <p>Pencil</p> <p>Maps from previous lessons</p>

	<p>seen and recognised from a distance.</p> <p>Name a landmark in your local area?</p> <p>Key vocabulary to teach this lesson: Physical feature, human feature, aerial photograph, key, compass, landmark</p>	<p>Natural features – like mountains, rivers, hills. Aerial photograph – a photograph taken from above (a bird’s eye view) Key – Information about what the symbol means on the map Compass – an instrument to determine directions Landmark - object or feature of a landscape or town that is easily seen and recognized from a distance</p> <p>Both partners Look at the questions on the enquiry poster and ask chn to answer each question with their TP. Have we answered all the questions? TP to discuss their own findings on their local walk. Opportunity to share findings across the trust so that children can see what it is like to live near the other HEARTS schools.</p> <p>Teaching Slide Go through each part of the template and discuss/model what they children should be writing. Very similar to the boxing up part of English. CT to adapt outcomes on template to suit their local area and features that were seen on the local walk last week.</p> <p>Express Outcomes CT to adapt letter template plan (similar to boxing up grid) to meet needs of own class Scaffold – Chn can use drawings on the template (see resources) depending on ability – could add keywords. Year 1 outcome for books – Children to use the boxing up style to add keywords and pictures to answer the questions. Challenge – Y1 can they add and adjective to describe the features – the big park.</p> <p>Year 2 outcome for books – Children to use the boxing up style to add words and phrases to help answer the questions. Challenge – Y2 -Can you add more than one adjective to describe the features so it can be made into an expanded noun phrase – the big, grassy park.</p>	
Session 5 –	<p>LO: To use our geography and enquiry skills to answer a question</p> <p>Key vocabulary to teach this lesson: Physical feature, human feature, aerial</p>	<p>Enquire (CK for this lesson and overall unit enquiry if applicable) What is it like to live in Stambridge Road?</p> <p>Engage Look at the questions on the enquiry poster and ask chn to answer each question with their TP. Have we answered all the questions?</p> <p>Connection activity Comparing activity – Stambridge verses Antarctica? What is similar? What is different? Human and physical features? Are they the same? TP to discuss then share.</p>	<p>Boxing up templates for children to use</p> <p>Word banks</p> <p>Sound mats</p> <p>Pencil</p>

	<p>photograph, key, compass, landmark</p>	<p>Vocabulary and definition</p> <p>physical features – features that are naturally created Natural features – like mountains, rivers, hills. Aerial photograph – a photograph taken from above (a bird’s eye view) Key – Information about what the symbol means on the map Compass – an instrument to determine directions Landmark - object or feature of a landscape or town that is easily seen and recognized from a distance</p> <p>Teaching and modelling</p> <p>Recap the boxing up from last lesson – show a children’s one, or use the one you modelled last week. Introduce us writing back and answering the questions we need to answer using all our prior knowledge and things we have learnt over this unit. Display the letter template for Y1 and model writing back answering 2 of the questions. Y1 to have a template letter. Model Year 2 writing back independently answering the first 2/3 questions. (children to use their boxing up grids with the questions on it to help them answer them as they have planned it already). Model writing in full sentences a response to each question. CT to model write. Word banks provided. Ensure word banks are made available and chn encouraged to look back at previous work. CT to create word banks to suit own school local area. Ensure for year 2 – that you model how to write back to someone. Dear ??????,</p> <p>Partner work</p> <p>Express</p> <p>Outcomes CT to adapt letter template to meet needs of own class</p> <p>Scaffold – Children to use template and adapt suiting the needs to children – 1 sentence expectation and can be dictated.</p> <p>Year 1 outcome for books – Respond to 2 of the enquiry questions in full sentences using the letter template/boxing up plan Y1 scaffold – use letter template Challenge – Y1 Can you add an adjective to describe?</p> <p>Year 2 outcome for books- Letter written directly into books to Ajay responding to enquiry. Respond to 2/3 of the enquiry sentences in full sentences straight into books. Remind children how to start a letter – Dear Ajay,</p> <p>Challenge – Y2 – Can you use an expanded noun phrase to describe?</p>	
Lesson 6 –	<p>LO: To use our geography and enquiry skills to</p>	<p>All of the above, but finish off the last questions.</p> <p>Year 1 – 2 more questions to answer</p>	

	<p>answer a question</p> <ul style="list-style-type: none">• Know the difference between human and physical features.• Find out the geography of your school and its grounds and the key human and physical features of its surrounding environment. Name human and physical features on your school grounds. <p>Key vocabulary to teach this lesson: Physical feature, human feature, aerial photograph, key, compass, landmark</p>	<p>Year 2 – 3 more questions to answer</p> <p>Challenge – How does our local area differ to Antarctica?</p>	
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