



Where we live – Penn and Wolverhampton



Year: One
Term: Autumn

Background information for teachers

Our children will have left Reception with a simple background knowledge of the world and should be able to notice features of objects in their environment. They will be able to tell stories about places and journeys, and be ready to begin to learn more about our surrounding area.

In year 1, the children will be exploring the school grounds and the local area. They will know and understand the country and continent that we live in, and begin creating simple maps of physical and human features.

Vocabulary

- **Aerial views** – photographs that are taken from above and look down on a location
- **Continents:** 1 of 7 large areas on Earth that are joined together. Europe, Asia, Africa, North and South America, Antarctica and Australasia. The continent that we live on is Europe.
- **Coastal** – This is where the sea meets the land.
- **City** – the largest type of settlement; a large town which has been given 'city status' by the Queen; Wolverhampton is a city
- **Human features** - Human activity that has affected the earth's surface; e.g. bridges and buildings
- **Key features of local area** – library, park, shops, school, houses, field, trees
- **Landmarks** – key features in the local environment
- **Local area** – Penn, Wolverhampton
- **Physical features** - natural features of a location, e.g. a beach, a river
- **Rural** – this is the countryside where there are mainly fields with very few people living there.
- **Town** – a town is smaller than a city but still has lots of buildings and people living there.
- **Village** – a village is much smaller than a town. It has some houses and a few shops.

Year 1 – Where we live		
<p>Geography - Know that geography is the study of places and the relationships between people and their environments</p> <p>Question - What is it like near our school?</p> <p>Fieldwork opportunities - Observational walks around school</p> <p>- Walk around local area</p>		
	Key geography Knowledge	Key geography skills
Week 1	<ul style="list-style-type: none"> Know that geography is the study of places and the relationships between people and their environments Know that our school is in Wolverhampton, an area of the city of Wolverhampton, which is in England in the United Kingdom and the continent of Europe (Identify UK, England, Wolverhampton on a map). 	<p><u>To locate places</u></p> <ul style="list-style-type: none"> I can name and locate the UK, England and Wolverhampton. <p><u>To understand places and the geographical patterns and processes</u></p> <ul style="list-style-type: none"> I can identify and describe land use around the school and the local area (physical/human). I can identify and describe the key features of a location in order to say whether it is a city, town or village. <p><u>To organise and communicate geographically</u></p> <ul style="list-style-type: none"> I can use age appropriate world maps, atlases and globes to identify the UK. I can use locational language (e.g. near and far) to describe the location of features and routes on a map. I can use simple fieldwork to identify key features and use observational skills to study the geography of the school and its grounds.
Week 2/3	<ul style="list-style-type: none"> Know that in the world there are things that are made by people and these are called human features Know that in the world there are things that are not made by people and these are called physical features Know that farms and fields are human features, and vegetation is a physical feature (show photographs of these) Understand that a school is a human feature, as it has been made by people Discuss the human and physical features present in and around school. <p>Fieldwork – Observational walk around the school's grounds – identifying physical and human features (discussing land use). Plotting these features on a map (outline already prepared). Thinking about suitable symbols that would represent what they see. Adult to take photos of features to use in next lesson.</p> <p>Discussion – Are all of the things we see in the school grounds human features? (Prove it – using map).</p>	<p><u>To organise and communicate geographically</u></p> <ul style="list-style-type: none"> I can use age appropriate world maps, atlases and globes to identify the UK. I can use locational language (e.g. near and far) to describe the location of features and routes on a map. I can use simple fieldwork to identify key features and use observational skills to study the geography of the school and its grounds.
Week 4	<ul style="list-style-type: none"> Retrieve vocabulary – human and physical Discuss findings of school ground using photographs (last week). Know that parts of our local area are different, depending on the human and physical features present. Using children's knowledge and aerial images of local area children to discuss and identify where they think would be a good place to walk to see different human and physical features. 	<ul style="list-style-type: none"> I can create a simple map of my school grounds. I can ask and answer simple questions to investigate places and environments. (Such as, <i>What is this place like? What or who will I</i>

	<ul style="list-style-type: none">• Use questioning to explore the children’s knowledge of the area. E.g. what do you think it will be like there? What will I see in this place?	<i>see in this place? What do people do in this place?)</i>
Week 5	<p>Fieldwork – Local walk of area.</p> <ul style="list-style-type: none">• Know the local human and physical features through direct observation: <p>- Woodfield Avenue: school, road, pavement, houses/flats, street lights, railings</p> <p>Identify any local physical features.</p> <p>Observational drawing of two locations (showing human and physical features). Label P&H features.</p>	
Week 6	<ul style="list-style-type: none">• Children to know the features of a town/city compared to that of a rural area.• Know the features in a rural and urban would differ.• Discuss evidence gathered from:<ul style="list-style-type: none">- School ground photographs- Maps of school grounds- Observational walks (school grounds and local).- Local area photographs/maps <p>Answer question – What is it like near our school? This could be through a range of resources to suit the children’s ability.</p>	
Curriculum links	Forest school sessions	