

Year 1 Geography – Whitegate End
<p>In Year 1, our Geography work will focus on the location of our school and planning directions around our school – for example, from Early Years to The Office. We will be able to use our Oracy skills and give directions such as, left and right. We will use simple compass directions both physically and also verbally and use basic symbols in a key to create our own map of our school. We will explore and use aerial photographs to recognise both human and physical features linked to this.</p> <p>Some of this learning will take place in 'stand-alone' lessons, in order to meet the needs of the National Curriculum.</p>

Key Vocabulary
<p>Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>School study, seasons, compass directions, aerial photographs, equator, North and South Poles, continents and oceans</p>

Pedagogy
<p>Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.</p> <p>Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.</p> <p>Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions.</p>

High Quality Texts
<p>Martha maps it out. Follow that map.</p>

National Curriculum Expectations	Substantive Knowledge (What)	Disciplinary Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture/Similarities and differences	Life Skills	Outdoor Learning/Fieldwork	Cross Curricular Links
<p>TOPIC NAME:</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Knowing what a map is by including: A key Images Compass points</p> <p>Knowing what basic map symbols are, such as: Trees Playground School Houses</p> <p>The four simple directions, North, South, East and West.</p> <p>Directional language, near, far, left, right, up, down, forwards and backwards.</p>	<p>Knowing how to use and read a map and map symbols. Draw a map with a key. Using Oracy skills to direct.</p> <p>Using current knowledge of directions to follow the map and use the key to help with this.</p> <p>Be able to describe whether an object is near or far in relation to them.</p> <p>Describe whether the EYFS building is near or far compared to the school hall in relation to the year 1 classroom.</p>	<p>Journey to EYFS building from the hall using only their own directions. Work in pairs and give each other directions. One to give directions going and the other to give directions coming back.</p>	<p>Describe a journey using the key vocabulary of left, right, forwards, backwards, near and far.</p> <p>Present their created map explain what it shows and what the symbols in their key mean.</p> <p>Work in pairs and give each other directions.</p>	<p>Use the Beebots independently and they make a journey. Treasure hunt in the classroom. Make your own compass using split pins. Paint your own map including a key.</p>	<p>How do we plan journeys now? We use sat navs. How did we plan journeys 30 years ago? We used the A to Z. Show an example.</p>	<p>To be able to recognise symbols and realise symbols are used worldwide – they provide a language that everyone understands.</p>	<p>To plan a journey from the main building to early years using directional and compass language.</p>	<p>Maths – position and direction. Computing – coding using the beebots. Art – painting, sketching and aerial perspectives. D and T – make a compass using split pins.</p> <p>Writing Opportunities linked to: Labels and captions – label their map. Recounts – recount of their journey to EYFS building. Letters/blog - letters to ex pupils and ex staff members. Lists - list of directions.</p>

Year 1 History – Whitegate End
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Pedagogy
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High Quality Texts
<p>The colour monster goes to school When a dragon goes to school.</p>

National Curriculum Expectations	Substantive Knowledge (What)	Procedural Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture	Life Skills	Outdoor Learning	Cross Curricular Links
<p>TOPIC NAME: Are all schools like mine?</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 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.</p> <p>use simple fieldwork and observational skills to study the geography of their school and</p>	<p>Know what human and physical geography is and the keywords that link to this.</p> <p>Human geography focuses on where people live, what they do, and how they use the land.</p> <p>Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.</p> <p>The seasons The equator North and South Poles</p> <p>Know that the weather patterns in other countries outside of the UK are different.</p>	<p>Experience the weather outside in different seasons throughout the school year.</p> <p>Explain the Equator and the north and south poles using a globe, atlases, films and the internet.</p> <p>Use the vocabulary linked to human geography and understand it – see vocab section.</p> <p>Use and understand the vocabulary linked to</p> <p>Understand and experience the vocabulary linked to weather patterns.</p>	<p>Use VR to experience another school in Africa. Similarities and differences.</p>	<p>Describe their school for the website for prospective parents.</p> <p>Conversations through CP challenges.</p> <p>Create a presentation of a school in Africa and share this with the class.</p>	<p>Experience the snow and range of weather at school.</p> <p>Blankets and sheets – run from a hill to see if they can fly? Discussions around the wind and resistance.</p> <p>Make and fly a kite.</p>	<p>Comparing two contrasting schools – ours and a non-European school – based in Africa.</p>	<p>Make a kite.</p> <p>Understand why a material is waterproof, thermal, keeps you cool and the effectiveness of different materials.</p>	<p>Experience the weather.</p> <p>Sketches of school from outside with labels. Compare this to a school in Africa.</p>	<p>Science – weather patterns. Study over time. D and T – Make and fly a kite. Computing – VR of a school in Africa.</p> <p>Writing Opportunities linked to: Labels and captions – label their school from a photograph. Use one of the old photographs and label it – compare them, Recounts – recount of ttheir VR experience. Letters/blog - letters to pupils in linked Kenya school. Lists - list of equipment they might need for school. List of subjects they do in school.</p>

its grounds and the key human and physical features of its surrounding environment.	Know that schools in other countries are different to mine.								
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