

Inspiring and enabling our school community to live life to the full



YEAR 1

**Subject: Geography:
Local – Exploring Crowthorne**

Our Geography curriculum aims to encourage pupils to be curious about the world around them. It develops key geographical skills and provides pupils with the knowledge and understanding they need to be successful geographers. Our intention is to broaden their horizons through enquiry-based learning.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning: Made story maps; draw maps of journey to school; discuss locations within the school; locations in Crowthorne high street and what the shops are used for.	Key Vocabulary taught in this unit: map, key, near, far, left right, human and physical features, city, town and village, shops, post office, lake, forest
Intent: What do we want the children to know, be able to do by the time they complete this unit)? 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 Study the human and physical geography of Crowthorne, UK 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 Use the vocabulary: city, town and village in relation to London, Bracknell and Crowthorne. They use the vocabulary human and physical to identify features of Crowthorne (including shops, post office, lake, forest) 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 Devise a simple map of the school; and use and construct basic symbols in a key to label the classrooms and features of the school Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Follow and plot a map of the school Consider the human and physical features of the school and Crowthorne village	
Impact / Outcome: What will the final product / result be? Children are able to use and identify places on a map of the school, and with support, identify features on maps/aerial photos of the locality. They gain a better understanding of what the locality is like: they can identify its human and physical features and explain which jobs residents would and wouldn't be able to do.	
P4C Inquiry (where appropriate) N/A	