

Overview Geography/History Year 1

	Autumn Term		Spring Term		Summer Term	
Big Question	What makes people special?		Where in the world am I?		Is it time for a Summer Holiday?	
Other Subject links	Explorers, special places to me, DT , materials, Seasonal Change		Local areas, climate zones, animals & their habitats, DT Moving pictures, Seasonal Change		Grace Darling, Seaside Past/Present, Weather, Plants, Seasonal Change	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Objectives	<p>Develop knowledge of the United Kingdom and their locality.</p> <p>First hand observation to enhance local awareness.</p> <p>Understand the human and physical Geography of a small area of the UK.</p> <p>Use aerial photographs to recognise landmarks.</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have</p>	<p>Develop knowledge of the United Kingdom and their locality. First hand observation to enhance locational awareness</p> <p>Understand the human and physical Geography of a small area of the UK.</p> <p>Develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>They should understand some of the ways in which we find out about the past.</p> <p>Identify similarities and differences between</p>	<p>Significant historical events, people and places in their own locality.</p> <p>First hand observation to enhance locational awareness</p> <p>Understand the human and physical Geography of a small area of the UK.</p> <p>Use basic geographical terms to refer to human features e.g. house, church, farm</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Lives of significant individuals</p> <p>Name and locate the four countries and capital cities of the UK.</p> <p>Understand the human and physical Geography of a small area of the UK.</p> <p>Use maps and atlases to locate countries of the UK.</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Identify similarities and differences between ways of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p> <p>To be able to name and locate and identify the surrounding seas of the UK.</p> <p>Use basic geographical terms to refer to human features e.g. village, port, harbour</p> <p>Understand geographical similarities and differences studying the human and physical geography.</p>	<p>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit in with the chronological framework.</p> <p>Pupils should develop knowledge of their locality.</p> <p>Understand basic subject- specific vocabulary relating to human and physical geography.</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p>

	contributed to national and international achievements, some should be used to compare aspects of life in different periods.	ways of life in different periods.				
Skills	<p>Identify some events and changes as 'within living memory', e.g Great North Run, changes in Toner Avenue.</p> <p>Match objects to people of different ages.</p> <p>Talk about how things have changed since parents or grandparents were children.</p> <p>Begin to sequence artefacts from distinctly different periods of time.</p> <p>Begin to use terms such as then and now to describe the passing of time.</p> <p>Begin to sequence some events in order.</p> <p>Ask relevant questions to find out about changes within living memory. Sort artefacts into 'then' and 'now'.</p> <p>Begin to use a range of sources to answer questions, such as an information book or</p>	<p>Compare photographs of different time periods.</p> <p>Compare adults talking about the past.</p> <p>Begin to identify different ways we can record events and represent the past.</p>	<p>I can say what I like about my locality. I can think of a few relevant questions to ask about a locality. I can answer questions about the weather. I can keep a weather chart & explain how the weather changes with each season. I can tell someone my address. I can describe a locality using words and pictures. I can begin to explain why they would wear different clothes at different times of the year.</p> <p>I can answer questions using an artefact/photograph provided. I can use words and phrases like; old, new and a long time ago. To be able to identify the main differences between old and new objects.</p>	<p>I can explain the main features of a hot and cold place. I can tell something about the people who live in hot and cold places. I can identify the four countries that make up the UK. I can name some of the main towns and cities in the UK</p> <p>I know that we have a queen who rules us and that Britain has had a king or queen for many years.</p> <p>I know who will succeed the queen and how the succession works. I appreciate that some famous people have helped our lives be better today.</p>	<p>Communicate knowledge through a variety of ways, such as discussion, drawing, drama and role play, model making, writing, and using ICT.</p> <p>Use a range of simple terms to talk about the passing of time</p> <p>Name some significant individuals in the locality, e.g. Brendan Foster, Grace Darling.</p> <p>Recognise some significant individuals who can be used to compare life in different time periods.</p> <p>Recount some simple stories and events from the past in order</p>	<p>Identify seasonal and daily weather patterns in the UK</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>

	<p>pictures.</p> <p>Ask relevant questions to find out about changes within living memory.</p> <p>.</p>					
Knowledge Organiser	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Children should be able to...</p> <p>Describe living memory as events that people who are alive can remember (up to 100 years).</p> <p>Recognise that the lives of their parents and grandparents would have been very different to their own.</p> <p>Describe ways that the lives of their parents and grandparents would have been very different to their own.</p> <p>Compare different artefacts as belonging to 'then' and 'now' within context (e.g schools, technology).</p>	<p>Children should be able to...</p> <p>Describe living memory as events that people who are alive can remember (up to 100 years).</p> <p>Recognise that the lives of their parents and grandparents would have been very different to their own.</p> <p>Describe ways that the lives of their parents and grandparents would have been very different to their own.</p> <p>Compare different artefacts as belonging to 'then' and 'now' within context (e.g schools, technology).</p>	<p>Know the names of the four countries that make up the four countries of the UK and name the three main seas that surround the UK.</p> <p>Understand the human and physical geography of a small area of the UK.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p> <p>Compare Hebburn then and now.</p> <p>Understand that Hebburn is a former mining town and what this means.</p> <p>Describe what a Davy Lamp was used for.</p>	<p>Use aerial photos to recognise landmarks.</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p> <p>Know who Christopher Columbus was and when he lived.</p> <p>Explain why Christopher Columbus' discoveries were significant (New World).</p> <p>Explain what conditions were like for sailors aboard the Santa Maria.</p> <p>Know who Neil Armstrong was and when he lived.</p> <p>Explain why Neil Armstrong's journey was significant.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Understand the human and physical geography of a small area of the UK.</p> <p>Recognise Grace Darling as a significant local individual.</p> <p>Explain why Grace Darling is a significant individual and recount her story, discussing events in order.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical terms</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p> <p>Discuss features of seashores both then and now.</p> <p>Compare seashores then and now.</p>
Vocabulary	<p>Direction: left right, near, far, long, short, close to, narrow, wide, far away from, journey, route, directions, compass, map, globe, atlas.</p> <p>Human: photograph, aerial photograph, address, home, house, bungalow, port, harbour, transport, lorry, bus, car, bike, town, city, farm, village, junction, zebra crossing,</p> <p>Physical: world, country, England, Scotland, Wales, Northern Ireland, United Kingdom.</p> <p>Weather/climate: seasons, spring, summer, autumn, winter, cloud, wind, snow, rain, hail, fog.</p> <p>Then, Now, Past, Significant, Living memory, A long time ago, Recently, In the _____ times..., Artefacts, Monarchy</p>					

<p>Extended writing</p>	<p>History - Geography - Letter to someone explaining the special places to them around Hebburn?</p> <p>Guide to Toner Avenue, could they explain what the school is like specifically focusing on the new building & playground?</p>	<p>History - Geography - Create a booklet about Hebburn and places of significance.</p>	<p>History - Geography - Postcard to someone telling them what it is like at the seaside.</p> <p>Guide to the seaside- if someone was to visit, what would you encourage them to bring? What should they expect when they get there? What might the weather be like?</p>
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