

Morpeth Stobhillgate First School

Geography – Year 1 – Northumberland – Mountains, Rivers and Coasts

Topic Rationale This unit provides a KSI look at the lay of the land. Many aspects are then revisited in Key Stage 2, addressing the appropriate progressive skills for Geography. This unit allows pupils to learn about the physical geography of Mountains, rivers and coasts but then apply their learning to places near us in Northumberland.

Enquiry Questions:

Where are the world's highest mountains?

Where are the mountains closer to home?

Where do rivers come from and go to?

What is a coastline?

Which special places can be found along Northumberland's coastline?

Progression document skill coverage:

To draw a simple picture map of imaginary places and from stories

To use simple symbols on imaginary maps

To recognise how their town or village have become the way they are

To express own views about a place, or environment and its people.

How this topic links to the NC:

Pupils should be taught to 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

Pupils should be taught to name and locate the world's 7 continents.

	Enquiry	Skill coverage	CGP books page references	Starter	Practical Activity	Written activity	SEN adaptations and GD challenge
Week 1	<i>Where are the world's highest mountains?</i>			Pre unit assessment - whole class ideas share on spider diagram - complete in red.			
Week 2	<i>Where are the mountains closer to home?</i>						
Week 3	<i>Where do rivers come from and go to?</i>						
Week 4	<i>What is a coastline?</i>					End of unit assessment whole - class ideas share on spider diagram - complete in green.	
Week 5	<i>Which special places can be found along Northumberland's coastline?</i>				Consolidation for targeted children.	Consolidation for targeted children.	

Starter/low stakes quiz ideas	Practical activity suggestions	Written activity suggestions	GD pupil challenge suggestions
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<ul style="list-style-type: none"> • Matching questions with answers from previous lesson • Freya diagrams of concept from last lesson • Sketch a concept taught last lesson and explain in words/annotations/a sentence. • Based on last lessons learning, come up with 3 'I wonder...' statements. • Fill in the blanks from part of the Knowledge Organiser. • Fill in the blanks from a paragraph which summarises last week's learning. • Write a set of questions for your own starter quiz, showing your understanding of previous lesson's vocabulary taught. • Vocabulary matching from previous lesson's vocabulary taught. • Vocabulary definition writing from previous lesson's vocabulary taught. 	<ul style="list-style-type: none"> • Drawing • Drama work • Hot seating • Turing the concept into a game with PE equipment • Sorting statements • Grouping/classifying objects, vocabulary, concepts, thought bubbles etc • Exploring artefact/sources - discussion work • Adding images to time lines/maps etc 	<ul style="list-style-type: none"> • Scene scripts linked to drama work • Speech bubbles • Diary entries • News stories • Comprehension questions • Question writing • Letter writing • Explanations 	<ul style="list-style-type: none"> • Pose philosophical questions e.g. is our future also our past? Can we change our future? How would life have been different if... • Use the following words to challenge pupil's thinking around the learning from the session - argue, justify, rank, rate, propose, hypothesise, organise, create, combine. • Show how 2/3/4 topic words connect together • Write a set of comprehension questions for next year's Year.... To complete based on what you've learned today. • Is the answer to this/these questions no? • Give pupils a difficult choice between 2 things. Can they reason which they'd choose and why? • Write a short story linked to today's work, based on facts but in a fictional style. • Pose the question, 'How might change over time?' • Pose the idea, 'If I travelled back to today's point in history, I would...'
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Pre Unit Assessment

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Post Unit Assessment

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