



Year group: Year 1

Area/topic: UK - Devising and following maps of school and local area, following directions and using directional language, seasonal patterns (Spring 1)

Key Stage One National Curriculum Objectives:

Locational knowledge

- Name the four countries of the UK.
- Locate the four countries of the UK on a map.
- Name the capital cities of the four countries of the UK.
- Locate the capital cities of the four countries of the UK.
- Name the four seas surrounding the UK.
- Locate the four seas surrounding the UK.

Enquiry and geographical skills

- Use a map/atlas/globe to locate the four countries of the UK.
- Use a map/atlas/globe to locate the four seas surrounding the UK.
- Use a map to locate the four capital cities of the UK.

(To recap)

Enquiry and Geographical skills

- Draw picture maps from stories, using own symbols.
- Devise a simple map of the school grounds.
- Use simple picture maps to move around school.
- Conduct a fieldwork study of the school grounds, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features.
- Devise a simple map of the local area.

- Examine aerial photos of the school and local area, to identify human and physical features
- Follow directions (up/down, left/right, forwards/backwards).
- To use directional language (near, far, left, right,) to describe location of features on a map.
- Complete a fieldwork study of the local area, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features.

Human and physical

- Use basic geographical vocabulary to refer to:
- Key physical features including: river, hill, trees
- Key human features including: town, house, office, shop, post-office, café, road, pavement
- Identify seasonal and daily weather patterns in the United Kingdom

Prior learning	Future learning
<p>In Reception...</p> <ul style="list-style-type: none"> • Children will know that we live in England and this is a part of the UK. • Children will have explored the natural world around them (school grounds), making observations and drawing pictures of animals and plants. • Children will have explored the local area, both built and natural environment. • Children will have found out about their environment, through talking to people, examining photographs, simple maps and visiting local places. 	<p>In Year 2...</p> <p>Key Stage One National Curriculum Objectives:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Enquiry and geographical skills:</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and

- Children will have used and followed simple directions (forwards/backwards/ up/ down)
- Children will have used a simple map with symbols to spot features in the school grounds and the local community.
- Children will have drawn and created their own maps using real objects, and/or pictures and symbols.

far; left and right], to describe the location of features and routes on a map.

- 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.
- 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.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Human and physical features:

- 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

What pupils need to know or do to be secure

Key knowledge and skills

- Children will understand that the UK is made up of four countries and that we live in England.
- Children will be able to name and locate the four countries of the UK on a map, atlas and globe.
- Children will be able to name the capital cities of the countries in the UK and locate these on a map.
- Children will be able to name the four seas of the UK and locate these on a map, atlas and globe.
- Children know the purpose of a map, and can identify places they know on a map, e.g. the school field, church etc. With this knowledge, children can devise their own map of a known area—either taken from a story, the school or Dereham.
- Children know how and where aerial photographs are taken. They recognise known places/areas aerial photographs, e.g. the main school, church, field and possibly further afield.
- Children understand and can follow the directional language of up/down, left/right, forwards/backwards, near/far. They use this language when following or planning a route.
- Children can use directional language to explain the location of areas on a map, for example, 'the field is to the left of the playground'.
- Children can ask their own questions when planning fieldwork. They can collect data and explain their findings. They can present findings, explaining a possible solution to an issue, or a way to improve something.

Possible evidence

- Children label a printed map of UK to name and locate the countries, capital cities and seas of UK.
- Children can create their own globe (e.g. balloons) and use to locate four countries and four seas.
- Children can conduct weather reports for the UK, identifying four countries, capital cities and seas on map.

To recap...

- Children could draw a picture map for a particular story, e.g. could be a character's house, or a location in a story.
- Children could examine aerial photos of school grounds, identifying human and physical features.
- Children could devise an aerial map of the school grounds with a

Key vocabulary

- United Kingdom
- England
- Scotland
- Wales
- Northern Ireland
- London
- Edinburgh
- Belfast
- Cardiff
- English Channel
- North Sea
- Irish Sea
- Atlantic Ocean
- River
- Hill
- Trees
- Town
- House
- Office
- Shop
- Post-office
- Café
- Road
- Pavement
- Up/down
- Left/right
- Forwards/backwards
- Near/far

key, identifying human and physical features.

- Children could create map and directions with a purpose, e.g. for a new pupil starting or a visitor showing them directions to different parts of the school. These could be displayed in the classroom.
- Children could complete fieldwork study of school grounds, taking photos, sketches etc.
- Children could use beebots to practice following directions. A large aerial map of the school could be printed, or a large map they have created of the school, and children navigate beebot on map.
- Children could complete fieldwork study of the local area, taking and examining photos of

the human and physical features.

- Children could devise own map of Dereham, and use this to plan a fieldwork study route around Dereham using directional language.
- Children could examine aerial photographs of Dereham, labelling the human and physical features.
- Children can plan a route around class/school and give children instructions to follow the route (perhaps children could guess where they are being directed to?).

Common misconceptions

- Children may find it hard to understand that England is a part of the UK. Children may see the UK as one big country.
- Children may not understand concept of an aerial map- map drawings may not be of aerial perspective.
- Children may confuse the difference between human and physical features.

Books linking to this area

- The Big Book of the UK.
- The Big Book of the UK.
- No such thing as Nessie.
- Katie in London
- Katie in Scotland
- Wales- Anita Ganeri
- Info Buzz- The United Kingdom.
- Martha Maps It Out- Leigh Hodgkinson

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.