



Year group: Year 1

Area/topic: Comparing the human and physical features of Australia to UK (Summer 1)

(Objectives from NC/ELG/Development matters)

Key Stage One National Curriculum Objectives:

Place knowledge

- Describe the **physical** geography of where they live and of a contrasting non-European country. Describe some similarities and differences.
- Describe the **human** geography of where they live and of a contrasting non-European country. Describe some similarities and differences.
- Use basic geographical vocabulary to refer to:
- Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river... season and weather
- Key human features including: city, town, village... house...harbour and shop.

Enquiry and Geographical skills

- Devise a simple map of the local area.
- Examine aerial photos of the local area, to identify human and physical features.
- Examine aerial photos of an area in Australia, 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

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world

Prior learning	Future learning
<p>In Reception...</p> <p>Place knowledge:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities)• Name and locate different parts of the local community.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps (NC: People, culture and communities) <p>Enquiry and geographical skills:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World)• Use the school area for exploring both the built and the natural environment.• Use the local area for exploring both the built and the natural environment.	<p>In Year 2...</p> <p>Key Stage One National Curriculum Objectives:</p> <p>Place knowledge:</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non- European country. <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 far; left and right], to describe the location of features and routes on a map.• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

- Comment and ask questions about aspects of their familiar world- home, school and natural world
- Find out about their school environment by talking to people, examining photographs and using magnifiers.
- Find out about the local environment by talking to people, examining photographs, simple maps and visiting local places.
- Describe location in simple terms (left/right).
- Follow simple directions (forwards/backwards, up/down).

Human and physical:

- Describe the daily weather and weather patterns with confidence using full sentences.
- Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World)
- Talk about the lives of the people around them and their roles in society (NC: Past and present)
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (NC: People, culture and communities)

physical features of its surrounding environment.

Human and physical features:

- Identify and describe seasonal and daily weather patterns in the UK with confidence.
- Locate hot and cold areas of the world in relation to the equator and the north and south poles
- 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 be able to locate Australia on a map, atlas and globe.
- Children will be able to name some landmarks in Australia.
- Children will be able to explain some key similarities and differences in human and physical features between Australia and the UK, using taught vocabulary. This will include similarities and differences in weather.
- Children will be able to examine aerial photos of areas in Australia to recognise landmarks and basic human and physical features. Children will be able to compare these with aerial photos of areas in Norfolk.
- Children will continue to develop and refine enquiry and geographical skills in National Fieldwork Fortnight. 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 can complete venn diagram style activity to compare and contrast key human and physical features between Australia and the UK.
- Children can create travel leaflets for visiting Australia (could explain what landmarks they could see, what kind of weather to expect etc..)
- Children could conduct a presentation or advert about Australia.
- Children can examine aerial photos of areas in Australia and the UK and explain some similarities and difference, identifying key human and physical features.
- Fieldwork week
- Children could complete fieldwork study of the local area, taking and

Key vocabulary

- United Kingdom
- Australia
- Outback
- Beach
- Cliff
- Coast
- Forest
- Hill
- Mountain
- Sea
- Ocean
- River
- Season

<ul style="list-style-type: none"> • Weather • City • Town • Village • House • Harbour • Shop 	<p>examining photos of the human and physical features.</p>
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<ul style="list-style-type: none"> • Children may think that Australia is always hot. • Children may think Australians speak in a different language. 	<ul style="list-style-type: none"> • Our Home on Wheels- A Big Trip Around Australia- Jessica and Stephen Parry- Valentine • This is Australia- Kevin Pettman • Aboriginal Dreaming stories- Twinkl
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> • National Fieldwork Fortnight 	<ul style="list-style-type: none"> • Children can create an advert for visiting Australia. Or, they can just present and explain their travel leaflet to a group or partner. • Children will present the findings of their fieldwork studies. This could be to the class, a year group or in a collective worship. • Children can give each other directions to move to or around a particular area, using a map.

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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.