

Y1 – School grounds; Habitats and local environment; Coasts

Rationale

Children will build on from their learning in EYFS by studying the school grounds and immediate local area of Ingleby Barwick in greater depth. This is to allow them to contextualise how the school grounds fit into the wider environment and what kinds of environments we have within school.

Building on from the first unit, children will then expand their geographical knowledge to some of the area's local parks which most children will be familiar with. They will then be able to provide comparisons with how the woodland areas and features of parks compare and contrast with Ingleby Barwick, how humans have interacted with these areas and the types of natural environments that different animals like. This ties in well with their scientific studies of animals, their habitats and plants and elements of their historical studies which includes local parks. This also provides an opportunity for fieldwork when comparing how human and physical geography have interacted with each other, as well as the different types of uses of the land.

Following on from this, children will continue to expand their geographical knowledge gradually and naturally by looking at coastal areas and the weather. They will be able to compare and contrast how coastal areas, that most children will have visited themselves, are with Ingleby Barwick and the other environments found in parks. This also feeds into their historical study of seaside holidays and how these areas have changed over time in relation to human and physical geography.

Learning

Prior Knowledge

About their new environment (indoor and outdoor) through learning walks, environments that are different to our local area

Making simple maps and using maps to explore where Santa travels too

What makes a family and how different communities exist

Where do we live in the world, followed by houses around the world

Seasonal changes

During castles topic, exploring where castles are situated, drawing maps and plans of castles

In Year 1, pupils are taught

What the major human and physical features of the school grounds and Ingleby Barwick are and how they interact

How humans can interact with the land around them to change it

That different areas can have different features, some of which are similar, some which are different

How certain areas may experience different types of weather due to their position and features

In Year 2 pupils will learn

The countries and capitals of the United Kingdom

Some of the similarities and differences in the environments of the UK

The continents and oceans of the world

How different parts of the world have similar or different features depending on their location and environment

How humans adapt to survive and interact with different environments

Key Vocabulary

Using simple geographical language such as:

Area, school, shops, field, transport, map

Environment, woodland, human, buildings, habitat

Coast, weather, temperature, similar, different

Skills gained

Place	Space	Scale	Environment	Interconnections	Environmental impact and sustainability	Cultural awareness and diversity	Vocabulary and communication
<p>Notice things in the place where I am and react to them by commenting</p> <p>Identify simple types of buildings and places around me</p>	<p>Identify how land has been used in the local environment</p> <p>Identify how space has been created in certain areas for different purposes</p> <p>Identify how space can occur naturally in the environment</p>	<p>Identify how large Ingleby Barwick is as a housing estate</p> <p>Identify how large coastal areas can be</p> <p>Begin to identify some of the different elements that make up a coastal area</p>	<p>First-hand observation to investigate school grounds</p> <p>Identify the environment as containing both human and physical features</p>	<p>First-hand observation to investigate school grounds</p> <p>Identify the environment as containing both human and physical features</p>	<p>Study key human and physical features of surrounding environment and the impact of them</p> <p>Begin to identify how different areas are affected by a variety of elements</p> <p>Begin to identify certain areas as needing specific care and attention</p>	<p>Identify key areas as shared spaces for everyone</p> <p>Begin to identify that certain places are special to certain people</p>	<p>Begin to explain key features of the local area</p> <p>Begin to explain interactions between human and physical features</p> <p>Begin to use key geographical vocabulary in their explanations</p>