



### The BIG Picture

In this unit children will be developing their knowledge of the world around them. They will begin by learning about the months of the year and their order. They will then be introduced to the seasons and some of the key features of each season. The children will then learn about different types of weather and the typical weather patterns in each season. This will then be linked to how people respond to different types of weather. This unit builds upon the EYFS Seasonal Changes unit as children grow their observation skills and build their knowledge about the weather.

### National Curriculum Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom, and their locality. **They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.** Pupils should be taught to:

#### Locational knowledge

- 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

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- **identify seasonal and daily weather patterns in the UK** and the location of 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.

#### Geographical skills and fieldwork

- use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage
- 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 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 environment.**

### What do we already know? What can we already do?

Children will have come from EYFS and will have some understanding on how to...

- Draw information from a simple map
- Recognise that some environments are different from the one they live in
- Understand the effect of changing seasons on the natural world
- Know that there are different countries in and world and talk about some differences
- Explore the natural world around them
- Celebrate and value cultural, religious and community events and experiences

### Key vocabulary & understanding:

Antarctica, Earth, My school, rain, season, snow, sunshine, temperature, wind, Arctic, inside, outside, polar, rain gauge, season, temperature, weather forecast.

### Key Knowledge

In the UK, there are four different seasons. Each season has different weather types.

Winter is cold, wet and windy. It snows in some areas and gets dark early.

Spring brings warmer weather. Flowers start to grow and baby lambs are born.

In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms.

The weather starts to get colder in autumn. Leaves change colour and fall off the tree. The months of the year:

January, February, March, April, May, June, July, August, September, October, November, December.

## Specific unit objectives

- To order the months of the year and recognise seasons.
- To spot the differences between the seasons.
- To find clues to decide which season we are in.
- To identify the types of clothing worn in different weather.
- To identify the types of weather we have in the United Kingdom and record the daily weather in our area.
- To explore how the weather affects different jobs.
- To create a simple weather chart.
- To use basic vocabulary and concepts about weather and the climate;
- To use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.
- To observe, talk about and make a basic record of changes in the weather and seasons, including creating a simple weather chart;

### Key Questions

How is the year organised into months and seasons?  
What are the differences between the seasons?  
How can I show what season I am in?  
How do people dress for different kinds of weather?  
How can I tell the weather's story?  
How does the weather affect people's work?

### Key Texts

A Year in Percy's Park – Nick Butterworth  
A Stroll Through The Seasons – Kay Barnham  
A Tree For All Seasons – Robin Bernard  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

This unit build directly upon the previous Year 1 unit of Weather and Climate. The children will have discussed typical daily weather patterns and seasonal changes in the UK. This unit moves the children on to learning about countries of the UK. This will develop the children's learning beyond their immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of the United Kingdom. We want to encourage children to develop their awareness of the diversity and complexity of their environment. We want children to understand how the United Kingdom is made up and how this fits into the wider world.

### National Curriculum Key Stage 1

Pupils should develop knowledge about the world, **the United Kingdom**, and their locality. **They should understand basic subject-specific vocabulary relating to human and physical geography** and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

#### Locational knowledge

- 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**

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- identify seasonal and daily weather patterns in the UK and the location of 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.**

#### Geographical skills and fieldwork

- **use world maps, atlases, and globes to identify the UK and its countries**, as well as the countries, continents and oceans studied at this key stage
- 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 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 environment.

### What do we already know? What can we already do?

Children will have come from EYFS and will have some understanding on how to...

- Draw information from a simple map
- Recognise that some environments are different from the one they live in
- Understand the effect of changing seasons on the natural world
- Know that there are different countries in and world and talk about some differences
- Explore the natural world around them
- Celebrate and value cultural, religious and community events and experiences

Children will be able to identify the types of weather in the UK. (Y1, Weather and Climate)

### Key vocabulary & understanding:

Ben Nevis, English Channel, Europe, Ireland, Irish Sea, North Sea, Murdishaw, Runcorn, capital city, city, feature, across, northern, country, river, sea, town, village

### Key Knowledge

The United Kingdom is part of the continent of Europe.

It is made up of four countries, which all have their own capital city.

Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack.

The United Kingdom is an island: it is surrounded by water.

The UK has human and physical features. Human features are made by people and physical features are made by nature. The countries of the United Kingdom:

England, Scotland, Wales and Northern Ireland.

The four capital cities:

London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). Key knowledge

## Specific unit objectives

- To know what and where the United Kingdom is.
- To locate the four countries of the United Kingdom.
- To identify the four capital cities of the United Kingdom.
- To identify the surrounding seas of the United Kingdom.
- To explain the differences between human and physical features.
- To describe the human and physical features of one of the UK's capital cities.
- To describe the characteristics of the four countries of the United Kingdom.
- To annotate a simple map of the UK with some of its key features;
- To use appropriate vocabulary when describing features of the UK,

### Key Questions

What is the United Kingdom?

What can I find out about the United Kingdom?

What are the UK's countries like?

What are the UK's capital cities like?

What do I know about a country in the UK?

### Key Texts

Explore The United Kingdom KS1 Book Pack – TTS

Infant Atlases

Reading texts available on Oddizzi

Range of non-fiction books to be used.



### The BIG Picture

Understanding where we fit into the world is an abstract concept for younger children. To them, their world is big enough and even imagining that the world can go beyond that is difficult. Building from the EYFS curriculum, we know that children are often experts at exploring their natural environment – looking under stones, making secret dens and poking their fingers into holes in walls – but they rarely stop to think about the relationship between these things. In this unit, we want to encourage children to develop their awareness of the diversity and complexity of their local environment. We want children to understand what their local area is made up of and how this fits into the wider world. In this unit the children can make links with the previous Year 1 topic by identifying where their local area fits into the UK.

### National Curriculum Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom, **and their locality**. They should understand basic subject-specific vocabulary relating to human and physical geography **and begin to use geographical skills, including first-hand observation, to enhance their locational awareness**. Pupils should be taught to:

#### Locational knowledge

- 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

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- identify seasonal and daily weather patterns in the UK and the location of 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.

#### Geographical skills and fieldwork

- use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage
- **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 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 environment.**

### What do we already know? What can we already do?

Children will have come from EYFS and will have some understanding on how to...

- Draw information from a simple map
  - Recognise that some environments are different from the one they live in
  - Understand the effect of changing seasons on the natural world
  - Know that there are different countries in and world and talk about some differences
  - Explore the natural world around them
- Celebrate and value cultural, religious and community events and experiences  
Children will be able to identify the types of weather in the UK. (Y1, Weather and Climate)  
Children will know the names and locations of the four countries of the UK (Y1, United Kingdom)

### Key vocabulary & understanding:

Cheshire, Murdishaw, Runcorn, building, map, office, route, street, symbol, local, North, East, South, West

## Specific unit objectives

- To spot the differences between rural and urban areas and know what type of settlement I live in.
- To explore and record the features of our school grounds.
- To explore and record the features of our local area.
- To recount the journey through my local area.
- To recognise the symbols used on an Ordnance Survey map.
- To create a map of my local area.
- To know the location and features of the local area.
- To observe, record, discuss and ask questions about the main features of the local area, based on direct experience.
- To make connections between their investigation of the local area and what they have learned about weather, climate and the UK.

### Key Knowledge

An urban area has lots of people living there. Towns, cities and suburbs are all urban areas.

A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.

An Ordnance Survey map is used to help people find their way around an area.

### Key Questions

What is an urban area?  
What is a rural area?  
What features does our school and its grounds have?  
What might you see as you walk around Murdishaw?  
What different types of houses are there?  
What symbols do maps have? What do they mean?  
What is a compass?

### Key Texts

Infant Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.