

Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 1 Geography planning placed in context of long-term knowledge growth.

| | Geographical Content and Enquiry Questions. | Concepts, Ideas and Language | | Subject Rationale | Evidence Record |
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| Year 1 – Where do we live | What makes Mexborough marvellous? | Location | <ul style="list-style-type: none"> - Identify Mexborough and Doncaster on a map. - To know that Mexborough is a village in Doncaster, a larger town in England. Doncaster is larger than Mexborough and has more shops, offices, and houses. | <p>This is the first topic in KS1 where children have the opportunity to develop a rich understanding of the concepts of location, physical and human geographical features. The children will learn about the locality which surrounds them by carrying out an in-depth study about Mexborough. Learning about the key physical and human geographical features of Mexborough, children will be able to identify them and discuss the changes over time. This will be developed in the next topic where London is studied in-depth. These concepts will then be built on in Year 2 when comparing the coastal regions with Mexborough.</p> | <p>Geographical sources of evidence: Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films.</p> <p>Use atlases and maps which show physical and human features.</p> <p>Carry out e-learning.</p> <p>Simple fieldwork and observational skills, simple maps and keys</p> |
| | <i>To be completed first so it is including the mini history topic of remembrance focusing on Mexborough.</i> | Place | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and London. (London is the next Y1 topic).</p> <ul style="list-style-type: none"> - Identify the human and physical geography surrounding Mexborough (below). - Discuss changes over time to the human and physical geography within our town. For example, look at maps and photographs of the town centre from today and 100 years ago. - Go on a tour of the school using a map and study aerial view images. - Go on a local walk and identify human and physical features. - Devise a simple map and construct a basic key after carrying out the local walk. Use compass directions and locational language. | | |
| | Outline locational Geography of the UK including Mexborough, Doncaster, London the four countries that make up the UK and its surrounding seas. | Physical Geography | Use basic geographical vocabulary to identify and refer to key physical features. (weather, hills, forest, river, valley, seasons, soil, vegetation) | | |
| | Mexborough – in-depth study. | Human Geography | Use basic geographical vocabulary to identify and refer to key human features. (city, house, village, shop, factory, town, office, farm, sports clubs, schools, hospital, church, train station, bus station) | | |
| | The importance of our community and taking pride in the locality. | Sustainability | Discuss the importance of recycling and ensuring litter isn't dropped in the street. Take part in a litter pick around the school premises / locality to emphasise importance of this at the end of the topic. Include the local community in your walk. | | |
| | Recycling – how it can benefit our community and environment. | | | | |

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| YEAR 1 – Links to significant People in History (Queen Elizabeth II) | What is near and what is far? The United Kingdom - Outline Locational Geography of the UK including Mexborough, Doncaster, South Yorkshire, London the four countries that make up the UK and its surrounding seas. | Location <ul style="list-style-type: none"> - Identify London on a map. - The country I live in is called England. I live in Mexborough, which is a town in England. London is the capital city of England. Which is a country in the United Kingdom of Great Britain and Northern Ireland (UK). - There are three other countries in the United Kingdom: Scotland, Wales and Ireland. They each have a capital city. Queen Elizabeth II is the monarch of all four of these countries, she resides in London. - The UK is an island (it is surrounded by seas): Irish sea, North Sea and the English Channel. | During this topic the children will continue to develop their knowledge of location, place, human and geographical features. Children will use their newly acquired historical knowledge of Queen Elizabeth II to carry out an in-depth study about London. They will build on their knowledge of location to identify where London is and why it is significant to them. They will also identify key human and physical features of London and compare them to Mexborough's. Changes in the physical geography of London will also be built on when pupils study the Great Fire of London in Year 2. | Geographical sources of evidence: Maps (eg local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films. Use atlases and maps which show physical and human features. Carry out e-learning. Simple fieldwork and observational skills, simple maps and keys |
| | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and London . | Place <ul style="list-style-type: none"> - Identify the human and physical geography of London – London is a City with larger buildings, a higher population density, landmarks, and more human features. - Discuss How London is different to Mexborough (use knowledge from previous topic – see above). Compare the village of Mexborough to the City of London. | | |
| | London the capital city of England – in-depth study The monarch - Queen Elizabeth II's reign. | Physical Geography <ul style="list-style-type: none"> - Identify the key physical features of London. Use aerial images to recognise basic physical features. (weather, season, river, soil, vegetation, hills) - Discuss how there is not much evidence of physical features left in London. The infrastructure has taken most of it away. The main one being the river Thames. | | |
| | | Human Geography <ul style="list-style-type: none"> - Identify the key human features of London. Use aerial images to recognise the basic human features. (city, town, factory, house, office, port, shops, schools, universities, colleges, places of worship, theatres, hospitals, stations, airports, landmarks) - Discuss how these are plentiful in London due to the high population density and infrastructure. - Discuss how Mexborough has one of each of these features but London has several. | | |
| | | Sustainability Discuss the ways of life and changes which have occurred during Queen Elizabeth II's reign (1953- currently). | | |

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| YEAR 1 – Links to Conisbrough Castle | <p>Would you build a castle on a hill?</p> <p>Outline locational Geography – Mexborough and Conisborough.</p> <p>Conisbrough Castle – breadth study including farming, use of landscape, lifestyles and tourism.</p> | <p>Location</p> <ul style="list-style-type: none"> - Identify Conisbrough on a map and its proximity to Mexborough. - Conisbrough is a village in the town of Doncaster. It is in England which is a country in the UK. - The UK is an island (it is surrounded by seas): Irish sea, North Sea and the English Channel. | <p>During this topic the children will carry out a breadth study of Conisbrough castle. They will develop their growing knowledge of location by identifying where Conisbrough is on a map and where it is in relation to Mexborough and London. The children will primarily continue identifying key human and physical features during this topic. They will identify the features and discuss why they made Conisbrough a suitable area for a castle. For example, it has a hill for the castle to be positioned high up on.</p> <p>The children will also be exposed to a simple fieldwork study for the first time. Their fieldwork skills will be developed during the Year 2 coastal regions topic when they carry out another fieldwork study of a coastal region.</p> | <p>Geographical sources of evidence: Maps (eg local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, landmarks, video recordings, films.</p> <p>Use atlases and maps which show physical and human features.</p> <p>Carry out e-learning.</p> <p>Simple fieldwork and observational skills, simple maps and keys Visit to Conisborough Castle.</p> <p>Simple fieldwork and observational skills. Simple maps, keys and compass points.</p> |
| | | <p>Place</p> <ul style="list-style-type: none"> - Identify the human and physical geography surrounding Conisbrough castle. Compare what the human geographical features would have looked like during the Norman era and today. - Carry out a fieldwork study of Conisbrough castle. - Use compass directions and locational language to describe the location of features and routes on a map. | | |
| | | <p>Physical Geography</p> <ul style="list-style-type: none"> - The castle is on a hill with a moat. There is soil and vegetation visible around the castle. (Hill, river, soil, vegetation) - Compare the Norman era and today. - Compare the journey of the castle from castle to ruin. | | |
| | | <p>Human Geography</p> <ul style="list-style-type: none"> - Identify the key human features of Conisbrough castle. Compare the changes from the Norman era and today. (city, town, village, house) | | |
| | | <p>Sustainability</p> <p>Study tourism of the castle. Discuss how the English Heritage ensure there are not too many visitors annually. Discuss how funds need to be raised to maintain the site. Year 1 could raise some money to support the castle.</p> | | |