

**THE WINTERTON FEDERATION MEDIUM TERM PLAN GEOGRAPHY Autumn Term YEAR 1**

<b>Wonderful Winterton</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1</b>	To be able to name the seven continents of the world and locate the UK on a world map.	Identify the seven continents and five oceans of the world on a world map. Locate the UK on a world map and identify it as being a country within Europe. World Jigsaw • World Map	I know what a continent is I can name and locate the seven continents I can identify the UK on a world map?
<b>Session 2</b>	To be able to identify the countries and capital cities of the UK.	Find out how the UK is split into four countries and that each country has its own capital city. Use photos of each capital city to describe what they can see. Identify the national flag of each UK country and start to consider the idea of national identity. Information Sheet • Game Cards • Flag Templates	I can name the countries and capital cities of the UK I can identify the national flags of each of the countries of the UK Know that the United Kingdom is made up of different countries
<b>Session 3</b>	To be able to identify features and characteristics of the countries of the UK.	Recap the names and locations of each of the four countries of the UK and their capital cities. Learn about some of the human and physical features of each country and identify the national flowers and flowers Fact Cards • Picture Cards • Word Mat	I can name the four countries of the UK I can name the capital cities of the UK I can identify some feature and characteristics of the UK
<b>Session 4</b>	To explore the town we live in.	Identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. Locate the local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like. Photos of local area • Access to internet	I know the difference between a village, town and city I can locate my local area on a map of the UK I can use a variety of sources, including maps, to help me explore the local area
<b>Session 5</b>	To be able to describe where you live	Consolidate understanding of where they live and extend this to thinking about the road and house they live in. Learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt. Annotate photos of the Winterton Area • Envelopes and stamps • Address Guide	I know what addresses are used for I can write my own address I can describe where I live

<b>Seasonal Weather</b>	Session 1 & 2 could be combined as some objectives covered in Science.	<b>Weather and Season – covered through science &amp; maths work with pictograms</b>	
<b>Session 1</b>	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.	Consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month Weather Diary	I can identify and describe expected weather types for the seasons I can begin to distinguish between daily weather and seasonal weather I can suggest how likely certain weather types are for each of the seasons
<b>Session 2</b>	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.	Look at simple pictograms of weather data for different regions of the UK. Learn some ways in which weather differs between inland and coastal areas. Then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions. Collect information and keep a weather map.	I can begin to interpret weather data presented in simple tables and pictograms I can predict how weather data might vary at different times of year I can begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies
<b>Session 3</b>	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	Think about ways in which weather affects the clothes we wear and the things we do. Also think about how weather forecasts help us. Add weather symbols to a map or prepare and perform a weather forecast. Tomorrow's Weather (or your own maps) • Weather Symbols cards • Photo sheet • Cameras	I can interpret simple weather maps I can add weather information to maps based on simple descriptions I can draw upon my own knowledge of seasonal and recent daily weather to predict the next day's weather
<b>Session 4</b>	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	Explore images and descriptions of an equatorial and a polar region and compare them to UK weather. Consider the basic differences between UK, polar and equatorial climates. Then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world.	I can begin to identify ways in which weather in other parts of the world varies from our own I can describe (in simple terms) ways in which the weather is different near the poles and equator I can organise ideas about weather conditions in a polar or equatorial region.