	Big Question: What	countries make up the United Kingdom? Term 6	_
Year 1	Skills	Knowledge	
Location and place knowledge	Name and locate where we live - Cheltenham, Gloucestershire, England. Name and locate the four countries that make up the United Kingdom - England, Scotland, Wales and Northern Ireland. Identify the capital city of England (London) and find this on a map. Compare where Cheltenham and London are on maps. Understand the term 'continent'. Understand the term 'ocean'. Recognise and talk about the key features and places in the local environment - school and home. Explain what makes our town special. Identify the similarities and differences between a range of places they have visited - e.g what is different about town centres, farms, the	To name, locate and identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. Use simple geographical vocabulary to identify to key human and physical features of different environments and locations. Annotate a simple map of the UK with some of its key features.	-Children wil world map an -Children wil countries and -Children will what they can of each UK co national ident
Human & Physical Geography	 They have visited "e.g what is different about fown centres, family, the seaside, the park. Use simple geographical vocabulary to identify key human and physical features of their school, its grounds and the surrounding environment. Begin to express views on the features of the local environment. Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Begin to look at how we can look after our environment - litter, recycling, respecting where we live. Identify the seasons and explain how the weather changes with each season. Explain what people might wear at different times of the year. 		-Children will features of e flowers, flags -Children will its countries human featur -Children will countries. Th discuss the s and physical locations (see
Fieldwork	Ake observations about where things are - within school and in the local area Use a simple picture map to move around the school; Recognise that it is about a place Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map Draw key features in the local environment Draw around objects to make a plan Use picture maps and globes Use simple compass directions (North, South, East and West)	VocabularyfarnearleftrightlongshortwidenarrowcompassdirectionsglobeatlasmapplancitytownvillagefactoryfarmhouseshopbuildingbungalowbeachcoastforestmountainseariverseasonspringsummerautumnwintersnowfogmisthailcoldwindywetrainsleetfrostdrywarmEnglandLondonScotlandEdinburghWalesCardiffNorthernIrelandBelfastEireDublin	https://www. ear+1&c=244 https://www



Outcomes

will locate the UK and its surrounding seas on a and identify it as being a country within Europe.

will find out how the UK is split into four and that each country has its own capital city.

vill use photos of each capital city to describe can see. They will also identify the national flag C country and start to consider the idea of entity.

vill learn about some of the human and physical f each country and identify the national ags and anthems.

vill annotate a large map of the UK identifying es, capital cities and some key physical and tures.

vill use their knowledge to compare all 4 They will use simple geographical vocabulary to e similarities and differences of the key human al features of different environments and seaside, mountains, forests, rivers etc.)

Websites

/w.twinkl.co.uk/search?q=the+united+kingdom+y 14&ca=22&ct=ks1&r=teacher&fa=2.3

w.youtube.com/watch?v=kU_SpzWKtqE