

Topic Summary: KS1 United Kingdom

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| <p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ❖ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ❖ 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 ❖ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas-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 | <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ I can locate the United Kingdom on a map. ❖ I can name the four countries of the United Kingdom. ❖ I can locate the four countries of the United Kingdom on a map. ❖ I can name the capital cities of the United Kingdom. ❖ I can locate the capital cities of the United Kingdom on a map. ❖ I can explain what a physical feature is. ❖ I can explain what a human feature is. ❖ I can describe the characteristics of the capital cities of the United Kingdom. ❖ I can describe the characteristics of the four countries of the United Kingdom. | <p><u>Vocabulary Y1</u></p> <p>Map, world, Europe, country, England, Scotland, Wales, Northern Ireland, capital, London, Belfast, Cardiff, Edinburgh, city, building, map, office, shop, symbol, town, village, local, county, neighbourhood.</p> | |
| <p><u>Weekly challenge “Thinking like a Geographer”</u></p> <p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p> | <p><u>Disciplinary knowledge</u></p> <p>How do we know where the countries of the world are?</p> <p>Map skills and fieldwork detailed on Topic map.</p> | <p><u>Vocabulary: Y2</u></p> <p>Union Jack, features, human, physical, nature, Europe, atlas, continent, farm, field, market, national park, population</p> | <p><u>Key People</u></p> <p>Anaximander – Greek geographer who created world map Venetian monk Fra Mauro – first modern world map</p> <p><u>Extended writing</u></p> <p>Write an Imaginary postcard from one of the UK’s capital cities</p> |

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| <p><u>Map skills</u></p> <ul style="list-style-type: none"> ❖ Compare physical features of UK to Down Ampney. ❖ Draw a picture map of Down Ampney and its main routes. ❖ Use word, UK and Europe maps to identify key locations. ❖ Use a range of maps to identify a range of features. | <p><u>Deeper thinking. What if...</u></p> <ul style="list-style-type: none"> ❖ What if...a fifth country joined the United Kingdom? ❖ What if...everyone in the UK wanted to live in London? ❖ What if... Scotland voted to leave the United Kingdom? ❖ What if... London wasn't on the River Thames? | <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> ❖ Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. ❖ Relate a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features |
| <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Democracy – Taking turns and instructions from others. ❖ Tolerance for those with different faiths and beliefs – We know that the UK is made up of many cultures and faiths. | <p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Spirituality – Children understanding their place in the world ❖ Everyone Achieving – In order to make maps of the world, ideas from lots of different people needed to be used. ❖ Everyone Believing - All people across the world have to work to look after the Earth. ❖ Everyone Caring – Even though there are 4 countries in the UK, we are all part of the same Kingdom. | |
| <p><u>Phonics and spelling focus</u></p> <ul style="list-style-type: none"> ❖ Country/village ❖ Building/physical ❖ Wales ❖ Ireland/Island | <p><u>Guided Reading opportunities</u></p> <ul style="list-style-type: none"> ❖ Guided Reading: The United Kingdom (Year One) ❖ Guided Reading: London (Year Two) | <p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Word ban game ❖ Pictorial based weekly challenges ❖ Vocabulary mats ❖ Videos and photographic examples ❖ Writing frames <p>Phonics focus words</p> |
| <p><u>Case studies / examples</u></p> <ul style="list-style-type: none"> ❖ The River Thames and the River Severn ❖ Town/Village/City (diverse range of visual images) | <p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What other islands and countries are near to the United Kingdom? ❖ What continent is the UK in? ❖ What can I find out about London, the capital city of the UK? ❖ What are the main features and landmarks of the UK cities? | |
| <p><u>Prior learning</u></p> <ul style="list-style-type: none"> ❖ Know about similarities and differences between themselves and others, and among families, communities and traditions. ❖ They talk about the features of their own immediate environment and how environments might vary from one another | <p><u>Future learning</u></p> <ul style="list-style-type: none"> ❖ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. ❖ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. | |