

Year 1 – Top Valley (All Around Me)

As GEOGRAPHERS we will explore these concepts :

Scale
Place and space
Environment
Change and sustainability.

Key Knowledge:

Where in the world is the UK and why is the UK special?

Know where the UK is on a map
Understand that it is an Island because it is surrounded by water
Know that the UK has four countries: England, Scotland, Wales and Northern Ireland and what their capital cities are.
Know the seas that surround the UK

Where is Nottingham within the UK and where is Top Valley?

Know that Nottingham is in the East Midlands, in England
Know that Top Valley is situated within the city of Nottingham and sits on the border of Nottinghamshire. It is close to the areas of Rise Park and Bestwood.
Know that Nottingham is located near the River Trent
Use a globe, atlases and maps to locate the UK and Nottingham

How can we describe Warren Primary Academy?

Know where Warren Primary is located
Identify key human and physical features of Warren Primary
Identify locations and features on a map and use locational and directional language e.g. near, far, next to, besides, on top of etc.

What makes Top Valley special?

Know and visit key locations around Top Valley/the local area including Rise Park:
Muirfield Park, 2 Secondary Schools – Park Value and Oakwood, Bestwood Emmanuel and St Mark Church, Bestwood County Park, Nottinghamshire Fire & Rescue Service HQ
Know the different places humans work and live in the local area.
Know the terms: town, city, factory, house, shop and office.
Know the terms: hill, soil and river.

How can I show others about my school and the area I live in?

Begin to create own maps to identify the whereabouts of key features

As HISTORIANS we will explore these concepts:

Continuity and Change

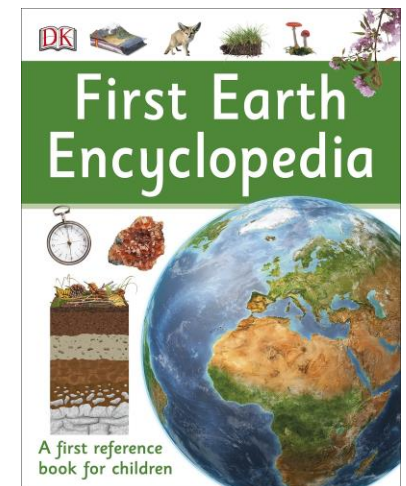
Key Knowledge:

What is significant about the history of Top Valley/Rise Park/Bestwood?

Know that Top Valley was built as an estate in the 1970s.
Know that Bestwood Park was previously a part of medieval Sherwood Forest and used for hunting by monarchs visiting Nottingham (Bestwood was a hunting estate owned by the crown).
Know that Bestwood was the home to a coal mine which closed in 1967.
Know that the local area is predominately used for housing at present.

Key Vocabulary:

north, south, east, west, map, key (map), habitat, town, city, factory, house, shop, office, hill, soil, river, work, local area, United Kingdom.



Year 1 – Weather and Seasons

As GEOGRAPHERS we will explore these concepts:

Environment
Change and sustainability.

Key Knowledge:

What are the seasons and what is weather?

Know that the Earth goes around the sun.
Know about daily changes in the weather.
Know about the seasons and the typical weather associated with each season.

What are the different types of weathers and how do we prepare?

Know, describe and identify the main different types of weather: sunshine, wind, rain, snow, thunderstorms, and fog.
Know about the different ways humans prepare for the weather.
Know how different animals survive in different weathers.

How do we measure and record weather?

Know that weather is monitored and recorded and that it can be predicted.
Identify the main weather symbols: sunshine, cloud, wind, rain and snow.
Know that temperature tells us how hot or cold it is
Know that we use a thermometer to record temperature
Measure rainfall and temperature at Warren Primary

How can we use weather to help us?

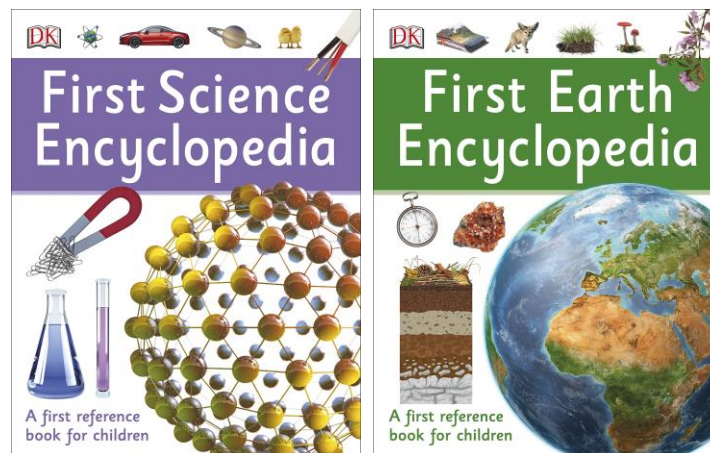
Begin to understand that we can get energy by utilising the weather e.g. sun, wind
Understand the difference between Windmills and Wind Turbines, and that in Nottingham, both can be found.

How do our festivals and celebrations link to seasons?

Know some of the celebrations and festivals that take place in each season e.g. Diwali, Harvest Festival, Bonfire Night, Goose fair, Christmas, Easter, Nottingham Light Night

Key Vocabulary:

sunny, rainy, snow, storm, thunderstorm, brewing, sunshine, cloudy, hailstones, satellites, forecast, droplets, stormy, lightning bolt, record, wind turbine,



Year 1 - Dinosaurs

As HISTORIANS we will:

Develop our understanding of chronology
Compare by recognising similarities and differences
Explore the significance of Mary Anning

Key Knowledge:

What were the dinosaurs?

Know what the word 'dinosaur' means.
Know that they roamed the earth in pre-historic times and understand what that means.
Know that this was 252-65 million years ago.
Begin to explore the chronology of the dinosaurs and time periods in a simple way.
Understand that they lived in the Mesozoic era, and that this is split into 3 periods: Triassic, Jurassic and Cretaceous.

How do we know about the dinosaurs?

Explore fossils and bones and look at the role of palaeontologists in discovering the dinosaurs
Understand that fossils tell us all about the dinosaurs

What happened to the dinosaurs?

Be introduced to the concept of extinction and make links to why dinosaurs and fossils are vital sources of information for historians.

Who was Mary Anning and why was she important?

Know who Mary Anning was
Study some of her key finds
Understand how her finds changed what people knew about dinosaurs
Consider whether Mary Anning was treated fairly

As GEOGRAPHERS we will explore these concepts:

Change and sustainability

National curriculum concepts:

Human and physical geography
Geographical skills.

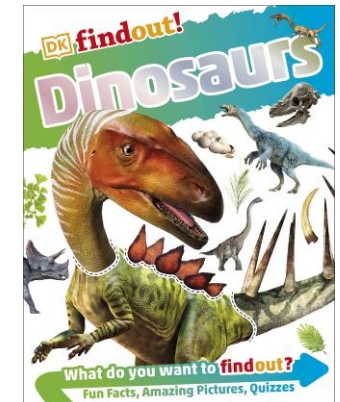
Key Knowledge:

What is the Earth like and how has it changed?

Know what a globe is and that it shows us the Earth
Know that the world is made up of land and water
Know that that land is now divided into 7 continents
Understand that the location of land would have been different at the time of the dinosaurs.
Know that in the Triassic period the earth had one super continent called Pangea.

Key Vocabulary

dinosaurs, past, extinct, time period, Triassic, Jurassic, Cretaceous, bones, skeleton, fossil, palaeontologist, herbivore, plants, carnivore, meat, claws, teeth, habitat, era



Year 1 - Castles

As HISTORIANS we explore:

Significance
Cause and Consequence
Historical Interpretation

Key Knowledge:

Why were castles necessary?

Know that castles were built to provide protection for a lot of people.
Know the structure of a motte and bailey castle.
Understand that there was a lot of fighting in England a thousand years ago and there were lots of little kingdoms.

Who were the Normans?

Know that William the Conqueror came from France and wanted to become King of England.
Know that he invaded England in 1066.
Know that the Bayeux tapestry is a primary source that retells the events (from one perspective)
Understand that William had castles built to stay in control of England
Know that William had Nottingham Castle built.
Know that Nottingham Castle was a Motte and Bailey Castle.

What was life like inside a castle?

Know the features of castles – both the outside and the inside.
Know who lived and worked in castles at the time and what jobs they had.

What happened to Nottingham Castle?

Understand that castles stopped being used to protect people as there was less war.
Know that they were owned by rich people.
Know that in the 1800s, many people in England wanted to be able to vote to decide on laws but the owner of Nottingham Castle disagreed and voted to stop this from happening.
Explore the events of the Nottingham Rebellion leading to Nottingham Castle being burnt down in 1831.

As GEOGRAPHERS we will explore these concepts:

Place and Space
Scale

National curriculum concepts:

Geographical skills

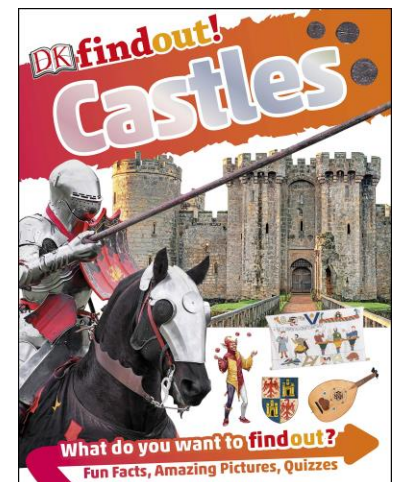
Key Knowledge:

Where is Nottingham Castle and what is it like?

To know where Nottingham Castle is compared to Warren.
To locate Nottingham Castle on map.
Explore aerial photos of Nottingham Castle.
Explore the human and physical features of the area surrounding the location of Nottingham Castle.

Key Vocabulary:

Soldiers, Taxes, Archery, Hero, Knight, Armour, Shield, Motte and Bailey, Norman, Battle of Hastings, Drawbridge, Medieval, Fortress, Battlements, Moat, Portcullis, Arrow loops, Lord/Lady, Jester, Invasion



Year 1 – Oceans and Seas/Attenborough study (The Great Outdoors)

As GEOGRAPHERS we will explore these concepts:

Place and space
Scale
Interconnection
Environment
Change and sustainability

Key Knowledge:

What is the difference between an ocean and a sea?

Know all the world oceans and major seas
Locate the world's oceans and major seas on a map/atlas/globe

What is it like in the ocean and how do we know?

Study the characteristics of the different zones of the ocean
Explore how different species are adapted to live in different zones
Study the ways in which humans explore the oceans such as diving, submarines and supersubs

What are coral reefs and what lives there?

Study the biodiversity of coral reefs
Study how a range of different human activities are negatively impacting upon our coral reefs.

Who is David Attenborough?

Know that David Attenborough's favourite book was Origin of Species by Charles Darwin.
Explore different places that Attenborough has visited and ways he has travelled.
Know that filming and narration has meant that Attenborough can share findings with many people.
Learn about some of David Attenborough's key awards and achievements through his work and how this leads to saving the planet, including the Oceans and Seas.

More Key Knowledge

How can we describe land and water around the Earth?

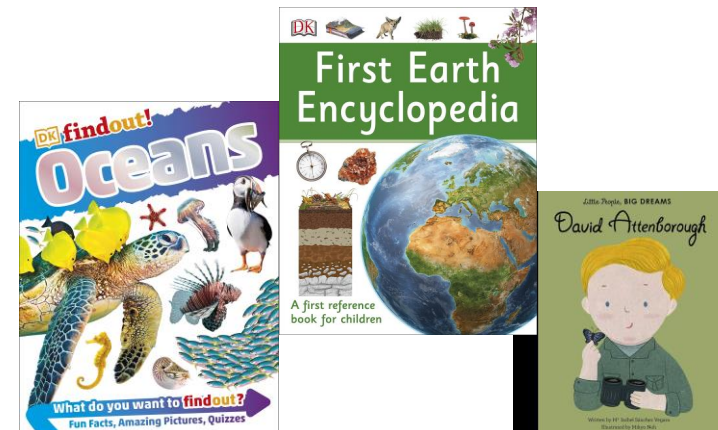
Know that land has been divided into continents and water into oceans and seas.
Know that continents have been divided into countries.
Understand that an island is a piece of land surrounded by water.

What impact have humans had on our oceans?

Study the negative impact of one or more human activity on our oceans e.g. waste disposal and oil spills
Study the impact of plastic pollution on our oceans.
Explore different ways that humans are trying to clean the oceans

Key Vocabulary

Antarctic, Arctic, crustacean, current, food chain, food web, hurricane, oceanography, plankton, sea, ocean, submarine, submersible, sunlit zone, tide, trench, twilight zone, typhoon, harbour, port, climate change, environment, planet



Year 1 – Forests (The Great Outdoors)

As GEOGRAPHERS we will explore these concepts:

Place and Space
Human and physical geography.
Scale
Interconnection.
Environment.

Key Knowledge:

Is all of Nottinghamshire the same as our local area?

Understand the distinction between rural and urban
Compare and contrast life in the city and life in the country
Study the different types of habitats and the typical wildlife in the countryside and cities of the United Kingdom e.g. woodlands, lakes, ponds, farms, gardens, canals etc.

What is a forest?

Define what a forest is.
Explore the types of trees found in forests and understand the terms deciduous and coniferous
Study the forest floors of temperate forests

Why are forests important?

Understand the importance of forests in terms of: plant life, trees, habitats, climate, oxygen and animal life.
Understand why the forests are so important in terms of wildlife, soil, wood, oxygen, food and medicine.
Explore the products of the forests and the various foods, medicines and minerals that humans need

What is happening to our forests and how can we help?

Consider the actions we can take at a local level of help our forests

How can we find our way around forests?

Know how forests are shown in maps
Create simple maps of routes.

As HISTORIANS we will explore:

Significance

Key Knowledge:

Who was Robin Hood?

Know that the tale of Robin Hood is a legend story, that he was an outlaw archer who robbed from the rich and gave to the poor.
Know that according to the tale, Robin Hood lived in Sherwood Forest.
Know that Robin Hood had a band of Merry Men including Friar Tuck, Little John and Maid Marian.
Know the significance of the Major Oak in Sherwood Forest to Robin Hood – he used this to hide from his enemies.

What impact has the legend of Robin Hood had on Edwinstowe?

Explore signs of the legend around Edwinstowe: Robin Hood and Maid Marian statue, shop names and signs, St. Mary's church, Major Oak
Know that Nottinghamshire is known as Robin Hood Country as a result of the legend story.

Key Vocabulary:

climate, conifer, coniferous, consumer, crops, deciduous, decomposer, deforestation, endangered, environment, fuel, fungi, habitat, herbivore, invertebrate, predator, pollution, prey, producer, recycle, reforestation, sustainable, vegetation

