

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
What is it like here? Kapow Y1 unit lesson 1-4 Oak Y1 Local Area lesson 1-6	Where in the world are we?	1	To talk about the area we live in and locate the school and other familiar features on an aerial map and large-scale map.	I know that aerial means from above. I know that objects look different from an aerial view. I know the name of the country I live in. I know the name of the village/town/city I live in. I can identify three features of my local area on an aerial photograph. I can locate the country I live in on a map.	I can interpret aerial photographs to identify features of my local area, recognise how objects appear from above, and locate my town, country, and key features on a map.
	What can we see in our classroom?	2	To create a map of the classroom.	I know a map is a picture of a place from above. I know that we can use a map to find out information about a place. I can represent four classroom features using objects to create a messy map. I can begin to use directional language to describe the location of features.	I can interpret and create maps to represent features of a place, use objects to model locations, and apply directional language to describe their positions.
	What can we find in our school grounds?	3	To locate key features of the playground.	I can identify three features in the school grounds. I can use a simple map to identify these features. I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.	I can identify features in the school grounds, locate them on a map, and use directional language to describe their positions accurately.
	Where are the different places in our school?	4	To draw a simple map.	I can draw three features on a map. I can use simple shapes or symbols. I can begin to use directional language to describe the location of features.	I can represent features on a map using shapes or symbols and accurately describe their locations using directional language.
	How do we get to school?	5	To locate their home address on an aerial photograph and a large-scale map. To collect information to find out how pupils in my class get to school, and why they travel that way.	I know my house number or name. I know my street name. I can locate my house on aerial photographs and maps. I can help create a class pictogram to show how we travel to school.	I can locate my house on aerial photographs and maps, contribute to creating a class pictogram to show travel methods, and analyse trends in the data.
	Can I map my journey to school?	6	To make a map of my journey to school showing the buildings and places I pass on the route.	I can draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. I can use directional language to describe my journey to school.	I can create a sketch map of the school and local area using pictures, colours, or symbols, and accurately describe my journey using directional language.
What kind of place is the UK? Oak Y1 The UK lessons 1-6 (Kapow Y1 Weather if needed)	Where is the UK?	1	To locate the UK on a globe and a world map and annotate a map with key information.	I can state the four countries of the UK. I know the surrounding seas.	I can identify the four countries of the UK, locate them on a map, and describe the surrounding seas.
	What are the compass directions?	2	To identify the four compass directions.	I can use North, South, East and West to describe directions.	I can use compass directions (North, South, East, West) accurately to describe and navigate locations.

	What is it like in England?	3	To locate and name some of England's geographical features using atlases, maps, photographs and Google Earth.	I can identify 3 physical features of England. I can identify 3 human features of England.	I can identify and explain key physical and human features of England and describe their significance.
	What is it like in Scotland?	4	To locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth.	I can identify 3 physical features of Scotland. I can identify 3 human features of Scotland.	I can identify and explain key physical and human features of Scotland and describe their significance.
	What is it like in Wales?	5	To locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth.	I can identify 3 physical features of Wales. I can identify 3 human features of Wales.	I can identify and explain key physical and human features of Wales and describe their significance.
	What is it like in Northern Ireland?	6	I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.	I can identify 3 physical features of Northern Ireland. I can identify 3 human features of Northern Ireland.	I can identify and explain key physical and human features of Northern Ireland and describe their significance.
Why is our world wonderful? Fieldwork - Link to work at Far Ings Nature Reserve	What places are special to me? Oak Y1 Special Places lesson 1&2	1	To talk about what makes a place special to me, and how I feel about places in the school grounds.	I can draw a picture or show a photograph of my favourite place and talk about why it is special.	I can represent my favourite place visually and explain why it is special, using detailed observations and personal reflections.
	What are some of the UK's amazing features and landmarks? Kapow Y1 Special Places lesson 1	2	To identify geographical characteristics of the UK.	I can locate the four capital cities of the UK on a map. I can identify famous human and physical features on an aerial photograph. I can identify the characteristics of the four countries and capital cities of the UK.	I can locate the four UK capital cities on a map, analyse their key human and physical features, describe the characteristics of each country and capital, and use compass points and locational language to explain the positions of features.
	What are the continents and oceans? Kapow Y1 Special Places lesson 2&3	3	To know the names of the seven continents and the five oceans and locate them on a map.	I can name and locate the seven continents on a world map. I can name and locate the five oceans on a world map.	I can identify and locate the seven continents and five oceans on a world map, and explain the difference between oceans and seas.
	Where are the seven wonders of the natural world? Oak Y1 Special Places lesson 3 Kapow Y1 Special Places lesson 2	4	To investigate special landscapes from around the world and talk about what makes them special.	I can identify the seven wonders of the natural world on a map. I can identify which continent each one is on. I can describe the features of one of the wonders of the world and explain why people might want to visit it.	I can locate the seven natural wonders of the world on a map, identify their continents, describe their key features, and explain why they attract visitors.
	What are some of the human wonders of the world? Oak Y1 Special Places lesson 4 Kapow Y1 Special Places lesson 2	5	To investigate special buildings from around the world and talk about what makes them special.	I can identify where some of the world's special landmarks are on a map. I can describe the features of one of the landmarks and explain why it is special.	I can locate key world landmarks on a map, describe their features, and explain why they are significant or special.

	<p>How can we look after our natural habitats? Kapow Y1 Special Places lesson 5&6 TRIP TO FAR INGS</p>	<p>6 To investigate local habitats, record and present findings and suggest ways to look after a local habitat.</p>	<p>I can make observations of physical features. I can sketch findings on a map. I can complete a tally chart. I can present my findings in a bar chart.. I can suggest ways to look after natural habitats.</p>	<p>I can observe and record physical features, represent my findings on maps, tally charts, and bar charts, evaluate patterns in vegetation and wildlife, explain differences in biodiversity, and suggest ways to protect natural habitats.</p>
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