

Geography – Year 1 – Autumn – Exploring Maps				
	Curiosity questions	Substantive knowledge	Disciplinary Knowledge	Key Vocabulary
Wk 1	Pirate Map Bingo  <i>LI: To find and name familiar features on a map.</i>	<ul style="list-style-type: none"> <li>To know a map is a picture of a place.</li> <li>To know that a place and its features can be represented in a picture.</li> <li>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> </ul>	<ul style="list-style-type: none"> <li>Recognising features on maps (real or imaginary).</li> <li>Answering simple questions, guided by the teacher.</li> <li>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> </ul>	Above Aerial Birds eye view Feature Find Identify Look Map Pirate Treasure
	<u>Retrieval Practice Questions</u>			
Wk 2	Our school from above  <i>LI: To consider shapes and positions of features on a map.</i>	<ul style="list-style-type: none"> <li>To know a map is a picture of a place.</li> <li>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, house, old).</li> <li>To know that a place and its features can be represented in a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising features on maps (real or imaginary).</li> <li>Creating real or imaginary maps even if features are indistinguishable.</li> <li>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>Representing some of the features they notice in their school and school grounds.</li> </ul>	Above Aerial Birds eye view Feature Feature names e.g bench, building, gate, hall, playground, road, steps. Find Identify Look Map Photograph Search
	<u>Retrieval Practice Questions</u> What is a map?			

Wk 3	<p>Lets build a map!</p> <p><i>LI: To build and describe a model of a familiar place.</i></p>	<ul style="list-style-type: none"> <li>To know that a place and its features can be represented in a picture.</li> <li>To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> </ul>	<ul style="list-style-type: none"> <li>Recognising features on maps (real or imaginary)</li> <li>Creating real or imaginary maps even if features are indistinguishable.</li> <li>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> </ul>	<p>Bank Building Church City Town Village Field House Park Road School</p>
	<p><u>Retrieval Practice Questions</u></p> <p>Show map from previous lesson. Where is the hall? Where is the playground? Where is our classroom? (Take photos of children pointing to the map)</p>			
Wk 4	<p>Creating journey sticks</p> <p><i>LI: To describe a journey using found objects and prompts.</i></p>	<ul style="list-style-type: none"> <li>To know that a place and its features can be represented in a picture.</li> <li>To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> </ul>	<ul style="list-style-type: none"> <li>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</li> <li>Making observations about the features of places (in stories, photographs or in the school grounds/local area)</li> <li>Ask questions about the world around them.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> </ul>	<p>Direction Find Identify Journey Look Map Object Path Route Search Feature names e.g. bench, building, field, gate, house, playground. Natural object names e.g. acorn, conker, feather, grass, pebble, pinecone, twig.</p>

				Positional and directional language e.g. across, around, behind, beneath, next to, under.
	<u>Retrieval Practice Questions</u> Show an aerial view map of the school and park. Where is the park? How do you know?			
Wk 5	Investigating maps  <i>Ll: To explore a range of maps</i>	<ul style="list-style-type: none"> <li>To know a map is a picture of a place.</li> <li>To know water is usually represented in blue on a map or globe.</li> <li>To know that a place and its features can be represented in a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying land and water on a map or globe.</li> <li>Recognising features on maps (real or imaginary).</li> <li>Discussing how environments in stories and images are different to the environment they live in.</li> </ul>	Above Aerial Bent Birds eye view Circles Curved Map Feature Feature names e.g. bench, building, field, gate, house, playground. Find Identify Lines Look Round Search Straight Stripes Wavy Zig-zag
	<u>Retrieval Practice Questions</u> As a class recap journey stick			

Wk 6	<p>Map making</p> <p><i>L1: To apply their knowledge of maps to create their own.</i></p>	<ul style="list-style-type: none"> <li>• To know a map is a picture of a place.</li> <li>• To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> <li>• To know that a place and its features can be represented in a picture.</li> <li>• To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising features on maps (real or imaginary).</li> <li>• Creating real or imaginary maps even if features are indistinguishable.</li> <li>• Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> <li>• Representing some of the features they notice in their school and school grounds.</li> </ul>	<p>Above</p> <p>Aerial</p> <p>Birds eye view</p> <p>Feature</p> <p>Feature names e.g. bench, building, field, gate, house, playground.</p> <p>Look down</p> <p>Map</p> <p>Place</p>
	<p><u>Retrieval Practice Questions</u></p> <p>Which map shows the school? Which map shows the World? How do you know?</p>			
	<p>WOW</p> <p>Experience Days</p>	<ul style="list-style-type: none"> <li>• Bear Hunt sensory trail – link to journey stick</li> <li>• Gruffalo video – link to map making – creating maps of Gruffalo’s journey</li> </ul>		