



## St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

Investigating places		Investigating patterns		To Communicate Geographically	
Class: 1W		Title: UK countries			
Topic summary: The United Kingdom of Great Britain and Northern Ireland (UK) is made up of four countries. England and Wales united in 1284. Scotland became part of the union in 1707 and Northern Ireland in 1921. <b>England</b> is the largest of the four countries of the United Kingdom (UK). It is also part of Great Britain, which includes <b>Wales and Scotland</b> . <b>Northern Island</b> is not part of Great Britain and is part of the island of Ireland. The UK has a monarchy and a democratic government.					
Geography Objectives		Unit of work end points			
<ul style="list-style-type: none"><li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li><li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li><li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li><li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>Name and locate the world’s continents and oceans</li><li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li><li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>Use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li><li>key human features, including: city, town, village, factory, farm, house, office and shop.</li></ul></li></ul>		The United Kingdom			
		<ul style="list-style-type: none"><li>List, locate and summarise the geographical locations of the countries that make up Great Britain, The United Kingdom and The British Isles.</li><li>To know and label the bodies of water bordering The United Kingdom</li><li>To describe what a democratic government is and explain some of the features of the United Kingdom’s government.</li><li>To know what a monarchy is</li><li>To explain why people may move from a country to The United Kingdom</li></ul>			
		Focus for all UK countries			
		<ul style="list-style-type: none"><li>To know the national emblem for each country</li><li>To know what each flag is called</li><li>Compare the location of all four countries in the United Kingdom.</li><li>Compare and contrast the populations of the countries in the United Kingdom.</li><li>Compare and contrast the physical and human features of the countries</li></ul>			
		England			
		<ul style="list-style-type: none"><li>To name England’s cities</li><li>To name and label which countries boarder England</li><li>To name and classify different physical features in England (E.g. hills, mountains, rivers in The Lake District)</li><li>To know the difference between a village, town and city and what the land is used for</li><li>Compare and contrast the human features of cities and rural areas</li></ul>			
		Deeper learning:			
		<ul style="list-style-type: none"><li>Do you agree? All cities in England have a cathedral.</li></ul>			
		Scotland			
		<ul style="list-style-type: none"><li>To name and locate Scotland’s cities</li><li>To describe the features and differences of lowlands, uplands, highlands and islands</li><li>To know what munros are and name the highest one in Scotland (Ben Nevis)</li><li>Explain why populations differ in the lowlands and the highlands and islands.</li></ul>			
		Deeper learning:			
		<ul style="list-style-type: none"><li>Interpret winter weather information for the highlands of Scotland. Draw some conclusions.</li></ul>			
		Wales			
		<ul style="list-style-type: none"><li>To name and locate Wales’ cities</li><li>To describe whether Wales is rural or urban</li><li>To name the national parks of Wales and explain why they attract visitors</li><li>To name some of the different physical features within the national parks (E.g. mountains, valleys, lakes, hills, moorlands, caves and waterfalls)</li><li>To describe how Wales has changed over time (E.g. from industry, mining and farming to tourism)</li><li>Explain the reasons why mining is no longer one of the main industries in Wales.</li></ul>			
Deeper learning:					
<ul style="list-style-type: none"><li>Discover how land is used in rural areas of North Wales.</li></ul>					
Northern Island					
<ul style="list-style-type: none"><li>To name and locate Northern Islands’ cities</li><li>To name, label and organise information about the rivers of Northern island</li><li>Name, locate and mark on a map the walkway of hexagonal volcanic stones created from ancient volcanic activity.</li><li>To describe what ‘the troubles’ were and explain why people had different views</li></ul>					
Deeper learning:					
Investigate the formation of the Giant’s Causeway.					