

| <ul> <li>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 earial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Understand geographical similarities and differences through studying the human and physical geographical similarities and differences through studying the human and physical geographical vocabulary to refer to:</li> <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> <li>Key vocabulary</li> <li>Remnants Leftovers</li> <li>Significant Important</li> <li>Ethnic The country, social or religious group people come backgrounds from</li> <li>Millennium A period of one thousand years, particularly one</li> </ul>   | Investigating places Investi   |   | gating patterns       | To Communicate Geographically   |   |  |
|--|--|---|-----------------------|---|---|--|
| Hadrian's Bridge, after the Roman Emperor Hadrian. Remnants of Hadrian's Wall – an ancient wall built to protect the Roman Empire from the Scotthrough the city. The castle and ancient city walls are all important tourist attractions. The locals are called "Geordies".         Geography Objectives       Unit of work end points         * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place?).       Unit of work end points         * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place?).       Unit of work end points         * Identify the key features of a location in order to say whether it is a city, town, village, constal or rural area.       • To know where Newcastle is and locate it on a map         • Use work maps, atlases and globes to identify the United Kingdom and its countries, so well as the countries, continents and occans studied.       • To know that Newcastle was built on a Roman settleme called Pons Aelius and Hadrian's wall was built to protect Roman Empire         • Use work geographical similarities and differences through studying the human and physical geographical second the school       • To know how far is Newcastle from London, and how you travel there (e.g. train, car, bus, plane)         • Use basic gooraphical oxeabulary to refer to:       • key human features, including: city, town, village, factory, farm, house, office and shop.         • key human features, including: city, town, village, factory, farm, house, office and shop.       • To know what a philanthropist is and describe the work Grey         • Remnants       Leftovers <th colspan="3">Class: 1</th> <th colspan="2">Title: Local Environment</th> | Class: 1   |   |                       | Title: Local Environment  |   |  |
| <ul> <li>Ask and answer geographical questions (such as: What is this place like? What or who<br/>will I see in this place? What do people do in this place?).</li> <li>To know where Newcastle is and locate it on a map</li> <li>To know where Newcastle was built on a Roman settleme<br/>called Pons Aelius and Hadrian's wall was built to protee<br/>Roman Empire</li> <li>To know how far is Newcastle from London, and how you<br/>travel there (e.g. train, car, bus, plane)</li> <li>Compare and contrast the location and diversity of New<br/>upon Tyne with that of London (e.g. ethnic backgrounds<br/>population)</li> <li>To know where Newcastle is and locate it on a map</li> <li>To know that Newcastle was built on a Roman settleme<br/>called Pons Aelius and Hadrian's wall was built to protee<br/>Roman Empire</li> <li>To know how far is Newcastle from London, and how you<br/>travel there (e.g. train, car, bus, plane)</li> <li>Compare and contrast the location and diversity of New<br/>upon Tyne with that of London (e.g. ethnic backgrounds<br/>population)</li> <li>To know what a philanthropist is and describe the work<br/>Grey</li> <li>To know what a philanthropist is and describe the work<br/>Grey</li> <li>To locate the statue that commemorates Earl Grey and<br/>historical buildings</li> <li>Deeper learning:</li> <li>Investigate the building of the Millennium Bridge that co<br/>the River Tyne</li> </ul>  | Hadrian's Bridge,  | , after the Roman Emperor Hadriar   | . Remnants of Hadrian | s Wall – an ancient wall built to   | protect the Roman Empire from the Scots – run |  |
| will 1 see in this place? What do people do in this place?).       • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.       • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.       • Use world inages and plan perspectives to recognise landmarks and basic physical features.         • Use world inages and plan perspectives to recognise landmarks and basic physical features.       • 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 (or UK city)       • Understand geographical vocabulary to refer to:         • Use basic geographical vocabulary to refer to:       • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.       • To know and show on a map what river runs through Newcastle and name some of the bridges that cross the order to work Grey         Remnants       Leftovers       Important         Significant       Important         Ethnic       The country, social or religious group people come backgrounds       Deeper learning:         Millennium       A period of one thousand years, particularly one       Investigate the building of the Millennium Bridge that come of the River Tyne   | Geography Objectives   |   |                       | Unit of work end points   |   |  |
| RemnantsLeftovers• To locate the statue that commemorates Earl Grey and<br>historical buildingsSignificantImportant• To locate the statue that commemorates Earl Grey and<br>historical buildingsEthnic<br>backgroundsThe country, social or religious group people come<br>from• Deeper learning:<br>• Investigate the building of the Millennium Bridge that c<br>the River Tyne   | <ul> <li>will I see in this place</li> <li>Identify the key fear coastal or rural area.</li> <li>Use world maps, att well as the countries,</li> <li>Use aerial images at features.</li> <li>Understand geography of European country (or</li> <li>Identify land use ar</li> <li>Use basic geograph</li> <li>key physical features valley, vegetation and</li> </ul> | e? What do people do in this place?).<br>tures of a location in order to say whether it is a city, town, village,<br>lases and globes to identify the United Kingdom and its countries, as<br>, continents and oceans studied.<br>Ind plan perspectives to recognise landmarks and basic physical<br>aphical similarities and differences through studying the human and<br>of a small area of the United Kingdom and of a contrasting non-<br>r UK city)<br>round the school<br>ical vocabulary to refer to:<br>es, including: beach, coast, forest, hill, mountain, ocean, river, soil,<br>d weather. |                       | <ul> <li>To know that Newcastle was built on a Roman settlement called Pons Aelius and Hadrian's wall was built to protect the Roman Empire</li> <li>To know how far is Newcastle from London, and how you can travel there (e.g. train, car, bus, plane)</li> <li>Compare and contrast the location and diversity of Newcastle upon Tyne with that of London (e.g. ethnic backgrounds, population)</li> <li>To know and show on a map what river runs through Newcastle and name some of the bridges that cross the river</li> </ul> |   |  |
| SignificantImportanthistorical buildingsEthnicThe country, social or religious group people come<br>fromhistorical buildingsDeeper learning:Investigate the building of the Millennium Bridge that c<br>the River Tyne   | Key vocabulary   |   |                       |   |   |  |
| Ethnic       The country, social or religious group people come from       Deeper learning:         Millennium       A period of one thousand years, particularly one       Investigate the building of the Millennium Bridge that c the River Tyne  | Remnants   | Leftovers   |                       | To locate the statue that commemorates Earl Grey and oth  | e that commemorates Earl Grey and other       |  |
| backgrounds       from         Millennium       A period of one thousand years, particularly one    Investigate the building of the Millennium Bridge that c the River Tyne  | Significant  | Important   |                       | <ul> <li><u>Deeper learning:</u></li> <li><b>Investigate</b> the building of the Millennium Bridge that crosses</li> </ul>  |   |  |
|  |  |   | oup people come       |   |   |  |
| ending with a year that ends '000' • <b>Compile</b> information about events in NewCastle that ce  | Millennium   | A period of one thousand years,<br>ending with a year that ends '000  | •                     | <ul> <li>the River Tyne</li> <li>Compile information about events in Newcastle that celebrate ethnic diversity.</li> </ul>  |   |  |
| Philanthropist         Someone who uses their wealth to help others         ethnic diversity.  | Philanthropist   | Someone who uses their wealth   | to help others        |   |   |  |