

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Geography Phase 1- Year B- Unit 1

Human and Physical Geography

Enquiry Question - How are physical and human geographical features different?

NC/PoS:

Locational knowledge

- Identify key physical features, including rivers, woodlands, and vegetation. Identify human features, such as towns, factories, houses, and shop

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,

Human and physical geography

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning (what pupils already know and can do)

Children know the name of their school and know they live in a town called Widnes

Children know they live in the country of England and we have 4 seasons and weather can be hot and cold, dry and wet.

End Points (what pupils MUST know and remember)

- Widnes is a **town in Cheshire**, part of the **Halton Borough** in the **North West of England**.
- Human features = built by humans (e.g., Silver Jubilee Bridge, shops, schools).
- Physical features = natural (e.g., River Mersey, weather, climate).
- Be able to **name, locate, and describe** key human and physical features of Widnes using maps and observational fieldwork.

Key Vocabulary

human physical, physical feature, wood, forest, mountain, river, factory, canal, brook, directional language, near, far, left, right, field work, investigation, local environment, symbols, key, north, south, east, west, compass, route, map, aerial view, land usage, transport, commercial, industrial, residential, climate, urban, rural, UK, climate, season, weather, temperate, seasons, Equator, country continent, trade, population, settlement

Session 1 – What is a Map? What is Widnes?

- Explore different map types (aerial, paper, digital, pictorial, OS).
- Locate Widnes in Halton, within Cheshire, and on a map of the UK.
- Children create hand-drawn maps of classroom, school, then zoom out to a local map of Widnes.
- Link to local geography: River Mersey, surrounding towns (Runcorn, Warrington, Liverpool), and nearby transport networks.
- **Interesting local fact:** Widnes developed as an industrial town due to its position by the River Mersey and development of the Sankey Canal (the first modern canal in England).

Vocabulary: map, compass, aerial view, Widnes, Halton, Cheshire, route, scale

Session 2 – What is a Human Feature? (Focus on Widnes)

- Define human features (built/changed by people).
- Identify and describe human features in Widnes:
 - **Catalyst Science Discovery Centre**
 - **Silver Jubilee Bridge**
 - **Vikings Rugby Stadium**
 - **Widnes Market & Shopping Park**
 - **Hough Green and Widnes Railway Stations**
 - **Factories and chemical industry heritage**
- Discuss transport links: bridges, railway, roads.
- Children to use photos and maps to locate and label these.

Session 3 – What is a Physical Feature? (Focus on Widnes)

- Define physical features (natural).
- Identify and describe physical features around Widnes:
 - **River Mersey and mudflats**
 - **Sankey Canal and marshland**
 - **Local sandstone rock** and riverbanks
 - **Seasonal weather and climate in the North West**
- Include images and maps, local weather charts, and real photos.
- Use Widnes nature reserves (e.g., Pickerings Pasture) to discuss biodiversity and terrain.

<https://kids.kiddle.co/Widnes>

Session 4 – Fieldwork: Exploring Human and Physical Features Around Us

- **On-site school grounds survey** – children identify playground, buildings, green areas.
- **Local walk** – around local streets and towards Widnes centre (if safe).
- Fieldwork focus: What can we observe? What questions do we ask as geographers?
 - e.g., What types of buildings are here? What do the roads look like? Are there green spaces?
- Use tally charts or simple data tables to collect information (number of cars, people, types of shops).
- Map the route taken and mark human/physical features on a class map.

Session 5 – How Has Widnes Changed Over Time?

- Explore **maps of Widnes then and now** (historic OS maps or online tools like Digimap).
- Compare land use: early 1800s (rural/industrial) vs. now (residential/commercial).
- Link how the River Mersey and chemical industry shaped the town's growth.
- Discuss how human and physical geography are interconnected (e.g., factories built near water for transport).
- Include local stories e.g., Vikings at Spike Island; industrial revolution developments.

<https://kids.kiddle.co/Widnes>

Vocabulary: continent, country, aerial view, temperate, river, terrain, mountains, settlements, trade, north, east, south, west, comparison, similar, different, hemisphere, southern, northern, biome, Equator, lines of latitude

Future learning this content supports:

The content of this unit will support future units on comparison studies.