Geography Intention Map

Key Stage One

Intention Map   2024 - 2025

Placing learning at the heart of everything we do.

Moonzoom

Learning Intentions

Week 1	Can I create a large-scale space terrain on a grid in the school grounds? • *Use objects and equipment found in school to add obstacles to their terrain.*
Week 2	Can I explore and discuss images of space from NASA's website? • *Locate geographical features such as seas, oceans, land, island, forest, city, lake etc.*
Week 3	Can I create a map of Earth using the physical features identified? • *Create and use a key*
Week 4	Can I use a range of maps to name, locate and identify the four countries in the United Kingdom, their capital cities and the surrounding seas?
Week 5	*Assessment: explore a range of aerial photographs and be able to pick out key features, such as major cities, rivers & mountain ranges of the UK, leading to being able to describe a route between to chosen places using a combination of directional and geographical vocabulary.*

Knowledge Intentions

Week 1	• *Understand and use simple compass directions and directional language.*
Week 2	• *Use geographical language to refer to key physical features.*
Week 3	• *Use geographical language to refer to key physical features.* • *Understand how to draw and use a key.* • *Understand features on a map are drawn to a scale.*
Week 4	• To understand the United Kingdom is made up of four countries.
Week 5	• *Apply all knowledge taught throughout topic.*

KS1 Map

Assessment

Explore a range of aerial photographs and be able to pick out key features, such as major cities, rivers & mountain ranges of the UK, leading to being able to describe a route between to chosen places using a combination of directional and geographical vocabulary.

National Curriculum

Ge2/1.1a Ge2/1.1b Ge2/1.2a
Ge2/1.3a Ge2/1.3b Ge2/1.4a
Ge2/1.4b Ge2/1.4c Ge2/1.4d

Scented Garden

Learning Intentions

Week 1	Can I locate the equator and north and south poles on a map?
	• *Use globes and atlases.*
	• *Identify hot and cold areas in the world in location to the equator.*
Week 2	Can I name and locate the worlds 7 continents and 5 oceans?
	• *Use a range of sources to gather information.*
Week 3	Can I compare a local forest (New Forest) to the Amazon Rainforest?
	• *Use a range of sources to gather information.*
	• *Compare the physical and human features.*
Week 4	Can I draw a simple picture map of the New Forest?
	• *Use a key. Use symbols.*
Week 5	Can I suggest ways to improve the local environment?
	• *Use geographical language to describe the environment.*
	• *Ask and answer geographical questions.*
Week 6	*Assessment: to be able to gather a range of geographical information with regards to a range of different geographical areas (i.e. The Amazon Rain Forest, Mount Everest, The Great Barrier Reef) and present it as either a fact file or nonchronological report.*

Knowledge Intentions

Week 1	• *Know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.*
Week 2	• *To know the seven continents and which one the United Kingdom is in.*
Week 3	• *Understand the geographical features of a local environment.*
	• *Know the Amazon is in a non-European country.*
Week 4	• *Understand the difference between human and physical features.*
	• *Understand how to draw and use a key.*
	• *Understand features on a map are drawn to a scale.*
Week 5	• *Understand information can be found from a variety or sources, but not all sources are accurate.*
Week 6	• *Apply learning to create a fact file or nonchronological report.*

Map

Mount Everest

Amazon Rainforest

Great Barrier Reef

Assessment

Gather a range of geographical information with regards to a range of different geographical areas (i.e. The Amazon Rain Forest, Mount Everest, The Great Barrier Reef) and present it as either a fact file or nonchronological report.

Make reference to Northern/Southern Hemispheres.

National Curriculum

Ge2/1.1a   Ge2/1.1b   Ge2/1.2a

Ge2/1.3a   Ge2/1.3b   Ge2/1.4a

Ge2/1.4b   Ge2/1.4c   Ge2/1.4d

Wiggle & Crawl

Learning Intentions

Week 1	Can I identify where different mini-beasts live on a map? • *Identify the continents they are found*
Week 2	Can I go on a mini-beast hunt around the school and collect data to show how many mini-beasts were found? • *Use simple fieldwork.* • *use geographical language.*
Week 3	Can I present my data in a table or graph? • *Use geographical language.* • *Ask and answer geographical questions.*
Week 4	Can I suggest ways we can improve the school to help local mini-beasts? • *Use geographical language to describe the environment.* • *Ask and answer geographical questions*
Week 5	• Can I sort physical and human features from around the school grounds?
Week 6	*Assessment: to be able to construct a simple map of the school site using symbols and a key.*

Knowledge Intentions

Week 1	• *Know the seven continents of the world.* • *Reference the equator and northern/southern hemispheres.*
Week 2	• *Carry out fieldwork by going into the environment and collect/record data.*
Week 3	• *Carry out fieldwork by going into the environment and collect/record data.*
Week 4	• *To understand we can all make a difference to supporting eco-systems and habitats.* • *Understand an environment or place can change over time due to a geographical process.*
Week 5	• *Understand the difference between human and physical features.*
Week 6	• *Apply learning throughout the topic to the activity.*

Map

National Curriculum

Ge2/1.1a   Ge2/1.1b   Ge2/1.2a

Ge2/1.3a   Ge2/1.3b   Ge2/1.4a

Ge2/1.4b   Ge2/1.4c   Ge2/1.4d

Street Detectives

Learning Intentions

Week 1	**Can I look at imagines of Calne (aerial/satellite/street view) and identify physical and human features?**
Week 2	**Can I collect data of human and physical features in the local community?** • *Complete fieldwork- recording data in a tally format*
Week 3	**Can I make a map of a familiar route?** • *Identify physical and human features.* • *Include any signs they see/can remember*
Week 4	**Can I compare old and new maps of Calne and identify changes in the environment over time?** • *Ask and answer geographical questions.* • *Suggest reasons for change*
Week 5	**Can I find out about local industries in Calne?** • *Suggest how these industries help the local environment*
Week 6	*Assessment: to be able to recognise local features and be able to produce a collage of pictures that accurately reflect the Calne area.*

Knowledge Intentions

Week 1	• *Understand and read a variety of maps. To know a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key.*
Week 2	• *Use geographical language to identify landmarks, human and physical features.* • *Know fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording*
Week 3	• *Understand maps can be represented in a variety of ways.* • *Understand symbols are used to show a range of geographical features.*
Week 4	• *Understand an environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding*
Week 5	• *Understand industries are businesses that make things, sell things and help people live their everyday lives.*
Week 6	• *Apply learning throughout the topic to the activity.*

KS1 Map

Assessment

To be able to recognise local features and be able to produce a collage of pictures that accurately reflect the Calne area.

Make reference to physical and human features, as well as using directional language.

National Curriculum

Ge2/1.1a   *Ge2/1.1b*   *Ge2/1.2a*
Ge2/1.3a   *Ge2/1.3b*   *Ge2/1.4a*
Ge2/1.4b   *Ge2/1.4c*   *Ge2/1.4d*