

YEAR 1

Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

name and locate the world's seven continents and five oceans

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

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 • use basic geographical vocabulary to refer to:

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 Geography – key stages 1 and 2 3

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.

	AUTUMN	SPRING	SUMMER
Topic	Granma's Toys Winter Wonderland	Castles Twisted Tales	Explorers The Great Outdoors
Brief	SEASONS – ON GOING THROUGHOUT YEAR	MAPS AND LOCATIONS /COLD PLACES	FEATURES ON MAPS
Key enquiry questions	<ol style="list-style-type: none"> 1.What do people wear at different times of the year? 2.What do you do outside in the summer? 3.How does the weather change in the year? 4.What is it like to live in a cold place? 5.How do plants and trees and change? 	<ol style="list-style-type: none"> 1.What do the flags of England, Wales, Scotland and Northern Ireland look like? 2.What are the four UK capital Cities? 3.What countries make up the UK? 4.Where is Bournemouth? 5.What landmarks do you know in Bournemouth and London? 6.Where are the North and South Pole on a map? 	<ol style="list-style-type: none"> 1.Can you show an example of a human and physical feature? 2.What are compass points? 3.What map symbols do you know? 4.What can we see around our school? 5.Can you make a map?
Learning Objectives	<ol style="list-style-type: none"> 1.To compare and contrast clothing at different times of year. 2.To compare and contrast activities in different seasons. 3.To identify seasonal changes. 4.To know what it is like to live in a very cold place. 5.To know the effect of seasonal change on plants and trees. <p><u>ASSESSMENT – (Field Work)</u></p> <ul style="list-style-type: none"> ▪ To recognise different seasons and explain what I am wearing and doing. 	<ol style="list-style-type: none"> 1.To know UK countries and flags 2.To know UK countries and their capital cities 3.To recognise the 4 different UK country areas on a map 4.To locate places on a map. 5.To recognise key landmarks. 6.To know where the Poles are in relation to the UK <p><u>ASSESSMENT - (Location and Place Knowledge)</u></p> <ul style="list-style-type: none"> ▪ Can you draw an arrow to the UK? ▪ Can you put the four countries of the UK on the correct place on the map? ▪ Can you put Bournemouth on the map? 	<ol style="list-style-type: none"> 1.To identify and name basic physical and human features 2.To use directional language. 3.To accurately identify map symbols. [Skills and Fieldwork] 4.To explore the local area identifying physical and human features 5.To create maps of the Field Work walk, including physical and human features <p><u>ASSESSMENT - (Human/Physical)</u></p> <ul style="list-style-type: none"> ▪ Which given pictures show human (H) features? ▪ Which given pictures show physical (P) features ▪ Can you add your own human/physical pictures to the boxes and label them?

Location and place knowledge		<p>Look at different maps of the UK –globes/ internet/paper copies and find the UK – what shape is it? What are the 4 countries in the UK - place them on to a map of the UK. Progression - Look at maps of the North/South Pole – where is it in relation to the UK? What do you know about the North /South Pole? Put the North/ South Pole on to a map.</p>	<p>Use compass directions – NSEW Compare USA size/position to UK Look at how Atlantic Ocean separates the 2 countries</p>
Human and physical geography	<p>Show what happens at different times of the year that means that your clothing needs to change - draw the clothing. Compare and contrast clothing. Compare and contrast activities that people do at different times of the year. Create year group seasons display for corridor. Add seasonal items to it throughout the year. Progression from seasonal clothing – looking in more detail at a cold place. Explain what it would be like to live in a cold place – houses /clothing/darkness/jobs</p>	<p>Continue adding to year group seasons display.</p>	<p>Look at basic physical features on maps – rivers/mountains/woods ... ID physical features on a map Look at basic human features on maps – shops /houses/schools ... ID human features on a map Continue adding to year group seasons display.</p>
Field work	<p>Set up a Weather Station and monitor it. Keep a ‘Seasons’ scrap book that records rainfall, wind direction and temperature at different times of the year. Draw pictures of one particular tree in the playground at different times of the year and explain how it changes. [Autumn] Go on seasonal walks at home/school and bring in things that you collect on your walk to share with the class. How are the things that you collect different at different times of the year?</p>	<p>Ongoing ‘Seasons’ scrap book for Weather Station and recording one particular tree and seasonal changes [Winter and Spring]</p>	<p>Ongoing ‘Seasons’ scrap book for Weather Station and recording one particular tree and seasonal changes. [Summer] Progression - Local Area walk - describe the walk to each other. Create a simple map showing basic human and physical features. Create a simple 3D aerial map of the walk, e.g. using blocks</p>
Subject specific Vocabulary	<p>Autumn Winter Spring Summer temperature seasons</p>	<p>England Ireland Scotland Wales North/South Pole</p>	<p>Human and physical features mountain river sea hill road shop houses school post office city town</p>