

Geography KS1

At KS1 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.

	Autumn term	Spring term	Summer term
Year 1	<p>Where do my wellies take me?</p> <p>To develop knowledge of the locality</p>		<p>Where would you prefer to live – England or Africa?</p> <p>Contrast to the UK</p>
Locational knowledge	<ul style="list-style-type: none"> I can name, locate and identify the United Kingdom on a world map. I am beginning to know that the United Kingdom is made up of England, Ireland, Scotland and Wales. I can find Manchester and London on a UK map and know why they are important to them. 		<ul style="list-style-type: none"> I can name and locate the world's 7 continents and am becoming confident naming the 5 oceans. I can locate Africa on a map and identify the continent it is in.
Place knowledge	<p>Locality (School and Swinton)</p>		<ul style="list-style-type: none"> I can find out about a small area in a contrasting non - European country. (Africa)
Human & physical geography	<ul style="list-style-type: none"> I use basic geographical vocabulary to refer to key physical features including: season and weather I use basic geographical vocabulary to refer to key human features including city, town, village, factory, house, shop, canal, flat I can say what type of buildings are in a place I can say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline 		<ul style="list-style-type: none"> I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I use basic geographical vocabulary to refer to key physical features including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I use basic geographical vocabulary to refer to key human features including city, town, village, farm, house, office, port, harbour and shop
Mapping skills	<ul style="list-style-type: none"> I use a range of maps and globes (including picture maps) at different scales I can recognise simple features on maps eg buildings, roads and fields I can look down on objects and make a plan eg of the classroom or playground I use large scale maps and aerial photos of the school and local area I can follow a route on a map starting with a picture map of the school (Between two places) I can draw a simple map eg of a garden, route map, place in a story 		<ul style="list-style-type: none"> I use a range of maps and globes (including picture maps) at different scales I know that maps give information about places in the world (where/what?) I can locate land and sea on maps I know that paths, roads, air and sea link places to others I can use vocabulary such as bigger/smaller, near/far
Fieldwork	<ul style="list-style-type: none"> I can use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment I can use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, buildings etc. Use locational and directional language to describe feature and routes eg left/right, forwards and backwards 		<ul style="list-style-type: none"> I can use simple fieldwork techniques such as observation and identification to study the geography of a seaside resort considering the key human and physical features I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features I can use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, buildings etc. I am beginning to use simple compass directions (NSEW)
Enquiry & investigation	<p>In KS1 pupils:</p> <ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment eg 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives 		
Communication	<p>In KS1 pupils:</p> <ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. 		

	<ul style="list-style-type: none"> • Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. • Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. • Use maps and other images to talk about everyday life eg where we live, journey to school etc.
Use of ICT/technology	<p>In KS1 pupils:</p> <ul style="list-style-type: none"> • Use simple electronic globes/maps • Do simple searches within specific geographic software • Use a postcode to find a place on a digital map • Add simple labels to a digital map • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen • Use programmable toys or sprites to move around a course/screen following simple directional instructions • Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced

- **Ongoing unit: (Through continuous provision area) Weather**

Focus on UK local and national weather using a map with weather symbols, the weather station and a seasons board with texts – strong link to ongoing Science unit

- I can identify seasonal and daily weather patterns in the United Kingdom.
- I can use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, buildings etc.
- I can keep a class weather chart throughout the school year and discuss changes
- I collect temperature and rainfall information and keep this on a class record sheet throughout the school year.