

YEAR 1 GEOGRAPHY CURRICULUM FRAMEWORK

Overview of Key Stage 1 Curriculum:

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 1	AUTUMN TERM 2	SPRING TERM 3
MEMORY BOX	BRIGHT LIGHTS. BIG CITY	MOON ZOOM
<p>Ge SF 4 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.</p> <p>Ge SF 2 Take a walk outdoors, noticing and recording interesting things that they pass. Use digital cameras to photograph landmarks and features and display these in school. Use the images to recall their walk, reflecting on what they saw first, second, third and so on. Think about how they got from one place to another – along a path, over some grass or through a gate, perhaps? Make simple maps to show the route they took on their walk and the features that they passed on route..</p>	<p>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Ge SF 1 Identify the countries that make up the United Kingdom and look on a map to see how they are connected. Find and locate each country and name the seas that surround the UK. Draw a simple sketch map to show these features and label each country's capital city. Research each country's flag and recognise that the Union Jack is a combination of the English, Scottish and Northern Irish flags.</p> <p>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Ge SF 3; Ge HP 2b Look at a map and learn its layout and features. Locate Buckingham Palace on the map and describe its position in relation to other buildings using words and phrases like 'behind', 'next to', 'above', and 'in between'. Move a counter or toy vehicle on the roads around the map, starting at Buckingham Palace and describing their movements using simple compass directions, as well as locational and directional language.</p> <p>Ge HP 2b Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Ge HP 2a; Ge SF 2, 3 Look at a variety of maps and plans of London to appreciate its size, layout, and physical and human features. Read labels and use simple keys to identify landmarks such as: stations, harbours, parks, markets, factories, schools and churches.</p> <p>Ge PK 1 Understand geographical similarities and differences</p>	<p>Ge HP 2a Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p>

	<p>through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Ge HP 1, 2a, 2b Look at photographs and video clips that show people living, working and travelling in London and Lusaka, the capital of Zambia. Answer questions including: What is the weather like in each city? How might the weather affect what people do there? How do people travel around the city? What kind of jobs are they doing? How are the buildings similar or different? Use presentation software, such as PowerPoint, to show one aspect of life in a city, such as transport, jobs, weather or buildings.</p>	
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
PAWS, CLAWS AND WHISKERS	ENCHANTED WOODLAND	SPLENDID SKIES
<p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Ge HP 2a Look at big cat habitats around the world, locating them on a world map or globe. Watch footage of big cats in the wild and talk about the kind of places they inhabit. Think about the landscapes, climate and vegetation they like and how these help them to survive.</p> <p>Ge SF 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.</p> <p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Ge HP 2a Look at maps and globes to find out where in the world different zoo animals originate. Include animals such as elephants, lions, crocodiles, giraffes, hippopotamuses and monkeys. Draw pictures on a world map or drag and drop images onto a world map displayed on an IWB to show where each animal originates.</p>	<p>Ge SF 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.</p>	<p>Ge HP 1 Identify seasonal and daily weather patterns in the UK.</p> <p>Ge SF 1, 2 Watch a TV weather report and talk about it. How would the presenter describe today's weather? Make simple weather symbols using card, coloured pens and pencils and place them on a UK map day by day.</p> <p>Ge HP 2a Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Ge SF 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.</p> <p>Ge SF 2 Use a variety of aerial images to spot recognisable features such as trees, houses, rivers, roads and fields. What might it be like to sit on a cloud above the school? Think and talk about things they might see. Draw simple sketch maps to record their ideas.</p> <p>Ge HP 2a Use basic geographical vocabulary to refer to weather.</p> <p>Ge HP 1; Ge SF 1 Find out about a European country that Teddy has visited such as France, Spain or Italy. Compare the climate to that of the UK.</p> <p>Ge HP 1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold counties of the world in relation to the Equator and the North and South Poles.</p> <p>Ge HP 2a Find a warm country on a world map and decide what to pack in a suitcase for a holiday. Write a postcard, imagining they are on holiday there, describing the weather and the activities they are</p>

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<p>Locational knowledge (LK)</p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<p>Place knowledge (PK)</p> <ul style="list-style-type: none"> • 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 	<p>Human and physical geography (HP)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 	<p>Geographical skills and fieldwork (SF)</p> <ul style="list-style-type: none"> • 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 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
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