



## Geography Curriculum: Year 1

*What are the aims and intentions of this curriculum?*

That children:

- Are allowed to explore and discover the geography in the world around them.
- Develop knowledge of locations, places and their features, human and physical processes and key terminology.
- Can understand similarities and differences, and the interaction of people, processes and places.
- Children can work like a geographer using maps, atlases and globes, and use fieldwork and observational skills to observe, measure and record.

Term	Topic	Knowledge	Skills	Specific field work and mapping skills	Assessment
Autumn	Me and my home.  Seasonal changes.	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, inc. city, town, village, factory, farm, house, office, port, harbour, shop	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.	<u>Gather information</u>  <i>Use basic observational skills. Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared questions. Use a pro-forma to collect data e.g. tally survey.</i>  <u>Sketching</u> <i>Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.</i>  <u>Audio/Visual</u> <i>Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.</i> <u>Using maps</u> <i>Use a simple picture map to move around the school. Use relative vocabulary such as bigger, smaller,</i>	



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				<p><i>like, dislike.</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features.</i></p> <p><i>Use photographs and maps to identify features.</i></p>	
Spring	People and places	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p> <p>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.</p> <p>Use basic geographical</p>	<p>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.</p> <p>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.</p> <p>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><u><i>Using maps</i></u></p> <p><i>Use relative vocabulary such as bigger, smaller, like, dislike.</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards.</i></p> <p><u><i>Map knowledge</i></u></p> <p><i>Use world maps to identify the UK in its position in the world.</i></p> <p><i>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features.</i></p> <p><i>Use photographs and maps to identify features.</i></p>	



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		<p>vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>			
Summer	The River Browney	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff,</p>	<p>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.</p> <p>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.</p> <p>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>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><u>Gather information</u> <i>Use basic observational skills. Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared questions. Use a pro-forma to collect data e.g. tally survey.</i></p> <p><u>Sketching</u> <i>Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.</i></p> <p><u>Audio/Visual</u> <i>Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.</i></p> <p><u>Using maps</u> <i>Use relative vocabulary such as bigger, smaller, like, dislike. Use directional language such as near and far, up</i></p>	



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		<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop.</p>		<p><i>and down, left and right, forwards and backwards.</i></p> <p><u>Map knowledge</u> <i>Use world maps to identify the UK in its position in the world.</i> <i>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</i></p> <p><u>Making maps</u> <i>Draw basic maps, including appropriate symbols and pictures to represent places or features.</i> <i>Use photographs and maps to identify features.</i></p>	
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