KS1 National 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.

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

♣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.

Key Stage 1 - Key learning

Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Place Knowledge

Understand geographical similarities and differences through studying human and physical geography of a small area of the UK (look closely at weather patterns). Equator and South and North Poles.

Human and Physical Geography

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

Key physical features: hill, mountain, sea, river, soil, valley, season, weather, soil.

Key human features: town, village, city, factory, house, office, shop, **church, school, road, motorway, canal**, farm?

Geographical skills/mapping

Use a range of maps and globes

Use directional language - bigger/smaller/near/far, etc.

Know that maps give information about places in the world (where/what)

Locate land and sea on maps.

Use large scale maps and aerial photos of school and local area

Recognise simple features of maps - eg buildings/roads/fields

Follow a route on a map.

Recognise landmarks and basic human features on aerial photos.

Draw a simple map.

Use and construct basic symbols in a map key

Fieldwork

Use simple fieldwork techniques such as observation, identification and reading scales to study geography of the school and its grounds/environment.

Use of cameras (I-Pads) to record geographical features/changes. Including weather/seasons/vegetation

Use of locational and directional language to describe routes (left/right, forwards and backwards)

Use of aerial photographs to recognise landmarks and basic human and physical features.

Enquiry and Investigation

Ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment (eg What is it like to live in this place - sims and differences between two places)

Investigate through observation and description

Recognise differences between own and others' lives.

Communication

Speak and write about, draw, observe and describe simple geographical concepts (what can see where)

Notice and describe patterns

Use basic geographical vocabulary from the PoS and others to describe specific features (local and contrasting areas)

Give and follow simple instructions to get from one place to another using positional and directional language such as near/far/left/right.

Use maps and other images to talk about everyday life.

Topic/area of learning Year 1	Our local area	Hot and cold climates	Countries and Cities of the UK – comparing weather patterns
Objectives Across the year various key learning will be incorporated into your planning from the different sections above. Specifically – geographical skills and communication. We are always using questions within our lessons – when planning try to remember where this questioning will be relevant. These should be looked at as planning to make sure they are being covered across the year.	• Name and locate places in the locality(could be in school/playground/local area). • Use simple maps and aerial photographs to locate places in the local area • Identify significant landmarks in the local area (physical and human) • Gain a simple understanding of the meaning of physical and human geography. • Use directional language to give simple instructions. • Follow a simple route • Draw a simple map – drawing/constructing simple symbols.	• Identify places in the world which are hot and cold. • Use maps/globes to locate different areas of the world. • Identify similarities and differences between different areas of the world (human and physical geography) • Ask questions – what would it be like…..to live in…….. • Identify and describe seasonal and daily weather patterns in the local area – variety of ways (incl cameras/pictures). • Make and use a variety of instruments to measure • Identify, notice and describe different weather patterns	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying human and physical geography of a small area of the UK (look closely at weather patterns). Use a range of maps and globes Know that maps give information about places in the world (where/what) Locate land and sea on maps – specifically UK. Use of photographs, including ariel where appropriate to recognise landmarks and basic human and physical features. Recognise differences between own and others' lives.
We as a school have access to Digimaps There are other maps digitally which can be used – Google Earth.	Rising Stars – Year 1 – Unit 1 – Our Local Area Kapow – Year 1 – unit 1 – What is it like here? Twinkl – Our local area – Year 1 – unit pack Oak Academy	Rising Stars – Year 1 – Unit 3 – Animals and their habitats (may find something about animals in different climates – not a focus). Year 2 – Unit 1 – Weather and Seasons Kapow – Year 2 – unit 1 – Would you like to live in a hot or cold place? Twinkl – Weather station craft instructions Oak Academy	Rising Stars – Year 2 – Unit 1 – Weather and Seasons Kapow – Year 1 – unit 2 – What is the weather like in the UK? Twinkl – Weather and seasons primary resources

Topic/area of learning Year 2	Wonderful World	Local area – Nelson/East Lancs	Contrast area – non-European – Marrakesh
Objectives Across the year various key learning will be incorporated into your planning from the different sections above. Specifically – geographical skills and communication. We are always using questions within our lessons – when planning try to remember where this questioning will be relevant. These should be looked at as planning to make sure they are being covered across the year.	To explore and discuss what makes our world a great place to live. To look at the different geographical features which make our world. To identify geographical characteristics of the UK. To locate the seven continents and five oceans of the world. To identify and explore different wonders in the world.	Why do we live in this area? Social/economic To use aerial photographs to recognise landmarks and basic human and physical features. To draw symbols to represent human and physical geographical features To investigate the wonderful parts and not so wonderful parts of our local environment and record findings. Ask simple questions about their environment. Investigate through observation and description What is good and not so good about our local environment?) How could we make this place 'wonderful'? To gather data around a specific question.	To identify geographical similarities and differences of the local area and a contrasting non-European country Human and physical features – to compare (Nelson and Marrakesh) Ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment (eg What is it like to live in this place – sims and differences between two places) Recognise differences between own and others' lives. Speak and write about, draw, observe and describe simple geographical concepts (what can see where) Use maps and other images to talk about everyday life.
	Rising Stars – Year 2 – unit 3 – Our Wonderful World Kapow – Year 2 – unit 2 – Why is our world wonderful?	Rising Stars – Year 2 – unit 2 – Journeys – food (may be able to take parts from – local)	Rising Stars – Year 1 – unit 2 – People and their communities. Kapow – Year 1 – unit 3 –What is it like to live in Shanghai?