

## Subject: Geography Year 1

### What are the aims and intentions:

#### That all the children:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS e.g. google earth)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
  
- Ask geographical questions [i.e. 'What is it like to live in this place?']
- Observe and record [i.e. identify buildings in street and complete a chart]
- Communicate in different ways including through numerical and quantitative skills, maps and pictures.
- Use geographical vocabulary.
- Use fieldwork skills [i.e. recording info on a school plan or local area map]
- Use globes, maps. [i.e. following a route on a map]
- Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- Make maps. [i.e. a pictorial map of a place in a story].

#### Links to EYFS:

##### Knowledge and understanding of the world

- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To show care and concern for living things and the environment.
- To look closely at similarities, differences, patterns and change.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Term:	Topic:	Knowledge	Skills:	Key Questions
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Autumn	Our School	Name key places and locations within St Helen Auckland Know where they live Points of a compass and use them (NESW) Compass directions within the school environment / classroom Use a map and its symbols Able to draw their route to school	Use a compass Observational skills – local traffic and travel, geographical features on photographs of the local area Ask geographical questions Express views about people, places and the environment linked to our school	Where do I live? What does our classroom look like? Where is our school? How to get to school? What are the four point of the compass?
	Key Vocabulary	Directional language, compass, key, map, address, town, ariel view,		
		Cultural Capital: Field work and observational skills around school and the school grounds looking for physical features / human features Note the alterations to the school and immediate surrounding area over time		
Spring	Treasure Island	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.  Observe and record  Use globes, maps, plans at a range of scales		
	Key Vocabulary			
		Cultural Capital:		
Summer	Wonderful Weather	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas. Understand geographical similarities and differences through studying the human and	Name weather types in the UK. Identify daily changes in weather. Identify seasonal changes across a year. Recognise weather symbols.	What is Weather? How Does the Weather Affect Us? What are the dangers of weather?

		physical geography of a small area of the UK and small area in contrasting non – European country (Brazil).	Use world maps and globes to identify the UK and begin to locate other countries. Explain some dangers of the weather. Locate hot and cold countries of the world. Make comparisons between different places studied. Make simple observations about the weather in the UK. Use basic subject specific vocabulary. Ask simple geographical questions. Develop presentation skills. Communicate in different ways including , numerical, quantitative skills, maps and pictures	What is a weather forecast?
	Key Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Belfast, Cardiff, Brazil, hot, cold, Weather, forecast, dangers, thunder, rain, sun, hail, wind, snow, physical, human. City, capital, Country.		
		Cultural Capital: Use of BBC weather to check weather daily.		