



Geography KS1 – Year A	Autumn	Spring	Summer
Topic	Our Wonderful World	Fleetwood	We are Britain
Knowledge	<p>Locational Knowledge Locate and label on a map the world’s seven continents. Locate and label on a map the worlds five oceans.</p> <p>Human and Physical Geography Identify and draw the equator onto a map. Use basic geographical vocabulary to refer to physical features they are able to locate on a world map/globe. Look at key areas of the world and why they are important.</p>	<p>Place knowledge Identify similarities and difference between Fleetwood and Non-European Country – Look at the places we live, food, transport, clothes etc.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to physical and human features in both Fleetwood and the comparison area.</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries. Name and locate the 4 capital cities of each country. Name and locate the surrounding seas.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to physical and human features they are able to identify in the United Kingdom.</p>
Vocabulary	<p>Year 1 Globe Map Antarctica Africa Asia Europe North America South America Australia Indian Ocean Pacific Ocean Atlantic Ocean</p>	<p>Year 1 Near Far Building Journey Travel Town Village Transport Farm</p> <p>Year 2 Continuation from Year 1</p>	<p>Year 1 England Scotland Wales Northern Ireland Ireland (Republic of) Irish Sea North Sea English Channel</p> <p>Year 2 Continuation from Year 1 London</p>



KS1 Geography Rolling Programme

	<p>Southern Ocean Arctic Ocean</p> <p>Year 2 Continuation from Year 1. Equator Location Aerial View Ocean</p>	<p>England North South East West City Beach Forest Sea Port Location Landscape Environment Larger Smaller Desert Cliff Hill River Harbour Local Distant Address Behind Coast Mountain Valley Factory</p>	<p>Edinburgh Cardiff Belfast Dublin North South East West Sea Larger Smaller Ocean Coast Mountain Valley</p>
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<p>Skills</p>	<p>Mapping Use a range of maps and globes at different scales. Use vocabulary such a near/far. Know that maps give information about places in the world. Locate land and sea on a map. Know which direction is North on an OS map Know that symbols mean something on maps. Find a given OS symbol on a map with support. Begin to realise why maps need a key.</p> <p>Enquiry and Investigation Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ Investigate through observation and description.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary to describe specific local geographical features. Use maps and other images to talk about everyday life e.g. where we live?</p> <p>Use of ICT/Technology Use simple electronic globes/maps. Do simple searches within specific geographic software.</p>	<p>Mapping Use large scale maps and aerial photos of the local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Use a range of maps and globes at different scales. Use vocabulary such a near/far. Know that maps give information about places in the world. Locate land and sea on a map. Begin to realise why maps need a key.</p> <p>Fieldwork Visit key places in Fleetwood. 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. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (NSEW).</p> <p>Enquiry and Investigation</p>	<p>Mapping Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Use a range of maps and globes at different scales. Use vocabulary such a near/far. Know that maps give information about places in the world. Locate land and sea on a map. Begin to realise why maps need a key.</p> <p>Enquiry and Investigation Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ Investigate through observation and description.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary 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 e.g. where we live?</p>
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	<p>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. Describe and label electronic images produced.</p>	<p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <p>Investigate through observation and description. Recognise differences between their own and others' lives.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.) Use maps and other images to talk about everyday life e.g. where we live?</p> <p>Use of ICT/Technology 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 cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced.</p>	<p>Use of ICT/Technology Use simple electronic globes/maps. Do simple searches within specific geographic software. 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. Describe and label electronic images produced.</p>
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Geography KS1 – Year B	Autumn	Spring	Summer
Topic	Our School and Local Area	Weather Experts	The World and it's Oceans
Knowledge	<p>Place Knowledge Identify key features of a small area of the United Kingdom.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to physical and human features of our local area. Looking at key the type of place we live and the key landmarks there.</p>	<p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Locational Knowledge Locate and label on a map the world's seven continents. Locate and label on a map the world's five oceans.</p> <p>Human and Physical Geography Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
Vocabulary	<p>Year 1 Near Far Left Right Building Plan Journey Travel Long</p>	<p>Year 1 Globe Summer Spring Summer Autumn Winter Seasons Wind Snow</p>	<p>Year 1 Globe Map Antarctica Africa Asia Europe North America South America Australia</p>



KS1 Geography Rolling Programme

	<p>Short Bungalow Town Transport Lorry Bus Car Junction Village Wide Narrow Farm</p> <p>Year 2 Continuation from Year 1 North South East West Semi-detached Larger Smaller City Beach Sea Port Location Route Aerial View Landscape Environment Terraced Address River Hill</p>	<p>Rain Hail Fog Wet Dry Hot Cold</p> <p>Year 2 Continuation from Year 1 Seasonal North Pole South Pole Equator Environment</p>	<p>Indian Ocean Pacific Ocean Atlantic Ocean Southern Ocean Arctic Ocean</p> <p>Year 2 Continuation from Year 1. Equator Location Aerial View Ocean</p>
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	<p>Mountains Harbour Local Distant Valley Ocean Coast</p>		
<p>Skills</p>	<p>Mapping Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. 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 the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground.</p> <p>Fieldwork</p>	<p>Mapping Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Begin to realise why maps need a key.</p> <p>Fieldwork Children to collect weather data from different places in their local area. 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. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>Enquiry and Investigation Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</p>	<p>Mapping Use a range of maps and globes at different scales. Use vocabulary such a near/far. Know that maps give information about places in the world. Locate land and sea on a map. Know which direction is North on an OS map Know that symbols mean something on maps. Find a given OS symbol on a map with support. Begin to realise why maps need a key.</p> <p>Enquiry and Investigation Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ Investigate through observation and description.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p>



	<p>Children to visit the local area and create maps of our school. 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. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Enquiry and Investigation Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p>	<p>Investigate through observation and description.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Use of ICT/Technology Use simple electronic globes/maps. Do simple searches within specific geographic software. 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 cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced</p>	<p>Use basic geographical vocabulary to describe specific local geographical features. Use maps and other images to talk about everyday life e.g. where we live?</p> <p>Use of ICT/Technology Use simple electronic globes/maps. Do simple searches within specific geographic software. 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. Describe and label electronic images produced.</p>
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	<p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc</p> <p>Use of ICT/Technology</p> <p>Use simple electronic globes/maps. Do simple searches within specific geographic software.</p> <p>Use a postcode to find a place on a digital map.</p> <p>Add simple labels to a digital map.</p> <p>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p> <p>Describe and label electronic images produced</p>		
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