



Geography KS1 – Year A	Autumn	Spring	Summer
Topic	<p>What is the weather like in the UK?</p>	<p>What makes our natural world wonderful?</p>	<p>Would you prefer to live in a hot or cold place?</p>
	<p>What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and the associated weather we experience before considering how we change our behaviour in response to different weather. Pupils keep a weather diary or record and find out about hot and cold places in the UK using weather mapping with a simple key.</p>	<p>Learning the names and locating the oceans of our world, children consider how we use water. They identify features and major characteristics of the UK, the highest points in the world's mountain ranges and find out about some of the wonders of the world. Finally, they consider what is unique about our locality and use fieldwork to present this.</p>	<p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p>
Knowledge	<p>Locational Knowledge > Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Human and Physical Geography > Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff,</p>	<p>Locational Knowledge > Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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.</p>



		coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	> 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. > Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Vocabulary			continent map land ocean country locate sea globe desert climate pack ice arid compass weather ice sheet savannah grasslands tropical vegetation rainforest weather polar human feature rural physical feature



			Equator urban rain gauge
Skills	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> > 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 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. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> > 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 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>Pupils will be taught to:</p> <ul style="list-style-type: none"> > 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.

Geography KS1 – Year B	Autumn	Spring	Summer
Topic	What is it like here?	How is life different in China?	What is it like to live by the coast?



	<p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	<p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.</p>	<p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>
<p>Knowledge</p>	<p>Human and Physical Geography > 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. > Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Locational Knowledge > Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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. > Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Locational Knowledge > Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical Geography > 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. > Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>



Vocabulary	aerial view land location village city aerial photograph sea country town map globe place directional language symbol features atlas distance country key locate north survey questionnaire improve		
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KS1 Geography Rolling Programme

Skills	<p>Pupils will be taught to:</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 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.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">> 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.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">> 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 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.
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