



Year 1 local area: Where do we live?

End Point Assessment
I can find my home on an aerial photograph and a large-scale plan or map
I can find some familiar features on aerial photograph or large-scale plan
I can plan and carry out fieldwork in the street outside my school
I can record my observations of the street outside my school
I can collect information regarding how my class get to school
I can make a map of my journey to school showing the building and places I pass on the route
Skills
Draw basic maps, including appropriate pictures to represent places or features
Use photographs and maps to identify features
Create plans and draw simple features in their familiar environment, mainly made up of outlines of features
Orally comment on observations about what they see and draw simple features (e.g. buildings, roads, trees)
Consider why the data exists: What was the purpose of the data collection?

Vocabulary	
Map	A representation of an area of land or sea showing physical and human features,
Map symbols	Images used to represent and distinguish features on a map
Aerial photographs	A photograph taken from the air
Large scale plan	A large map representing an area
Compass directions	Tells us which way is north and where to find east, south, and west
Locational and directional language	To describe the location of features and routes on a map e.g. near and far; left and right]
Settlement	A place where people live
Local area	The area where you live
Village	A group of houses located in a rural area, smaller than a town
Town	A built up area and central part of a neighbourhood, smaller than a city
City	A large town, containing a cathedral
Street	A public road in a city, town or village. Typically with houses and building on one or both sides
Journey	An act of travelling from one place to another
Transport	A way of moving from place to place
Data	Facts and statistics collected
Fieldwork	Investigating the outdoors using geographical tools and thinking to gather information or data

Settlements	Local Area	Fieldwork	Maps	Aerial photographs
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Local Area: How do we read maps and plan routes?



End Point Assessment

I can talk about and locate on an aerial map my favourite places to play on the school grounds

I can plan a route to show a visitor around our school grounds, using an aerial photograph and large-scale map

I can plan a route to my local play area, using an aerial photograph and large-scale map

I can observe and use geographical vocabulary to talk about features of our local area

I can make a map of my route to a local play area

I can make a map or model to show my ideas for improving the school grounds

Skills

Draw basic maps, including appropriate pictures to represent places or features

Use photographs and maps to identify features

Create plans and draw simple features in their familiar environment, mainly made up of outlines of features

Orally comment on observations about what they see and draw simple features (e.g. buildings, roads, trees)

Consider why the data exists: What was the purpose of the data collection?

Vocabulary

School grounds	The area which a school is situated
Aerial photographs	A photograph taken from the air
Map	A representation of an area of land or sea showing physical and human features,
Map symbols	Images used to represent and distinguish features on a map
Route	A way or course taken in getting from a starting point to a destination
Fieldwork	Investigating the outdoors using geographical tools and thinking to gather information or data
Model	A 3D representation of a thing, typically on a smaller scale than the original

Local Area	Fieldwork	Maps	Aerial photographs
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Year 1 Weather and Seasons



End Point Assessment
I can name the four seasons and describe typical weather for each season.
I can explain how weather can change daily and throughout the year.
I can describe the types of clothes we wear in different seasons and why.
I can identify weather symbols and explain what they represent (e.g., sunshine, rain, snow, wind).
I can explain how weather affects our activities and the natural environment.
I can describe how different places in the world experience different types of weather.
I can identify how seasonal weather affects plants and animals, discussing ways to care for the school grounds.
Skills
Use simple weather vocabulary (e.g., sunny, cloudy, windy, hot, cold).
Record and describe daily weather observations.
Identify seasonal changes by observing plants, trees, and wildlife.
Begin to compare weather and seasonal differences between local and distant places.
Use basic maps and charts to identify weather patterns.

Vocabulary	
Continent	A large geographical regions consisting of a group of countries
Map	A representation of an area of land or sea showing physical and human features,
World	The earth, together with all of its countries and peoples.
Season	A part of the year with specific weather patterns (spring, summer, autumn, winter).
Temperature	How hot or cold it is outside.
Rainfall	The amount of rain that falls from the sky.
Daylight	The time when the natural light from the Sun lights the sky.
North Pole	The North Pole is at the northernmost point of the Earth.
South Pole	The South Pole is at the southernmost point on the Earth.
Weather	What the air is like outside, including temperature, wind, rain, and sunshine.

Continents	Maps	Seasons	Weather
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Year 1 Africa



End Point Assessment

I can locate the seven continents of the world

I can say what continent I live in

I can locate five African countries on a map

I can explain the difference between a human geographical feature and a physical geographical feature

I can give an examples of physical feature of Africa

I can give examples of human features of Africa

I can name examples of animal that can be found in Africa

Skills

Begin to use simple compass directions (North, South, East, West)

Use photographs and maps to identify features

Vocabulary

Continent	Large geographical regions (group of countries): Asia, Africa, Europe, North America, South America, Australasia, Antarctica
Equator	A line notionally drawn on the earth
Physical feature	Natural things that would be here even if there were no people around.
Human feature	Things made or built by people
Settlement	A place where people live
Map	A representation of an area of land or sea showing physical and human features,
Compass directions	Tells us which way is north and where to find east, south, and west

Continents

Africa

Geographical features

Year 1 Kenya (Njoro)



End Point Assessment

I can locate Kenya and Njoro on a map

I can describe Kenya's physical and human features

I can describe the climate and weather of Kenya

I can say what is the same and what is different about homes in Njoro and our homes

I can compare school life in Njoro and Knutsford

I can discuss the similarities and differences of shopping habits and recycling in Knutsford and Njoro

Skills

Use photographs and maps to identify features

Use directional language such as near and far, up and down, left and right, forwards and backwards • Begin to use simple compass directions (North, South, East, West)

Ask geographical questions e.g. What is it like to live in this place?

Answer questions making direct comparisons between two observations E.g. When comparing the UK and Kenya on a map, pupils can state that the UK has a cooler climate than Kenya [analysing] because it is further away from the equator

Vocabulary

Kenya A country on the East of Africa which lies on the Equator

Equator A line notionally drawn on the earth

Similarities What is the same

Differences What is different

Village A group of houses located in a rural area, smaller than a town

Physical features Natural things that would be here even if there were no people around.

Human features Things made or built by people

Virtual fieldwork

Place Knowledge

Human and Physical Geography



Year 1 Coasts

End Point Assessment

- I can identify some of the features of the seaside
- I can use fieldwork to name some of the features at a seaside locality
- I can identify the animals and plants found at the seaside
- I can discuss what life would be like at the seaside
- I can explain how the wind and waves change seaside landscapes

Skills

- Ask geographical questions e.g. What is it like to live in this place?
- Use photographs and maps to identify features
- Consider why the data exists: What was the purpose of the data collection?

Vocabulary

Beach	A strip of land covered with sand, or small stones at the edge of a body of water
Cave	A natural opening in the ground extending beyond the zone of light and large enough to permit the entry of man
Harbour	A body of water sheltered by natural or artificial barriers
Lifeguard station	Used at recreational beaches or public swimming pools to watch swimmers in order to prevent dangers.
Lighthouse	A tower used to carry a signal light and to assist marine navigation
Port	A docking place for ships on the coast of the ocean, a river, or a lake
Tide	Very long-period waves that move through the ocean in response to the forces exerted by the moon and sun
Cliff	An area of rock which has a general angle defined by the vertical, or nearly vertical
Coast	The land along a sea.
Rock pool	Small pools of seawater that form along the coastline and are a microhabitat that plays home to many sea creatures
Shore	The area where land meets the ocean
Village	A group of houses located in a rural area, smaller than a town
Town	A built up area and central part of a neighbourhood, smaller than a city

Coasts

Fieldwork

Human and Physical Geography