



Shawington Primary School Geography Curriculum



Year 1 - What is it like here?

<u>National Curriculum- KS End Point</u>	<u>Sticky Knowledge</u>	<u>Vocabulary</u>	
<p>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</p>	<ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know the name of the country they live in. • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). 	<p>aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</p>	
		<u>Unit Outcomes</u>	
		<ul style="list-style-type: none"> • Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey. 	
<u>Prior Learning</u>	<u>Key Question(s):</u>	<u>Future Learning</u>	
<p>Development Matters</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. <p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG: Understanding the World - The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? 	<ul style="list-style-type: none"> • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season. 	
<u>Golden Threads</u>			
<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
		<ul style="list-style-type: none"> • Use basic geographical language to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> • 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. • 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.



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<u>Year 1 - What is the Weather Like in the UK?</u>			
<p style="text-align: center;"><u>National Curriculum- KS End Point</u></p> <p>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.</p>	<p style="text-align: center;"><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> • To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. 	<p style="text-align: center;"><u>Vocabulary</u></p> <p>atlas, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter</p> <hr/> <p style="text-align: center;"><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season. 	
<p style="text-align: center;"><u>Prior Learning</u></p> <p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG: Understanding the World - The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>Year 1</p> <ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know the name of the country they live in. • To know that a country is a land or nation with its own government. • To know the name of the country they live in. 	<p style="text-align: center;"><u>Key Question(s):</u></p> <ul style="list-style-type: none"> • Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? • Is the weather the same everywhere in the UK? • How do people prepare for the weather? 	<p style="text-align: center;"><u>Future Learning</u></p> <ul style="list-style-type: none"> • Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality. • Identify similarities and differences between human and physical features. 	
<u>Golden Threads</u>			
<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>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> <p>Use basic geographical language to refer to key physical features, including season and weather.</p>	<p>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.</p> <p>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> <p>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.</p>



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Year 1 - What is it like to live in Shanghai?

<u>National Curriculum- KS End Point</u>	<u>Sticky Knowledge</u>	<u>Vocabulary</u>	
<p>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</p>	<ul style="list-style-type: none"> • To know the name of two continents (Europe and Asia). • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that an ocean is a large body of water. • To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). • To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours. 	Continent, country, different, directional language (e.g. near, far, next to, behind, etc.), key, human feature, map, physical feature, similar, symbol	
		<u>Unit Outcomes</u>	
		<ul style="list-style-type: none"> • Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality. • Identify similarities and differences between human and physical features 	
<u>Prior Learning</u>	<u>Key Question(s):</u>	<u>Future Learning</u>	
<p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG: Understanding the World - The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class <p>Year 1</p> <ul style="list-style-type: none"> • To know that a country is a land or nation with its own government. • To know the name of the country they live in. • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. 	<ul style="list-style-type: none"> • What can we see in our local area? • Can we map our local area? • Where in the world is China? • What can you see in China? • What is Shanghai like? • How is Shanghai different from our local area? 	<ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 	
<u>Golden Threads</u>			
<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use basic geographical language to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<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