

Geography Curriculum Overview

Year 1

| Term | Theme | Knowledge and understanding | Skills | What I will know and remember | Vocabulary |
|------|----------------|---|---|--|---|
| 1 | Our Local Area | <p>To recognise human & physical features.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment.</p> <p>To understand basic geographical features: houses (human features).</p> <p>To develop knowledge about children's locality - jobs (human features).</p> <p>To use basic geographical vocabulary to refer to key human/physical features.</p> | <p>Use different maps and understand the key features of maps.</p> <p>Use compass directions (N, E, S, W), locational and directional language.</p> <p>Make comparisons between features of different places.</p> <p>Use map symbols in a key.</p> <p>Recognise a range of housing types.</p> <p>Plan a route giving reasons for choice.</p> <p>Express views about the environment and begin to suggest improvements with reasoning.</p> <p>Use fieldwork skills appropriately.</p> <p>Use a growing range of subject specific vocabulary.</p> <p>Use presentation skills with growing confidence.</p> | <p>I can understand what our local area is like.</p> <p>I can observe what my local area is like.</p> <p>I can describe where things are on a map.</p> <p>I can understand different types of housing in the local area.</p> <p>I can name the types of jobs that people do in our local area.</p> <p>I can understand ways that we can change the local area.</p> <p>I can ask questions.</p> | <p>Map</p> <p>Locate (find)</p> <p>Aerial view</p> <p>Fieldwork</p> <p>School</p> <p>house/home</p> <p>Terraced</p> <p>Semi-detached</p> <p>Detached</p> <p>Cottage</p> <p>Caravan</p> <p>Flats</p> <p>Village</p> <p>Town</p> <p>City</p> <p>Local area</p> <p>County</p> <p>Country</p> <p>Continent</p> <p>Work</p> <p>Job</p> <p>Route</p> <p>Compass</p> <p>North</p> <p>South</p> <p>East</p> |

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| <u>Working towards</u> | | <u>Working at</u> | | <u>Working above</u> | |
| 2 | Wonderful Weather | <p>To identify daily weather patterns.</p> <p>To understand seasonal weather patterns.</p> <p>To identify daily weather patterns in the UK (Weather Forecasting).</p> <p>To identify daily weather patterns (dangerous/adverse weather).</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>To understand the human/physical geography of a cold area of the world.</p> | <p>Make recordings about the weather with some support.</p> <p>Know how weather can affect people's lives.</p> <p>Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.</p> <p>Explain weather dangers and how people can protect themselves.</p> <p>Make comparisons between different types of weather.</p> <p>Gather information about places and features studied.</p> <p>Make observations about the weather using description and some explanation.</p> <p>Use a growing range of subject specific vocabulary.</p> | <p>I can understand what the weather is like in our country.</p> <p>I can look at the weather where we live.</p> <p>I can understand the different seasons in a year.</p> <p>I can describe how the weather can affect us.</p> <p>I can understand what weather forecasts show.</p> <p>I can use key words to describe the weather.</p> <p>I can understand the dangers of weather.</p> <p>I can understand what hot and cold countries are like.</p> <p>I can understand what a cold area of the world is like.</p> <p>I can use map skills to locate hot and cold places.</p> | <p>Weather</p> <p>Rain</p> <p>Sleet</p> <p>Snow</p> <p>Wind</p> <p>Cloud</p> <p>Sunshine</p> <p>Fog</p> <p>Thunderstorm</p> <p>Season</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Temperature</p> <p>Hot</p> <p>Cold</p> <p>Forecast</p> |

| | | <u>End of unit assessment</u> | | | |
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| <u>Working towards</u> | | <u>Working at</u> | | <u>Working above</u> | |
| 3 | Our Country | <p>To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To 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 in the context of comparing Brasilia with London.</p> | <p>Name key features of the countries of the UK.</p> <p>Describe how features may change throughout a journey.</p> <p>Make comparisons between features of different places.</p> <p>Explain what London is like in detail using key geographical vocabulary.</p> <p>Describe similarities and differences between Brasilia and London.</p> | <p>I can understand the differences between a 'town' and the 'countryside'.</p> <p>I can use key words about the town and countryside.</p> <p>I can name the countries of the UK.</p> <p>I can locate the UK using a map.</p> <p>I can understand a journey line.</p> <p>I can understand what an 'aerial view' shows.</p> <p>I can identify key features of the countries of the UK.</p> <p>I can observe aerial view photographs.</p> <p>I can name capital cities of the UK.</p> <p>I can explain what London is like using key words.</p> <p>I can compare two capital cities- Brasilia and London.</p> | <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>London</p> <p>Edinburgh</p> <p>Cardiff</p> <p>Belfast</p> <p>United Kingdom</p> <p>Europe</p> <p>English Channel</p> <p>North Sea</p> <p>Irish Sea</p> <p>Atlantic Ocean</p> <p>River Thames</p> <p>Capital City</p> <p>Town</p> <p>Village</p> <p>City</p> |

Working towards

End of unit assessment

Working at

Working above