



# Geography KS 1

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.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School pupils will be taught:

### 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

### 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 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 as well as key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- 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 1

#### What is it like here?

Children will be:

- Locating where they live on an aerial photograph and recognising features within a local context.
- Creating maps using classroom objects before drawing simple maps of the school grounds.
- Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.

### Year 2

#### Would you prefer to live in a hot or cold place?

Children will be:

- Introduced to the basic concept of climate zones and mapping out hot and cold places globally.
- Looking at features in the North and South Poles and Kenya.
- Comparing weather and features in the local area.
- Learning the four compass points.
- Learning the names and locating the continents of our world.

**What is the weather like in the UK?**

Children will be:

- Looking at the countries and cities that make up the UK
- Keeping a daily weather record
- Finding out more about hot and cold places in the UK.

**What is it like to live in Shanghai?**

Children will be:

- Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China.
- Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use.
- Comparing the human and physical features of Shanghai to features in the local area
- Making a simple map using data collected through fieldwork.

**Why is our world wonderful?**

Children will be:

- Learning about the world's wonders
- Learning the names and locations of the world's oceans
- Considering what is unique about the local area.

**What is it like to live by the coast?**

Children will be:

- Naming and locating continents and oceans of the world
- Revisiting countries and cities of the UK and surrounding seas.
- Learning about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.