

Geography in the KS1

Based on National Curriculum, July 2014

Purpose

Pupils:

- have a real sense of **curiosity and fascination** to find out about the **world** and the **people** who live there
- know about **diverse** places, people, resources and natural/human environments
- have an understanding of Earth's key physical and human processes
- are deepening understanding of the **interactions** between physical and human **processes**
- have an understanding of the **formation** and use of **landscapes** and **environments**
- are increasingly be able to **explain** how the Earth's features at **different scales** are shaped, **interconnected** and **change** over **time**

Aims

Pupils:

- have a contextual knowledge of the location of globally significant places- terrestrial and marine- and their related geographical characteristics and processes
- can understand the processes that shape human and physical features of the world, their **interdependence**, **spatial variation** and change over time
- can **collect, analyse and communicate** data gathered in the field to deepen understanding
- are able to **interpret** geographical sources, such as maps, diagrams, globes, photographs and GIS
- can effectively communicate through images, maps, data and written formats

	Initiating	Building	Deepening
	Suggested year group 1	Suggested year groups 2	Suggested year group 1-2
Location knowledge	<ul style="list-style-type: none"> I can name and identify characteristics of the four countries and capital cities of the UK and surrounding seas. I can name and locate the world's 7 continents and 5 oceans 	<ul style="list-style-type: none"> I can name and identify characteristics of the four countries and capital cities of the UK and surrounding seas. I can use maps, atlases and a globe to locate the UK and its countries I can name and locate the world's 7 continents and 5 oceans 	<ul style="list-style-type: none"> I can make links between countries of the UK and its neighbours. I understand that maps can vary in scale and detail. I understand that the earth is a sphere and maps are a 2D representation.
Place Knowledge	<ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of my local area and a small area in an Asian country. 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of my local area and a small area in an African country. 	<ul style="list-style-type: none"> I can discuss my local area and offer emotional opinions of places e.g I am happy... I feel safe... I think best... I can explore and enquire whether everyone in my area has similar experiences.
Human and Physical Geography	<ul style="list-style-type: none"> I can identify daily weather patterns in the UK. I can locate and describe cold areas of the world in relation to the North and South Poles. I can use basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> I can identify seasonal weather patterns in the UK. I can locate and describe hot areas of the world in relation to the Equator. I can expand my geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> I can form opinions about where I would like to live and why. I can explore what life might be like in the UK if it was cold/hot all year around.
Geographical skills and fieldwork	<ul style="list-style-type: none"> I can use maps, atlases and a globe to locate the UK and its countries as well as other regions/countries/continents studied. I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> I can 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 I can use simple fieldwork and observational skills to study the geography of the school's surrounding environment. 	<ul style="list-style-type: none"> I can use my senses to explore my local area. I can ask people their opinions about an area, how it has changed and how it might look in the future.