

Geography– Year 1

Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Learn names of countries within the United Kingdom.</p> <p>Learn names of cities and surrounding seas in the United Kingdom.</p> <p>Begin to match boundaries (e.g find same boundary of a country on different scale maps) of the UK.</p> <p>Begin to spatially match places e.g recognise UK on a small scale and larger scale map.</p> <p>Locate and name on UK map major features e.g London, River Thames, home location seas.</p>	<p>Identify and describe where places are in the UK.</p> <p>Make simple comparisons between features of different places.</p>	<p>Use geographical vocabulary including beach, cliff, coast, sea, etc for physical features.</p> <p>Use geographical vocabulary including city, town, port, factory, farm etc. for human features</p> <p>Recognise human and physical features in the local area.</p> <p>Recognise how places have become the way they are and how they continue to change.</p> <p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>
<p><u>Connected Geography Topics</u></p>		
<p><b>Autumn</b></p> <p><b>How does the weather affect our lives?</b></p>	<p><b>Spring</b></p> <p><b>Why does it matter where our food comes from?</b></p>	<p><b>Summer</b></p> <p><b>Why do we love being beside the seaside so much?</b></p>
<p><b>Geographical Skills to be taught throughout the year</b></p> <ul style="list-style-type: none"> <li>❖ Follow directions including N,S,E,W.</li> <li>❖ Have experience of maps and attempts to make own, real or imaginary.</li> </ul>		<p><b><u>Fieldwork carried out in the Spring Term linked to Local history topic</u></b></p> <ul style="list-style-type: none"> <li>❖ Investigate their surroundings.</li> <li>❖ Make observations about where things are e.g. around school and local area. (Autumn)</li> </ul>

- ❖ Use own symbols on imaginary map.
- ❖ Use a plan view.
- ❖ Use an Infant atlas to locate places.
- ❖ Use NF books, stories, maps, pictures, photos and internet as sources of information.
- ❖ Follow a route on a map using directional language such as near/far, left/right.
- ❖ Have experience of aerial photographs and try to identify known places with support.

- ❖ Express their own views about places and the local area.
- ❖ Draw simple features they observe in the local area.
- ❖ Use a camera in the field, with help, to record what they have seen and label.