

Year 1 Geography

Unit 1 – Autumn 1 Hot and Cold Places Continents and Oceans

Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Recognise differences between their own and others' lives.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use programmable toys or sprites to move around a course/screen following simple directional instructions.

Geographical Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Locate land and sea on maps.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate the world's seven continents and five oceans.
- 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.

Example activity for 'expected' standard

Can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal). Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.)

Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use programmable toys or sprites to move around a course/screen following simple directional instructions.

Geographical Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Locate land and sea on maps.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.
- Discuss changes in weather over the year.

Example activity for 'expected' standard

Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).

Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.

Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described)

Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Recognise simple features on maps e.g. buildings, roads and fields.
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.
- Use simple electronic globes/maps.

Geographical Skills

- Follow a route on a map starting with a picture map of the school.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

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

Example activity for 'expected' standard

Can make observations about, and describe, the school area and its physical and human geography (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics). Can describe a journey on a map around school area using locational and directional language (e.g. after a walk around school, describe the route taken on a large-scale map using directions and locational language prompted by their journey stick). Can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen around school, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).

