

## Geography Curriculum Coverage: KS1

### Expected Vocabulary. NC Objectives. Intended activities.

Year / Term	National Curriculum Objective	Knowledge/Activity	Vocab
<b>Year One</b>  Autumn One  <b>What can we find in the woods?</b>	Identify seasonal and daily weather patterns in the UK	<ul style="list-style-type: none"> <li>Introduce UK using google maps ( link to computing) and discuss 4 countries and where they are. Children to label a huge map of the UK together and add main landmarks to display in role play area.</li> <li>Name the 4 seasons with children, could use a song. Look at typical clothes associated with the season due to weather conditions, chn to play a game acting out the different seasons and typical clothes worn / activities done. Link to computing chn are given a season and need to draw a person dressed ready for the season.</li> <li>Children to keep a weather diary across a week (Autumn)</li> </ul>	Climate   United Kingdom England   Scotland Wales   Northern Ireland Season   Weather Spring   Summer Autumn   Winter Vegetation   Soil
Autumn Two  <b>Is the sky always blue?</b>	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	<ul style="list-style-type: none"> <li>Use google earth and globes to introduce North and South Pole.</li> <li>First half of the term look at South pole and watch videos. Debate orally using because, would they like to live there, split the class into groups and they need to argue their side.</li> <li>Second half of the term look at the North Pole in relation to Santa. Chn to write questions about the North Pole and Santa to respond with facts.</li> <li>Chn to create a seasonal calendar for grown ups Christmas present (Show how the trees change and how weather changes across seasons)</li> <li>Watch a weather forecast and look at what different weather symbols mean, roleplay chn to be weather reporter and record using ipads. Chn to create weather symbols and words that can be laminate to use throughout the year when discussing weather each morning.</li> </ul>	Equator   North pole South pole   Climate Season   Weather Spring   Summer Autumn   Winter Temperature rain, sleet, snow, hail

<p>Spring One</p> <p><b>Where can we sail in our galleon?</b></p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps atlases and globes to identify the UK and its countries, as well as the countries continents and oceans.</p> <p>Name locate and identify the characteristics of the four countries and capital cities of the UK and the surrounding seas</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map and construct a key</p>	<ul style="list-style-type: none"> <li>• Introduce the continent song. Drama –Explain throughout the term we are going to be pirate explorers and visit each continent. Chn to have a map of the world throughout sessions look at different continents and oceans and label their map. Each child to have a pirate name, tell them what continent / ocean they are in on their journey, can they find where they are on a globe / map?</li> <li>• Extreme weather – link to pirates journey.</li> <li>• Recap the UK and it's countries. Children to do a treasure hunt to try and find Pirate Patches belongings. He has left his hook in Edinburgh etc. Can they find the correct place on the map for each item to release the treasure!</li> <li>• Do another weekly weather diary and chn to compare this to the other one. Has it got colder / warmer etc. (Winter)</li> </ul>	<p>Continents Europe Asia North America South America Australia Antarctica Africa Arctic ocean Pacific Ocean Atlantic Ocean Southern Ocean Indian Ocean Climate United Kingdom England Scotland Wales Northern Ireland Aerial map Key Human features Physical features Beach Cliff Coast Sea Ocean River Port Harbour</p>
<p>Spring Two</p> <p><b>Do all animals have fur?</b></p>	<p>Use world maps atlases and globes to identify the UK and its countries, as well as the countries continents and oceans.</p> <p>Devise a simple map and construct a key</p>	<p><b>Yorkshire Wildlife Park trip this term</b></p> <p><b>Homework project, children to create a fact file about their favourite animal including where it comes from.</b></p> <ul style="list-style-type: none"> <li>• Look at a range of different animals and where they come from, watch videos of the talking about their features but also the places they inhabit and what the climate is like. Chn to use ICT to drop pictures of animals onto a world map.</li> <li>• Look at a map / virtual tour of the Yorkshire Wildlife park before going to see what different areas they have etc.</li> <li>• Chn to work in groups and create a zoo enclosure, making a huge map putting all the correct animal groups together (link to science) using clay animals made in D.T</li> </ul>	<p>Continents Europe Asia North America South America Australia Antarctica Africa Arctic ocean Pacific Ocean Atlantic Ocean Southern Ocean Indian Ocean United Kingdom England Scotland Wales Northern Ireland Globe Atlas Maps Forest Hill Mountain Valley</p>

<p>Summer One</p> <p><b>What can we find in our local area?</b></p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p>	<p><b>Walk of local area this half term</b></p> <ul style="list-style-type: none"> <li>• After the walk create a simple map of what we saw. Can a partner programme a beebot to get it to go to the correct place?</li> <li>• Choose a street visited during their walk. Draw what they saw and add descriptive captions. Talk about what they liked about that street and describe more about what they saw there. Create a display of the street using pictures and captions.</li> <li>• Use google earth/maps and local OS maps. Can they identify and recognisable features such as the school, park, golf course, church, village hall, Manor farm etc. Provide a map challenge asking children to find ten particular symbols on their map.</li> </ul> <p><b>Homework</b> - Children can create their route to school or map a familiar route that they take. Remembering the human and physical features along the way, including signs etc.</p>	<p>Street Lane Road Human features Village Shop Town Map Factory Park City Farm House Office Compass points - North, south, east and west Near, far Left and right Up, down</p>
<p>Summer Two</p> <p><b>Farm to fork</b></p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p><b>Visit to the farm</b></p> <ul style="list-style-type: none"> <li>• Look at where food comes from / grows, find the places on a map.</li> <li>• Children to design their own fruit salad and research where the fruit comes from.</li> </ul>	<p>Continents Europe Asia North America South America Australia Antarctica Africa Arctic ocean Pacific Ocean Atlantic Ocean Southern Ocean Indian Ocean Farm Soil vegetation</p>

Year and Term	NC Objectives	Activity	Vocabulary
<b>Year Two</b>  Autumn One  <b>What would you find in space?</b>	Use basic geographical vocabulary to refer to key physical features	Google Earth: Access via the computer suite or ipads <ul style="list-style-type: none"> <li>Visit the Nasa website and look at and discuss images of Earth from outer space. Explore earth from above on mapping websites, identifying basic geographical features such as; sea ocean land island forest city lake river. Can they spot similar features on other planets or the moon – Martian river beds and mountains on Venus.</li> </ul>	Beach Cliff Coast Ocean Land Island City Lake Forest Hill Mountain Sea Ocean River Soil Valley
Autumn Two  <b>What happens in our capital city?</b>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Name locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding area</p> <p>Use simple compass directions (N S E W) and locational directional vocabulary to describe the location of features and routes on a map</p> <p>Use basic geographical vocabulary including; city town village stations port markets parks school churches</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans studied at this key stage</p>	<p>Homework – chn to create a landmark using junk modelling from a capital city other than London. Can they talk about where it is and what it is used for etc?</p> <ul style="list-style-type: none"> <li>Look at London on google earth, What features and landmarks can we see? Link to Katie goes to London story. Then look at other capital cities in the UK what is the same, what is different?</li> <li>Research each country's flag and recognise that the Union Jack is a combination of the English, Scottish and Northern Ireland flag. Add to map previously created.</li> <li>Can chn make some landmarks using Lego / blocks / junk modelling etc?</li> <li>Using a map of London, with a grid overlay – children to move from one landmark to another using coordinates, or positional directional language.</li> <li>Look at a map and videos of a non-European country, what is the same, what is different? Chn to locate the place on a world map.</li> </ul>	Capital city Edinburgh Scotland London England Belfast Northern Ireland Cardiff Wales United Kingdom Country European Compass North South East West

<p>Spring One</p> <p><b>What happened on the Titanic?</b></p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans studied at this key stage</p>	<ul style="list-style-type: none"> <li>Look at the timeline of the route of the Titanic from Belfast to Southampton then from Southampton to Cherbourg to Queenstown to Halifax to New York. Show where it hit the iceberg.</li> <li>Name the countries, continents and oceans.</li> <li>Ch locate and trace the route on world map or Google maps.</li> </ul>	<p>Belfast Northern Ireland Southampton England Cherbourg France Queenstown (Cork) Southern Ireland America New York Atlantic ocean</p>
<p>Spring Two</p> <p><b>How would you build a fortress?</b></p>	<p>Name and locate the world's seven continents and five oceans</p> <p>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.</p> <p>Use basic human geographical vocabulary including ; city town village stations port markets parks schools churches</p>	<ul style="list-style-type: none"> <li>Look at and explore world famous tunnels, the underground, channel tunnel, metro etc. think about how they are made, why they are needed and what they are used for. See cornerstones for a list of famous tunnels and uses.</li> <li><i>Linking to the DT</i> on bridges – look at bridges from around the world, shape and structure. How are the identified on a map – use an OS map and allow children to look at the key and locate them .</li> <li>Challenge , chn to work in groups using materials provided can they make a bridge / tower that will stay up for 30 seconds or longer? (link to D.T)</li> </ul>	<p>Continents Europe Asia North America South America Australasia Antarctica Africa</p> <p>Arctic ocean Pacific Ocean Atlantic Ocean Southern Ocean Indian Ocean</p> <p>city town village stations port markets parks school churches</p>
<p>Summer One</p> <p><b>What do minibeasts look like?</b></p>	<p>FALLOW</p>	<p>N/A</p>	

<p>Summer Two</p> <p><b>Staying healthy</b></p>	<p>Use maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map and construct a key,</p>	<ul style="list-style-type: none"> <li>• Look at the map and point out Florence, Scutari and the Crimea. Point out that she is from Derbyshire and locate Lea and Holloway on a Derbyshire map.</li> <li>• Introduce the children to Mary Seacole by reading through the facts. Show the world map and locate Jamaica.</li> <li>• Look at exercise apps used like Strava etc and show how it works.</li> <li>• Children to be given instructions for a walk / run and they need to plot their route.</li> </ul>	<p>Florence Scutari Crimea Derbyshire Jamaica Caribbean Sea</p> <p>Key Symbols Map Compass directions Co ordinates</p>
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