

Ashwell Primary School

Geography Curriculum

Year 1 Knowledge and Skills Organiser



Year 1- Geographical and fieldworks skills to be developed during Year 1
Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas

Geographical Enquiry	<ul style="list-style-type: none"> Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.
National Curriculum statements Geographical skills and fieldwork – Mapping skills <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (north, south, east and west) and directional and locational language (e.g. near and far; left and right) to describe the location of features and routes on maps Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use constructive basic symbols in a key 	<ul style="list-style-type: none"> Begin to use plans, maps, globes, atlases and aerial images to recognise some features and places (locality/in the wider world). Draw maps of real or imaginary places and begin to label with own symbols Uses simple language to describe scale e.g. bigger, smaller, shorter Use and follow simple directions e.g. forwards, backwards Introduce the four cardinal points (N, S, E, W) Use aerial photos and begin to recognise landmarks and human and physical features.
Fieldwork skills to be developed during Key Stage 1	
Geographical skills and fieldwork – Fieldwork Skills <ul style="list-style-type: none"> 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 surroundings 	Use a range of simple fieldwork techniques for collecting, analysing and presenting information, including: <ul style="list-style-type: none"> using small world play, model making, or the classroom role-play area to represent a visited place adding details to a teacher-prepared drawing / making annotated drawings to show variations drawing a freehand map relating a large-scale plan to the environment, identifying known features marking information on a large-scale plan using colour or symbols to record observations using a simple compass and cardinal compass directions (north, south, west, east) taking digital photos making digital audio recordings when interviewing someone about their job collecting quantitative data using a questionnaire collecting and sorting natural objects using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features
Curriculum Enrichment / Cultural Capital Opportunities <ul style="list-style-type: none"> 	

Prior knowledge / skills this builds on: Reception

Area of Learning -Understanding of the World- People, culture and communities

- Describe immediate environment

What comes next: Year 2 – Mapping skills

- Use maps, atlases, aerial photos and globes to locate and describe places – including recognising some symbols.
- Draw maps using agreed symbols
- identify and understand the four points of a compass
- Use simple compass points (N, S, E, W) and directional language (near, far) to describe the locations of features and routes on a map.
- Follow directions using compass points.
- Look down on objects and make a plan e.g. of the classroom or playground

Key stage 1 - Fieldwork skills

- Continue to develop fieldwork skills from key stage 1.

Year 1- Seasonal changes and daily weather patterns

Core Knowledge / skills to be acquired:

- Name the 4 seasons of the year and know the order of the seasons.
- Describe the main weather patterns of each season e.g. coldest in winter and hottest in summer, snow and ice in winter, rain in summer.
- Know that the UK does not usually experience extremely cold winters or hot summers.
- Know how to observe and record seasonal changes in the immediate environment through close, repeated observation of the weather (specifically temperature and precipitation) and the changes to be seen in trees and vegetation around them e.g. changes in farmers' fields around the school.(Fieldwork opportunity)
- Investigate different weather changes through observation and by making and using measurement devices (Fieldwork opportunity)

Key Vocabulary:

seasons
Spring
Summer
Autumn
Winter
temperature
thermometer
weather
types of weather e.g. snow, ice, sun

Curriculum Enrichment / Cultural Capital Opportunities

▪

Year 1- Countryside and coast

Core Knowledge / skills to be acquired:

- Locate Ashwell and Island of Coll on a map
- Look at photographs and maps of the local area and describe some of the human and physical features they can see.
- Explore the local area and investigate a range of local features (fieldwork opportunities)
- Look at photographs and maps of an area in the United Kingdom (link to Katie Morag- Island of Coll) and describe some of the human and physical features of this area.
- Describe the similarities and differences between an area of the United Kingdom and the local area. (fieldwork opportunity)
- Describe what they like and dislike about the two places. Where would you prefer to live and why? Link to local issues e.g. road safety, lack of play facilities (fieldwork opportunity)

Key Vocabulary:

UK
 United Kingdom
 map
 atlas
 globe
 similarities
 differences
 physical features- beach, cliff, coast, forest, hill, sea, springs
 human features-city, town, village, factory, farm, house, office, port, harbour, shops

Curriculum Enrichment / Cultural Capital Opportunities

- Visiting the local area

Prior knowledge / skills this builds on: Reception

Area of Learning -Understanding of the World- People, culture and communities

- Describe immediate environment
- Explain some similarities and differences between life in this country and other countries.

Area of Learning -Understanding of the World- The Natural world

- Understand some important processes and changes in the natural world, including the seasons.
- Know some similarities and differences between the natural world around them and contrasting environments

What comes next: Year 2

Locational knowledge

- Name, locate and identify 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

- Understanding geographical similarities and differences through studying the human and physical geography of a small area in a non – European country.

Human and physical geography

- Locating hot and colds areas of the world in relation to the Equator and the North and South Poles
- Using basic geographical vocabulary to describe human and physical features.