

Ashwell Primary School
Geography Curriculum
Year 1 Knowledge and Skills Organiser



Year 1- Geographical and fieldwork 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.
<p>National Curriculum statements Geographical skills and fieldwork – Mapping skills</p> <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 	<p>Mapping Skills Year 1</p> <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. ▪ Use simple language to describe scale e.g. bigger, smaller, shorter. ▪ Use and follow simple directions to find objects or places e.g. forwards, backwards. ▪ Use directional language to describe features on a map in relation to other features. ▪ Introduce the four cardinal points (N, S, E, W) and begin to use to describe the location of features. ▪ Use aerial photos and begin to recognise landmarks and human and physical features.
<p>Geographical skills and fieldwork – Fieldwork Skills</p> <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 	<p>Fieldwork skills to be developed during Key Stage 1</p> <ul style="list-style-type: none"> ▪ Ask and answer simple questions about the human and physical features of their school grounds, the surrounding area and the world around them. ▪ Collect quantitative data using a simple survey. ▪ Take digital photographs of the geographical features in the school grounds and local area. ▪ Make digital recordings when interviewing someone about their job. ▪ Present data in simple tally charts or pictograms and discussing what the data shows. ▪ Use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explain why they like/dislike some of its features. ▪ Use labelled drawings and maps/plans to record information. ▪ Ask and answer simple questions about the data.
Curriculum Enrichment / Cultural Capital Opportunities	

Prior knowledge / skills this builds on:

Nursery

Area of Learning -Understanding of the World

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Area of Learning- mathematics

- Understand position through words alone – for example – “The bag is under the table”, - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’

Reception

Areas of Learning -Understanding of the World

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognize some environments that are different to the one in which they live.
- Understand the effects of changing seasons on the natural world around them.

ELGs- Area of Learning- People, Culture and Communities

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

ELGs- Area of Learning- The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

What comes next: Year 2 – Mapping skills

- Use maps, atlases, aerial photos and globes to locate and describe places.
- Recognise some OS symbols in a map.
- Draw maps using agreed symbols to make a simple key.
- Begin to draw objects to scale e.g. show that the muga is smaller than the school meadow.
- Use an aerial photo to draw a simple sketch map and use symbols to represent human and physical features.
- 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.

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.
- Describe how the weather changes what we do e.g. clothes, travel, activities.
- Know that the UK does not usually experience extremely cold winters or hot summers.
- Fieldwork- How do our school grounds change during the year?
 - Make observations of the trees and vegetation in the school grounds at different times of the year.
 - Take digital pictures and make drawings of what is seen and annotate with labels.

Key Vocabulary:

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

- Throughout the year, investigate different weather changes through observation and simple measurement devices e.g. rain gauge to record rain fall.
- Record information collected using simple charts/graphs to present results.

Curriculum Enrichment / Cultural Capital Opportunities

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Year 1- Countryside and coast

Core Knowledge / skills to be acquired:

What are the similarities and differences between Ashwell and a coastal region? (Fieldwork)

- Use an atlas to locate Ashwell and the coastal area being studied on a map.
- Use photographs, maps (including aerial images) and first-hand observations of Ashwell. Describe some of the human and physical features observed.
- Use photographs and maps (including aerial images) of a coastal region. Describe some of the physical and human features observed.
- Draw maps of the areas being studied with a simple key.
- Begin to use directional language and compass points to describe the location of the features seen.
- Understand some of the key human and physical features that are frequently seen in a countryside location (Ashwell) and a coastal region.
- Describe the similarities and differences between the physical and human features of Ashwell and a coastal region.
- Describe and record what they like and dislike about the two places. Where would you prefer to live and why?
- Find out how people use the coastal area- What activities take place?
- Conduct a survey to find out how people use our local area.
- Record information collected using simple charts/graph.
- Compare how the activities that take place in Ashwell and a coastal region are the same/different and relate to geographical features.

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

Nursery

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Area of Learning- mathematics

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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.

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'

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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.