



GEOGRAPHY CURRICULUM COVERAGE
KEY STAGE 1

Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's seven continents and five oceans	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	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	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality
Year 1	<ul style="list-style-type: none"> Know that England, Ireland, Scotland and Wales are part of the UK and that the British Isles / Great Britain and the UK are not the same thing. Locate and name the Atlantic Ocean, North Sea and Irish Sea on a map and describe their location in terms of North, South, East and West. 	<ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country. <p>Redcar and surrounding area should be compared with a contrasting area from India as part of the topic. Children should know that the human and physical geography are different – for example the houses, lifestyles, amenities, landscape, climate and wildlife are different.</p>	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK. Know how to study a local area (such as the woods outside the school along the cycle path) across the seasons. They can use measuring equipment (such as thermometers) field sketches (i.e. of trees) and data such as flora and fauna surveys to compare the seasons. Know how humans are impacted by heat in summer and cold in winter – thinking about growing food / illness / travel and social implications of hot and cold weather. Know the main differences between city, town and village Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> Know their address, including postcode Know and use the terminologies: left and right; below, next to. Use these terminologies to describe simple maps of Redcar or the Indian Town studied as part of the topic e.g. The school is next to the shops etc. Create a simple map of the school locality using an aerial photograph. Direct each other around the school grounds using simple instructions and maps, i.e. a treasure hunt or orienteering trail. 	

- Know the names of and locate the seven continents of the world
Use an atlas or globe to locate the continents and annotate own maps to show Europe, North America, South America, Asia, Oceania, Africa and Antarctica. Use the vocabulary in writing and spelling.
- Know the names of and locate the five oceans of the world
Use an atlas or globe to locate and annotate own maps showing the Pacific, Atlantic, Indian, Southern and Indian Oceans. Use the vocabulary in writing and spelling. Know the continents that the oceans surround.
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
Use a map to locate and annotate own maps showing location of London, Edinburgh, Belfast and Cardiff. Understand that while these are the capital cities of separate countries, these countries form the UK in a geopolitical union with one head of state. They have separate assemblies but one parliament that sits in London.

- Know features of hot and cold places in the world.
Compare the animals, habitats, human and physical geography in the arctic or Antarctic tundra to that in the rainforest or desert. Children should understand the physical and climatic conditions that allow the animals to thrive there and understand that they would not survive in the other place. This links with the objective of knowing where the poles and equator are.

- Know and recognise main weather symbols.
Use these to draw weather maps of the local area in summer and winter. When comparing hot and cold places, use the symbols on a map to show what the climatic conditions are like to compare them.
- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
Pole to Pole - Look at the different habitats and the physical features that they have which makes them distinguishable from each other on their virtual journey from pole to pole during the topic. Children should know the difference between lake, river and ocean. They should know an island can be in any of these but is land surrounded by water. An understanding that cliffs are formed by erosion and they are usually found at the edge of a beach. They should understand the relationships between mountains and valleys and start to understand how these were formed. Photographs, maps and visits should be used to identify these areas. Children should be able to name famous mountains, lakes, forests and rivers on their pole to pole journey.

- Know where the equator, North Pole and South Pole are on a globe
As part of the Pole to Pole topic, children should be able to identify the poles and the equator on the globe. They should know that the poles are cold and the equator is hot. A study of an area in each of these regions as a 'journey' from pole to pole.
- Know which is N, E, S and W on a compass.
- Know how to use a compass rose to identify North, South, East and West and begin to use these to give directions.
- Understand that the North Pole is the northernmost point on the planet and that the South Pole is the southernmost point.
- Look at a globe and identify which direction is East and which is West and understand what N,S,E and W stand for on a compass.
- Be able to use a compass to point themselves in these directions. Orientate themselves around the school ground and create simple maps showing these directions.