



GEOGRAPHY CURRICULUM COVERAGE

KEY STAGE 1

GEOGRAPHY INTENT

At Wheatlands, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Wheatlands enables children to develop knowledge and skills that are transferable to other curriculum areas and which are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Wheatlands Primary and also to their further education and beyond.

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: - 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	- Use world maps, atlases and globes - Use simple compass directions - Use aerial photos, construct simple maps - Undertake simple fieldwork within school locality
Year 1	Topic – The United Kingdom. - Know that England, Northern Ireland, Scotland and Wales are part of the UK. - To be able to identify some identifying characteristics of the four countries that should include human and physical geographical factors. - To understand that Great Britain and the UK are not the same thing. - 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,	Topic – India Know the main differences between a place in England and that of a small place in a non-European country. 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.	- Know which is the hottest and coldest season in the UK. Monitor and describe the changes in the local area over the year. - 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 the main differences between city, town and village. Identify some examples from the UK, linked to the UK topic. - Explain some of the advantages and disadvantages of living in a city compared to a village or town. <i>The vocabulary - mountain, lake, island, valley, river, cliff, forest and beach city, town, village, factory, farm, house, office, port, harbour and shop should be used as appropriate.</i>	- 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. - Be introduced to the terms North, South, East and West and locate them on the compass rose. - Identify where the UK is using globes and atlases. - Use a map of the UK to locate the countries and capital cities of the U.K.		

	<i>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.</i> • Locate and name the Atlantic Ocean, North Sea and Irish Sea in relation to the British Isles.			
	By the end of Year 1, children should <i>know</i>: • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; • the location and features of the local area. By the end of Year 1, children should be <i>able to</i>: • create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; • work together to create a simple map of the local area; • observe, record, discuss and ask questions about the main features of the local area, based on direct experience; • make connections between their investigation of the local area and what they have learned about weather, climate and the UK; • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.			
Year 2	• Know the names of and locate the seven continents of the world <i>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.</i>	• Know features of hot and cold places in the world. • Know how humans are impacted by hot and cold weather and how they mitigate this. • Understand the way seasons impact the poles and the way seasons impact the area around the tropics and the equator.	• Know and recognise main weather symbols. <i>Use these to annotate weather maps of the places studied . When comparing hot and cold places, use the symbols on a map to show what the climatic conditions are like to compare them.</i> • Use the vocabulary: mountain, lake, island, valley, river, cliff, forest and beach, <i>city, town,</i>	• Know where the equator, North Pole and South Pole are on the globe <i>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.</i>

	Know the names of and locate the five oceans of the world <i>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.</i>	<i>Compare human and physical geography in the arctic or Antarctic tundra to that in a hot place near the equator such as rainforest or desert. Children should understand the physical and climatic differences between the two places. This links with the objective of knowing where the poles and equator are.</i>	<i>village, factory, farm, house, office, port, harbour and shop should be used. to describe the places studied as part of the topic, if appropriate.</i> <i>Pole to Pole - Look at the different human and physical geographical features that places have that make them distinguishable from each other on their virtual journey from pole to pole during the topic. Photographs and maps should be used to identify these areas. Any distinguishing features, such as famous lakes, cities, mountains etc. should be pointed out.</i> <i>As part of this topic, a focus on The Arctic, Antarctica and Africa could be done as case studies during a virtual pole to pole journey.</i> <i>The landscape, climate, people, culture and land use could be compared and contrasted.</i>	- 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. - Revise their address and postcode, for example by sending themselves a postcard from one of the locations studied. - Use aerial photographs and pictures to create a simple map of a place studied, showing the main defining features.
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By the end of Year 2, children should be *able to*:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.

