



KEY STAGE 1



# Geography

| Key Stage 1 SKILLS                |   |
|-----------------------------------|---|
| <b>Geographical Knowledge</b>     |   |
| UK & local area                   | <ul style="list-style-type: none"> <li>→ Name and locate the 4 countries and capital cities of the UK</li> <li>→ Know the flags and national symbols of the 4 countries</li> <li>→ Understand that Britain and Ireland are islands</li> <li>→ Know their own address</li> <li>→ Know about and name key landmarks, human and physical features in Ditcheat</li> <li>→ Compare and contrast physical and human geography of Ditcheat to a city in a non-European country</li> </ul>  |
| The World & Continents            | <ul style="list-style-type: none"> <li>→ Name the 7 continents</li> <li>→ Locate the 7 continents</li> <li>→ Name the 5 oceans</li> <li>→ Locate the 5 oceans</li> <li>→ Locate hot and cold countries around the world</li> <li>→ Name the 4 seasons</li> <li>→ Know how each season is different</li> <li>→ Know about and describe the weather in different parts of the World</li> </ul>  |
| <b>Geographical Understanding</b> |   |
| Physical Features                 | <ul style="list-style-type: none"> <li>→ Identify seasonal and daily weather patterns in the UK</li> <li>→ Begin to identify and understand the location of hot and cold areas of the world in relation to the Equator and North/South Poles</li> <li>→ Use geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season &amp; weather</li> <li>→ Explore the physical and human features of each country <b>in the UK</b>, including landmarks</li> </ul> |
| Human Features                    | <ul style="list-style-type: none"> <li>→ Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>→ Identify examples of human features in the UK</li> <li>→ Explore the physical and human features of each country <b>in the UK</b>, including landmarks</li> </ul>  |



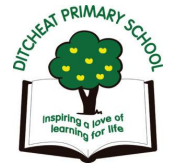
## KEY STAGE 1



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| Places and Connections      | <ul style="list-style-type: none"><li>→ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li><li>→ Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country</li><li>→ Begin to understand and identify how cities/coastal/countryside areas are different</li></ul>                       |
| <b>Geographical Enquiry</b> |   |
| Map & Atlas work            | <ul style="list-style-type: none"><li>→ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage</li><li>→ Use compass directions (N, W, E, S) and locational / directional language (e.g., near, far, left, right, straight ahead, backwards) to describe the location of features/routes on a map</li><li>→ Use world maps to read and create forecasts in the UK using weather symbols</li></ul> |
| Fieldwork & Investigation   | <ul style="list-style-type: none"><li>→ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li><li>→ 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</li><li>→ Create a simple rain gauge and study rainfall over time</li></ul>    |



## KEY STAGE 1



### National Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### Locational knowledge

name and locate 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

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

#### Human and physical geography

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:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

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.

| Year A | TOPIC: What is celebrated and why? | National Curriculum   | Knowledge<br><i>What do we want the children to know? Personalised to our topics/local area</i>   | Geographical Enquiry   | Vocabulary   | Resources:  |
|--------|------------------------------------|---|---|--|--|---|
|        | <b>Geographical Knowledge</b>      | *Name the 7 continents<br>*Locate the 7 continents<br>*Name the 5 oceans<br>*Locate the 5 oceans<br>*Name and locate the 4 countries and capital cities of the UK<br>*Know the flags and national symbols of the 4 countries<br>*Understand that Britain and Ireland are islands. | 7 continents: North America, South America, Europe, Africa, Asia, Australia and Antarctica<br><br>Oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean<br><br>Children will identify celebrations from different continents and surrounding oceans<br><br>*Halloween (October)<br>*Diwali - India, Asia (October/November)<br>*Day of the Dead - Mexico, America (November)<br>Gunpowder plot - UK, Europe (November)<br>Mombasa festival - Kenya, Africa (November)<br>St Lucia - Sweden, Europe (December)<br>Te Matatini - New Zealand, Australasia (Feb?)<br><br>*celebrated around the world | <i>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage</i><br><br><b>Key Questions:</b><br>What are the 7 continents of the world?<br><br>Can you name all 5 oceans of the world?<br><br>Which continent is the United Kingdom located in?<br><br>What ocean separates Europe | Continent<br>Africa<br>Antarctica<br>Europe<br>Asia<br>North America<br>South America<br>Oceania<br><br>Atlantic Ocean<br><br>Pacific Ocean<br><br>Indian Ocean<br><br>Southern Ocean<br><br>Arctic Ocean<br><br>Country | 7 continents<br><a href="http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf">http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf</a><br><br>National symbols:<br><a href="http://projectbritain.com/flowers.html">http://projectbritain.com/flowers.html</a><br><br>Digimaps |



KEY STAGE 1



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|  |                     |   |                      | <p>and North America?</p> <p>What Ocean would we be looking at if we were stood at any beach on the South West coast of England?</p> | <p>Captial</p> <p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Desert</p> <p>Cliff</p> <p>Coast</p> <p>Beach</p> <p>Mountain</p> <p>Forest</p> <p>Village</p> <p>Town</p> <p>City</p> |  |
| <b>TOPIC:<br/>Animals &amp;<br/>Plants</b> | National Curriculum | Knowledge<br><i>What do we want the children to know? Personalised to our topics/local area</i> | Geographical Enquiry | Vocabulary   | Resources:  |  |



## KEY STAGE 1



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|  | <p><b>Geographical Knowledge and understanding</b></p> | <p><b>Local study in comparison to a non-European country Zambia</b></p> | <p>Zambia is in central southern Africa.</p> <p>A landlocked country surrounded by eight countries.</p> <p>It has a population of 14.5 million.</p> <p>The capital is Lusaka with a population of 1.7 million.</p> <p>Zambia was under British Colonial Rule from 1888 to 1964</p> <p>Been a peaceful democracy since then</p> <p>Many national parks - Abundant natural resources</p> <p>Over 50% of the land suitable for farming</p> <p>No sea border so trade difficult</p> <p>Tropical climate with wet and dry season</p> <p>Copper industry accounts for 64% exports</p> <p>Also cobalt, tobacco, flowers, cotton</p> <p>Growth in tourism, farming</p> <p>Grassroot project. - This is led by local people</p> <p>+ Water Aid has helped locals create sanitation and water systems.</p> <p>Helps 54 000 people with safe water and 42 000 with safe sanitation a year Dependent on volunteers.</p> <p>In 1950s Kariba Dam was built producing a reliable source of energy.</p> <p>New industries developed such as fishing and tourism - 57 000 Tonga people have been evicted from dam areas to less fertile areas.</p> | <p><i>Use world maps, atlases and globes to identify where Zambia is and what continent.</i></p> <p><i>Compare and Contrast the locality to our local area in terms of population, landscape, trade, climate, tourism, water sanitation.</i></p> <p><i>Where in the world is Zambia?</i></p> <p><i>What is the climate like there compared to the UK?</i></p> <p><i>What do Zambian people trade with other countries? What does the UK trade? Is it similar or different?</i></p> <p><i>What is the landscape like? Does it have any oceans or countries bordering it?</i></p> <p><i>What is the population of Zambia and how does that compare to the UK?</i></p> <p><i>What is a village like in Zambia and how does it compare to Ditchheat?</i></p> <p><i>What is the Grassroots Project?</i></p> | <p>Zambia</p> <p>Africa</p> <p>Landlocked</p> <p>Population</p> <p>Landscape</p> <p>Trade</p> <p>Climate</p> <p>Tourism</p> <p>water sanitation</p> <p>Comparison</p> <p>Border</p> <p>United Kingdom</p> <p>Ocean</p> <p>Continent</p> <p>Country</p> <p>Capital City</p> <p>Mugurameno Village</p> | <p>Knowledge organiser</p> <p>Twinkl</p> <p><a href="https://www.kids-world-travel-guide.com/zambia-facts.html">https://www.kids-world-travel-guide.com/zambia-facts.html</a></p> <p><a href="https://www.brw.academy.com/wp-content/uploads/sites/9/2022/11/Geog-KSP-KS1-Non-European-Place.pdf">https://www.brw.academy.com/wp-content/uploads/sites/9/2022/11/Geog-KSP-KS1-Non-European-Place.pdf</a></p> <p><a href="https://www.standrewsschoolcromhall.org.uk/wp-content/uploads/2022/05/Cycle-B-Term-5-Evolution-Knowledge-Organiser.pdf">https://www.standrewsschoolcromhall.org.uk/wp-content/uploads/2022/05/Cycle-B-Term-5-Evolution-Knowledge-Organiser.pdf</a></p> <p><a href="https://www.elmtreeprimaryacademy.co.uk/year-1-7/">https://www.elmtreeprimaryacademy.co.uk/year-1-7/</a></p> <p><a href="https://www.twinkl.com/se/resources/ks2-around-the-world/ks2-around-the-world-africa/zambia-africa-around-the-world-geography-subjects-key-stage-2-year-3-4-5-6">https://www.twinkl.com/se/resources/ks2-around-the-world/ks2-around-the-world-africa/zambia-africa-around-the-world-geography-subjects-key-stage-2-year-3-4-5-6</a></p> <p>Digimaps</p> |
|  | <p><b>TOPIC:</b><br/><b>Seaside:</b></p>               | <p><b>National Curriculum</b></p>  | <p>Knowledge<br/><i>What do we want the children to know? Personalised to</i></p>   | <p>Geographical Enquiry</p>  | <p>Vocabulary</p>  | <p>Resources:</p>   |



## KEY STAGE 1



| What have we found?<br>What do we leave behind? |  | <i>our topics/local area</i>  |  |   |   |
|---|--|---|--|---|---|
| <b>Geographical Understanding</b>               | *Begin to understand and identify how cities/coastal/countryside areas are different | <p>Use a map of the United Kingdom to help pupils locate key cities, towns and villages in their local area and beyond.</p> <p>Places are connected e.g. by road or rail.</p> <p>We use keys and symbols on the map to find out how places are connected.</p> <p>Physical geography of a place impacts on the development of settlements.</p> <p>Villages, towns and cities have different key features.</p> <p>Villages are small settlements with a small number of houses for a few hundred people.</p> <p>Most villages are found in the countryside and may be surrounded by farms where food is produced and sold to people in towns and cities.</p> <p>Some villages have a few shops.</p> <p>And there may be a place of worship, like a church.</p> <p>And there's usually a school.</p> <p>A town is a larger settlement than a village. More people live in a town – normally a couple of thousand - so they need more homes and more shops.</p> <p>You might even find some leisure facilities.</p> <p>And often a town hall.</p> <p>There are places of worship and of course, towns have schools too.</p> <p>Cities are the largest kind of settlements and often have millions of people living in them.</p> <p>All those people have to live somewhere so you'll find lots of different kinds of homes. Some people live in houses, others in flats or apartments.</p> <p>Cities usually have a lot to offer – shops, leisure facilities,</p> | <p>What is a locality?</p> <p>What are the key features of a village?</p> <p>What are the key features of a town?</p> <p>What are the key features of a city?</p> <p>How are villages, towns and cities connected?</p> <p>Why is it important for these different settlements to be connected?</p> | <p>Village</p> <p>Town</p> <p>City</p> <p>Countryside</p> <p>Coast</p> <p>Coastal</p> <p>Church</p> <p>School</p> <p>Railway</p> <p>Road</p> <p>Connected</p> <p>Leisure</p> <p>Places of Worship</p> <p>Settlement</p> <p>Local</p> <p>Cathedral</p> <p>Map</p> <p>Key</p> <p>Symbol</p> | <p><a href="https://www.youtube.com/watch?v=EUv2ID7031c">https://www.youtube.com/watch?v=EUv2ID7031c</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p</a></p> <p><a href="https://www.twinkl.co.uk/resource/t-g-360-town-and-coast-where-does-it-belong-activity-sheet">https://www.twinkl.co.uk/resource/t-g-360-town-and-coast-where-does-it-belong-activity-sheet</a></p> <p><a href="https://www.twinkl.co.uk/resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-two/planit-geography-primary-teaching-resources-ks1-beside-the-seaside">https://www.twinkl.co.uk/resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-two/planit-geography-primary-teaching-resources-ks1-beside-the-seaside</a></p> <p><a href="https://www.conleyprimary.org.uk/sites/default/files/uploads/media/files/why-do-we-like-to-be-beside-the-seaside.pdf">https://www.conleyprimary.org.uk/sites/default/files/uploads/media/files/why-do-we-like-to-be-beside-the-seaside.pdf</a></p> <p><a href="https://www.twinkl.co.uk/resource/tp-g-020-planit">https://www.twinkl.co.uk/resource/tp-g-020-planit</a></p> |



## KEY STAGE 1



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|               |   |  | <p>restaurants, cinemas, museums, places of worship, many have a cathedral.</p> <p>You're never far from a school in a city.</p> <p>Roads, railways and pathways connect them all, so people from villages can easily get to a city to shop and people who live in towns can easily get out to the countryside.</p> <p>Pupils could photograph examples of these key features in their local environment.</p> <p>Localities change over time. Think about whether cities in the future will have the same key features as cities in the past. This would help Children to develop geographical enquiry skills.</p> |   |  | <p><a href="#">-geography-year-1-our-country-unit-lesson-1-to-own-and-country-lesson-pack</a></p> <p>Digimaps</p> |
| <b>Year B</b> | <b>TOPIC: What makes a home?</b>  | <b>National Curriculum</b>   | <p><b>Knowledge</b><br/><i>What do we want the children to know? Personalised to our topics/local area</i></p>   | Geographical Enquiry  | Vocabulary   | Resources:  |
|               | <p><b>Geographical Knowledge</b></p> <p>*Know their own address</p> <p>*Know about and name key landmarks, human and physical features in Ditcheat</p> <p>*Compare and contrast physical and human geography of Ditcheat to a city in a non-European country.</p> | <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> | <p>Ditcheat is a village close to the Towns of. Castle Cary and Shepton Mallet and in the county of Somerset. The community of Ditcheat has houses farmland, a pub and a small shop.</p> <p>People living in Ditcheat have many different jobs such as bus drivers, nurses, teachers, shopkeepers and more. They may travel out of Ditcheat to work.</p> <p>A compass has North South East and West and I use it to direct people or to find my way on a map.</p> <p>A map uses symbols and keys to help people to locate landmarks and find their way.</p>  | <p><i>*Use compass directions (N, W, E, S) and locational / directional language (e.g., near, far, left, right, straight ahead, backwards) to describe the location of features/routes on a map</i></p> <p><b>Key Questions:</b></p> <p>How would you describe the location of our school and how to get to another landmark?</p> | <p>Community - A group of people living in the same place.</p> <p>local area - The area where you live.</p> <p>Town - A group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities.</p> <p>city - A large town. Bristol is a city, Wells is a small city.</p> <p>Country - A an area of land that has its own government.</p> <p>Address - The house number, street name, town/city and postcode of the place where a</p> | <p>Digimaps</p> <p><a href="https://www.ditcheat.life/">https://www.ditcheat.life/</a></p>                        |



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|  |   |   |   |  | <p>person lives.</p> <p>Physical Geographical Features - Natural features of the land such as a cliff.</p> <p>Human Geographical Features - Man made features of the environment created by humans.</p> <p>Map - A map is a picture of a place, usually drawn from above. We can use maps to find our way.</p> <p>compass - A tool for showing directions.</p>   |  |
| <b>TOPIC: How do the weather &amp; seasons affect our world?</b>   | <b>National Curriculum</b>  | <p>Knowledge</p> <p><i>What do we want the children to know? Personalised to our topics/local area</i></p>  | Geographical Enquiry  | Vocabulary   | Resources:   |  |
| <p><b>Geographical Knowledge</b></p> <p>*Name the 4 seasons</p> <p>*Know how each season is different</p> <p>*Know about and describe the weather in different parts of the World"</p> | <p>*Identify seasonal and daily weather patterns in the UK</p> <p>*Begin to identify and understand the location of hot and cold areas of the world in relation to the Equator and North/South Poles</p> <p>*Use geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p> | <p>Know the four seasons in a year</p> <p>Observe changes in weather across the four seasons</p> <p>Understand/choose appropriate clothing to wear in each season (Record/Photograph what children are wearing (jumper, coat, hats, scarves, etc.)</p> <p>Make observations of how day length changes during the year.</p> <p>Children should know : - it is not safe to look directly at the sun, even when wearing dark glasses.</p> <p>There are four seasons in a year – Spring, Summer, Autumn and Winter.</p> <p>In the U.K Summer has the longest days and the highest temperatures.</p> <p>Four seasons are formed in one Year due to the earth</p> | <p><i>*Use world maps to read and create forecasts in the UK using weather symbols</i></p> <p><b>Key Questions:</b></p> <p>What is the weather like in Ditcheat today?</p> <p>What is the weather like on the Isle of Struay?</p> <p>How are these the same/different?</p> <p><i>*Create a simple rain gauge and study rainfall over time</i></p> <p><b>Key Questions:</b></p> <p>Pattern Seeking: - Look for patterns in evidence e.g. Does it</p> | <p>sun - The sun is a star found at the centre of the solar system. It rises in the morning (sunrise) and sets in the evening (sunset)</p> <p>day length - The time from when the sun rises until it sets.</p> <p>temperature - A measure of warmth or coldness</p> <p>Seasons - Each of the 4 divisions of the year</p> <p>Weather - Snowy, rainy, windy, sunny</p> <p>spring - The months of</p> | <p>-Weather &amp; Climate resources</p> <p><a href="https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/">https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/</a></p> <p>-Weather experiments: How to make a rain gauge</p> <p><a href="https://www.rgs.org/schools/teaching-resources/weather-experiments/">https://www.rgs.org/schools/teaching-resources/weather-experiments/</a></p> <p><a href="https://www.twinkl">https://www.twinkl</a></p> |  |



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|--|--|---|---|--|---|---|
|  |  | <p>ocean, river, soil, valley, vegetation, season &amp; weather</p> <p>*Explore the physical and human features of each country in the UK, including landmarks.</p> | <p>travelling around the sun.</p> <p>Autumn is the time when deciduous trees shed their leaves</p> <p>In spring the weather usually turns warmer, trees begin to grow their leaves, plants start to flower and young animals such as chicks and lambs are born.</p> <p>In the U.K Winter is the season with the shortest days and the lowest temperatures</p> | <p>rain more in Spring? Do we have more sunny days in the summer? Which was the coldest month?</p> | <p>March, April and May</p> <p>Summer - The months of June, July and August</p> <p>autumn - The months of September, October and November</p> <p>Winter - The months of December, January and February</p> <p>sunrise - The time when the sun comes above the horizon</p> <p>Sunset - The time when the sun goes down below the horizon</p> | <p><a href="http://kl.co.uk/resources/topics/weather-and-seasons/seasons">kl.co.uk/resources/topics/weather-and-seasons/seasons</a></p> |
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