

## **GEOGRAPHY – Connected Curriculum Key Learning – KS1 Overview**

**From The National Curriculum in England – framework document 2013**

### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Key stage 1**

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.

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## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2	<b>Ongoing Learning Unit – What’s the weather like today</b> - identify seasonal and daily weather patterns in the United Kingdom					
Year 1	<b>Why do we play...?</b>	<b>Hello I’m new here.</b> Starting point Finding way around the school with an adult/independently Devise a route Following directions Walk to a chosen site Sorting photographs Where do you live? Marrakech, Morocco	<b>What can learn about our world from stories</b> Route to RRH Grandma’s house & devise a simple map Locate own home and own grandma’s home Locate 4 countries of UK, capitals and seas Locate 7 continents and 5 oceans Locate countries of stories/tales Use digital images, world maps, atlases and globes Use simple compass	<b>Starry Night</b>	<b>Why is water so precious?</b> Locating water in the school environment	<b>Where could we go for a great day out?</b> ‘Mr Gumpy’s Outing’ and our local river River Thames and London, Where is London? How could we travel to London? What are the differences between where we live and the centre of London? What makes a great day out? Features for planning Where could we go for a great day out? Location of places

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			directions and locational and directional language			How can we make our own great day out?
<b>Y2-6</b>	<b>Ongoing Learning Unit Geography and History in the News – locational knowledge according to Key Stage</b>					
<b>Year 2</b>	<b>Can Party Food be Healthy?</b> Where does food come from? Draw plans of the classroom/role play area	<b>Pride in Place</b> Locating our place in the world Fieldwork in the streets around the school Homes, shops, community facilities and transport. Environmental quality Design and publish trails for families Aerial photographs and large scale maps Would I like to live somewhere else?	<b>What is the best way for Mrs Armitage travel?</b> Traffic in the locality	<b>Where do bong trees grow?</b>	<b>What makes us like other animals?</b> Hot and cold areas of the world – locating animals	<b>How did families have fun in the past?</b> Weather Coastal locality, fieldwork skills Blue Flag Award, quality of environment Hot seating (Link to Speaking & Listening)

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS-Y6	<p><b>The Ancient Greeks – Whole School Learning Unit (suggested use Olympics year i.e. every four years)</b>            Year groups are allotted continents            Where do sporting competitors come from?            Atlas and map work            Comparison of their locality to another            Torch relay route</p>					
	<p><b>The Global Dimension – Whole School Learning Unit (can be used at your discretion. You may choose to revisit every 3-4 years)</b>            The focus subjects of this Learning Unit are History, Geography, Citizenship            This is intended to provide a launch pad for adding a global dimension to your existing curriculum.            Further opportunities to explore and provide experiences in this subject area</p>					