

Year 1

		Geography Topics		Other Topics- where Geography can be included	
Topic Title		‘Why can’t a meerkat live in the North Pole’	‘Where do the wheels on the bus go?’	Great Fire of London (History)	
Area Study (2-3 weeks at start of Topic)		<u>Hot/Cold places of the World-</u> North Pole/Kalahari Desert	<u>Local Area:</u> Higher Folds/Leigh OS maps	<u>London:</u> Comparison to London in 1666 and now.	
National Curriculum Objectives to be covered:		<p><u>Human/Physical Geography:</u> -Identify seasonal/daily weather patterns in the United Kingdom and the location of hot/cold areas of the world in relation to the Equator and North/South Pole</p> <p><u>Geographical Skills/Fieldwork:</u> -Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this Key Stage. -Use simple compass directions (N, S, E, W) and locational/directional language (e.g. left, right, near, far) to describe location of features and routes on map. -Use aerial photos and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map; 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 key human/physical features of its surrounding environment.</p>	<p><u>Locational Knowledge:</u> -Name, locate and identify characteristics of the four countries that make up the United Kingdom and its surrounding seas.</p> <p><u>Place Knowledge:</u> -Understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom.</p> <p><u>Human/Physical Geography:</u> -Identify seasonal/daily weather patterns in the United Kingdom and the location of hot/cold areas of the world in relation to the Equator and North/South Pole -Use basic geographical vocabulary to refer to key physical features (<i>beach, cliff, coast, hill, mountain, sea, ocean, river, valley, season, weather</i>) and key human features (<i>city, town, village, factory, farm, house, office, port, harbour, shop</i>)</p> <p><u>Geographical Skills/Fieldwork:</u> -Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this Key Stage. -Use simple compass directions (N, S, E, W) and locational/directional language (e.g. left, right, near, far) to describe location of features and routes on map. -Use aerial photos and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map; 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 key human/physical features of its surrounding environment.</p>	<p><u>Locational Knowledge:</u> -Name, locate and identify characteristics of the four countries that make up the United Kingdom and its surrounding seas.</p> <p><u>Human/Physical Geography:</u> -Use basic geographical vocabulary to refer to key physical features (<i>river, season, weather</i>) and key human features (<i>city, house</i>)</p> <p><u>Geographical Skills/Fieldwork:</u> -Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this Key Stage. -Use simple compass directions (N, S, E, W) and locational/directional language (e.g. left, right, near, far) to describe location of features and routes on map. -Use aerial photos and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map; 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 key human/physical features of its surrounding environment.</p>	