



# Y1 Geography overview 2023-24

Geography Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry Physical Enquiry Human Geography Geographical Knowledge		
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Can collect information using correct geographical words and vocabulary ,label a photograph or diagram</li> <li>Can describe the weather and keep a weather chart</li> <li>Can answer some questions using different resources,suchasbooks,the internet and atlases</li> <li>Can use simple compass directions (N,W,S,E)</li> <li>Can use locational language</li> <li>Can use world maps, atlases and globes to identify theUnited Kingdom and its countries,as well as the countries,continents and oceans</li> <li>Can use aerialphotographs to use basic human features and landmarks</li> <li>Can use simple fieldwork and observational skillsto study the geography of the school</li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> <li>use simple compass directions</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop knowledge about the world, the United Kingdom and their locality.</li> <li>They will understand basic subject-specific vocabulary relating to human and physical geography</li> <li>Pupils understand value of map use</li> <li>Pupils will extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Pupils understand how Geography reflects a community/ culture</li> <li>Pupils understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> <li>Pupils understand how human activity impacts an environment</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM1:</b>  <b>Our Local Area: field work around the local school</b>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>Can compare physical features of different places</li> <li>Can compare the weather of a hot and cold place</li> <li>Can tell someone their address</li> <li>Can locate places on a map (countries and capital cities of the UK)</li> <li>Can use maps and atlases appropriately</li> <li>Can use basic geographical vocabulary to refer to physical features (beach, cliff, weather) – to be able to tell the weather of different seasons</li> <li>Can identifyseasonaland daily weather patterns in the UnitedKingdom and the location of hot and cold areas of the world</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>						
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>Can compare of human features (buildings in the UK)</li> <li>Can explain what they might wear if they lived in a very hot or a very cold place</li> <li>Can describe features of a place (famous places of the UK)</li> <li>Can use basic geographical knowledge and vocabulary to refer to human features (city, town, village)</li> <li>Can explain what they would wear in different weathers and how the weather would affects different people</li> <li>Can name different jobs that people do in their area</li> <li>Can explain what facilities a town or village might need</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>			<b>TERM2:</b>  <b>Weather in the UK. Contrasting to different environment (Middle East)</b>			
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>Can locate and naming the four countries of the UK</li> <li>Can name the continents and oceans of the world and find them in an atlas</li> <li>Can name the largest cities of the UK</li> <li>Can investigate different weather in Europe</li> <li>Can name the world's major rivers and mountains</li> <li>Can point at the North Pole, South Pole and Equator on the globe and on maps</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>						
<b>Maths links</b>	<ul style="list-style-type: none"> <li>Can compare the sizes of the continents and oceans / seas</li> <li>Can compare distances on the map</li> <li>Can compare temperatures in different places of the UK</li> <li>Can compare distances (locally and on the map)</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>			<b>TERM3:</b>  -			
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 history curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflection on choices</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can shows a willingness to explore and understand cultures from various historical eras</li> <li>Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking trips</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>						