



KS1 Stoke Hill Federation Geography Curriculum 2020

Intent: by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

Implementation: we have allocated subject content to year groups. Curriculum delivery is typically planned weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

Impact: we know that we will have delivered the curriculum successfully if children show us a thirst for geographical knowledge and skills, are everyday curious and delighted to learn.

Children in KS1 should be taught:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - **bold**





- 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 1

Unit 1 *Locational Knowledge*

Year 2

Unit 1 *Locational Knowledge*

Vocabulary	Knowledge and Skills	Vocabulary	Knowledge and Skills
<p>Locate to discover the exact place or position of a place</p> <p>Ocean the sea</p> <p>Capital where a country's government is located</p> <p>Country an area that the world is divided into, covering a particular area of land</p>	<p>Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Continent a large area of land that consists of several countries</p>	<p>Name and locate the world's 7 continents</p> <p>Locate and identify the worlds 5 oceans</p>

Unit 2 *Place Knowledge*

Unit 2 *Human and Physical Geography*

<p>Map A map is a drawing or image of a place</p> <p>Atlas a collection of maps</p> <p>Globe sphere or ball that bears a map of the Earth on its surface</p> <p>Contrast the differences between features or places</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Equator an imaginary line around the middle of the Earth, equal distance from the North and South Pole</p> <p>North Pole the northernmost point on the Earth</p>	<p>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</p>
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Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - **bold**





<p><u>Seasons and weather</u></p>	<p>Weather the day to day condition of the atmosphere, this includes temperature, rainfall and wind. Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>South Pole the southernmost point on the Earth</p>	<p>Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to physical and human features</p>
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Unit 3 *Geographical skills and fieldwork*

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<p><u>Fieldwork</u> a study in their natural environment</p> <p><u>Human features</u> human features on the earth’s surface</p> <p><u>Physical features</u> natural features of the earth’s surface</p> <p>Near a short distance away</p> <p>Far a great distance away</p>	<p>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</p>	<p><u>Aerial</u> from ‘up in the air’</p> <p><u>Perspective</u> the art of representing three-dimensional objects on a two-dimensional surface</p> <p><u>Landmark</u> an object or feature of a landscape or town that is easily seen and recognized from a distance</p>	<p>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</p>
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<p>Human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Use basic geographical vocabulary to refer to physical and human features</p>	<p><u>Symbol</u> small pictures used to represent a feature <u>Key</u> a list of symbols</p> <p><u>Human features</u> human features on the earth's surface <u>Physical features</u> natural features of the earth's surface <u>Compass</u> an instrument used to measure direction</p> <p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, Human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to physical and human features</p>
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Assessment in Geography

Assessment information will be gathered through:

- diagnostic questioning and discussion,
- elicitation
- observation

Evidence in children's own books, shared class books, the environment such as:

- annotated photos
- drawing
- quotes
- writing

Assessment of Attainment through:

- End of Project Assessment Tasks (Medium Term Assessment Grids)

Assessment of Progress

- Objective tracking over time (Evidence Gathering Grids)

Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - **bold**





Source Documents:

National Curriculum 2014

Oxford Junior Dictionary (2002)

Oxford English Dictionary online www.lexico.com

Food teaching in primary schools: A framework of knowledge and skills (Public Health England, 2015)

Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - **bold**



Stoke Hill Infant and Nursery Curriculum 2020

National Curriculum 2014