

Below outlines the learning focus for each term

**KS1 Knowledge End Points:****Locational Knowledge:**

- Can name and locate the world's seven continents and five oceans
- Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place Knowledge:**

- Understands 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:**

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

**KS1 Skills and Fieldwork End Points:**

Children will be able to –

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos and construct simple maps
- Undertake simple fieldwork within school locality

Term	Learning Focus		Cross Curricular Links
	Knowledge	Skills	
Autumn 2	<p><b>Local Area</b></p> <ul style="list-style-type: none"> <li>• Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.</li> <li>• Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.</li> <li>• To know that they live in Harrow, which is in the north west of London</li> <li>• To know that Harrow is one of 33 boroughs in London</li> <li>• To know that most countries have a capital city and that London is the capital city of England</li> </ul>	<ul style="list-style-type: none"> <li>• Name and give examples of some of the key features of their local area.</li> <li>• Use observational skills to sort physical and human features using aerial photographs.</li> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, house, roads and shops, parks, fields, rivers</li> <li>• To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images).</li> </ul>	<p><b>Literacy: Children write their address</b></p> <p><b>Maths: Geometry: children use maps to describe position, direction and movement</b></p>

	<ul style="list-style-type: none"> <li>• An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map.</li> <li>• Maps have symbols on them to show us important buildings and other features of the area.</li> <li>• Human features are characteristics of a place that were made by humans, for example shops and roads</li> <li>• Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).</li> </ul>	<ul style="list-style-type: none"> <li>• To use simple fieldwork and observational skills to study their local environment by drawing symbols on a map, plotting a route from one local destination to another and identifying human and physical features.</li> <li>• Construct a map of the school grounds using fieldwork observations.</li> <li>• Use and recognise some basic map symbols, and begin to understand how these can be used in a key.</li> </ul>	
Spring 1	<p style="text-align: center;"><b>The UK</b></p> <ul style="list-style-type: none"> <li>• London (where we live) is the capital city of England.</li> <li>• England is one of four countries in the U.K.</li> <li>• The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.</li> <li>• The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast.</li> <li>• The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, country, county, atlas, globe, map, seasons and weather.</li> <li>• Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</li> <li>• Towns and countryside have similar and different geographical features.</li> <li>• Use basic geographical vocabulary – including directional vocab - <b>Directions</b> – left, right, up, down, compass directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• Use world maps, atlases and globes to identify seas / oceans surrounding the UK.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• Use basic geographical vocabulary to refer to human and physical features.</li> </ul>	<b>Art: Sketching/painting a physical feature of the U.K.</b>
Summer 1	<p style="text-align: center;"><b>Weather Patterns</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom (months of the year, seasons, different weathers specifically for the UK)</li> <li>• Knows and can explain what the weather is like in our country.</li> <li>• Knows and can name 4 types of weather that happen in the UK.</li> <li>• Knows that weather changes throughout the year and can name the seasons.</li> <li>• Knows and can explain how the weather can affect us</li> <li>• Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings</li> <li>• Knows and can explain some ways the weather affects us in the</li> </ul>	<p>Express opinions about the seasons</p> <ul style="list-style-type: none"> <li>• Observe the weather.</li> <li>• Describe what weather forecasts show.</li> <li>• Work cooperatively (with a partner) to present a weather forecast for parts of the UK.</li> <li>• Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner.</li> <li>• Use ICT to design a poster campaign to help people look after themselves in very hot weather.</li> </ul>	<p><b>Y1 Science: Seasons</b></p> <p><b>Computing: poster design</b></p>

	<p>clothes we wear, how we travel and the things we do.</p> <ul style="list-style-type: none"> <li>• Knows and understands what weather forecasts show</li> <li>• Knows 3 or more weather symbols and can explain what they show</li> <li>• Knows some ways countries with warmer climates might differ to the UK</li> </ul>		
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**Ambition / Intent:**  
 We believe that it is essential that children have a comprehensive understanding not only of the world but their local area. Our ambition is to develop enquiring and curious minds through engaging and exciting pupils by taking their geography learning outside of the classroom where possible; a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way. We welcome outside speakers to share their expertise and experiences and as a result, children will not only learn from others but also from their own experiences which will empower them to become global lifelong learners.

**Design / Implementation:**  
 The geography curriculum at Camrose is structured so that each year group studies a different area of geography and has been carefully sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Key aspects of learning are taken from the National Curriculum and mapped across each year group with vocabulary banks that are specific to that individual year group.

We want pupils to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways across a range of subjects such as Art, D&T, Computing and Science. This approach aims to provide meaningful cross curricular, creative and tangible learning experiences that engage, excite and empower learners in their quest for mastery.

**Impact:**  
 Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations