

Geography						
	Autumn		Spring		Summer	
Year 1	Our Local Area		Towns and Cities/ Kenya		Seaside Features	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum	Human and physical features of surrounding area –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	Map study which includes both human and physical features -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	Key features of locations – city/ town/ village/coast/rural -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Geographical similarities and differences (Kenya v Leicester) -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	Seasonal and daily weather patterns- identify seasonal and daily weather patterns	Seas around coastal areas/ What is a beach? -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
knowledge	<ul style="list-style-type: none"> -Bradgate Park is a physical feature(why?) -HPS is a human feature – what was here before? -difference between natural and man made -compass points, direction of N/E/S/W on KS1 playground(Lockerbie Av-walk around the local area) -Leicester located in middle of England(Midlands) <p>Optional fieldwork enquiry question: Is litter a problem in our area/ Do we need new shops in our area?</p>	<ul style="list-style-type: none"> -how to read simple map of school(KS 1 classes/hall/playground) -world is a sphere and is represented on a globe -GB is an Island (What makes it an Island?) -directions on getting from and to school <p>Optional Fieldwork Enquiry Question for Environment: How can we best organise our classroom, playground, field <u>or</u> school?</p>	<ul style="list-style-type: none"> -why people visit the town centre, what is available? -differences between city and rural areas -that maps are not drawn to scale -what caters for their needs(amenities) 	<p><u>Difference/similarities in</u></p> <ul style="list-style-type: none"> -temperature/jobs and living conditions -English countryside v Nairobi national park -reasons for why bananas/mangos/ watermelons not grown in England <p>Fieldwork Enquiry Question : Would I rather visit my own local park or Nairobi national park?</p>		<ul style="list-style-type: none"> -features of a beach, where has the sand has come from? -why Skegness is known as a coastal town?
skills	<ul style="list-style-type: none"> -name things within our school that are human features -recognise Leicester as 'East' Midlands -Identify Scot.(N), Wales(W), London (South) 	<ul style="list-style-type: none"> -locate types of natural physical features on a map – beach/ mountains etc. -identify man made features(human) on map of countryside -identify Leicester on a map of England 	<ul style="list-style-type: none"> -identify symbols on a map -identify common features found in specific locations -discuss why people visit the seaside -identify Rushey Mead on map of Leicester -create ideal town and justify chosen amenities 	<ul style="list-style-type: none"> -plot hot regions around a globe (link to equator) -identify different jobs related to agriculture -identify animals commonly found in both Kenya and England -locate Africa on a map and recognise it as made up of different countries 	<ul style="list-style-type: none"> -identify simple weather conditions for each season and months associated -describe impact of severe weather – floods, rise in rivers and storm damage 	<ul style="list-style-type: none"> -draw simple shape of England/Wales/Scotland and identify coastline

Discipline Focus	I can compare and contrast the human and physical features I can use simple fieldwork to observe, measure and record. I can use directional language I can use a key on a map I can use a map	I can use a key on a map. I can use directional language I can follow a map I can use simple fieldwork to observe, measure and record. I can compare and contrast the human and physical features	I can identify land use. I can create a map I can talk about people and places I can identify the key features of a location	I can talk about people and places I can recognise similarities and differences between places in the UK	Identify weather patterns	I can identify land use.
Subject Builder	1) What are the points on a compass? 2) Where are we located in the world? 3) What are the local amenities in Rushey Mead?	1) Where are we located in the world? 2) What are the local amenities in Rushey Mead? 3) What does island mean? 4) What is a globe?				
Key Concepts	Location	Movement	Location	Movement	Location	Movement
	Place	Human environmental interaction	Place	Human environmental interaction	Place	Human environmental interaction
	Region		Region		Region	
Progression	Locational knowledge	Nur/ Reception		Year 1		
	Place knowledge	Nursery I can talk about how there are different countries in the world and talk about the differences I have experienced or seen in photos		I can name and locate the four countries making up the British Isles, with their capital cities. I can name the surrounding seas of the United Kingdom. I can talk about the main features of each of the four countries that make up the United Kingdom.		
	Human and Physical Geo.	Reception I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		I can recognise similarities and differences between Leicester and a contrasting place in the UK. I can talk about people and places within my local environment. I can talk about people and places beyond my local environment. I can identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.		
	Fieldwork			I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. I can identify land use around the school, beach, coast, forest, hill, mountain, sea, river, weather, City, town, village, house, and shop. Identify seasonal and daily weather patterns in the United Kingdom Use directional language to describe the location of features and routes on a map- Near, far, left and right I can use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area. I can follow maps around the school and local area- library I can use a map to identify places in the UK I can use a simple key to recognise physical and human features on a map I can create a simple map of my local environment.		
Key Vocabulary	N/S/E/W	island globe	bird's eye view amenities	climate arid horizon	forecast downpour seasons drizzle	coast ocean