

Year One Geography Overview

	Objectives	National Curriculum Coverage	Vocabulary																																				
Autumn Home and local area	- I can explore how my classmates travel to school. (Maths link - pictograms/bar charts). - I can conduct a traffic survey. - I can look at Google Maps aerial photographs to create a bird’s eye map of the school grounds. - I can compare our school playground to different playgrounds around the world. (DT link – designing their own playground) - I can explore different types of homes and identify homes in our local area. - I can identify and discuss the different places in the local area. - I can explore the jobs in the local area. (Chance to raise aspirations – what would you like to do when you grow up) <i>* Opportunity to take children on walk around local area to identify shopping centre, park, police station, fire station etc.</i>	<u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify and locate the United Kingdom and other countries. - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. - 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. <u>Human and physical Geography:</u> - Use basic geographical vocabulary to refer to: key physical/human features.	<u>Caught Vocabulary:</u> <table><tr><td>School</td><td>Home</td></tr><tr><td>Police station</td><td>Shopping centre</td></tr><tr><td>Fire station</td><td>Park</td></tr><tr><td>Job roles (shop keeper, nurse, bus driver etc)</td><td></td></tr></table> <u>Taught Vocabulary:</u> <table><tr><td>Local area</td><td>Semi-detached</td></tr><tr><td>Village</td><td>Detached</td></tr><tr><td>Town</td><td>Flat</td></tr><tr><td>City</td><td>Caravan</td></tr><tr><td>Country</td><td>Bungalow</td></tr><tr><td>Continent</td><td>Cottage</td></tr><tr><td>Field work</td><td>Feature</td></tr><tr><td>North, East, South, West</td><td></td></tr><tr><td>Modes of transport</td><td></td></tr><tr><td>Compass</td><td>Pictogram</td></tr><tr><td>Data</td><td>Bar chart</td></tr><tr><td>Aerial view</td><td>Represent</td></tr><tr><td>Terraced house</td><td>Locate</td></tr><tr><td>Route</td><td>Map</td></tr></table>	School	Home	Police station	Shopping centre	Fire station	Park	Job roles (shop keeper, nurse, bus driver etc)		Local area	Semi-detached	Village	Detached	Town	Flat	City	Caravan	Country	Bungalow	Continent	Cottage	Field work	Feature	North, East, South, West		Modes of transport		Compass	Pictogram	Data	Bar chart	Aerial view	Represent	Terraced house	Locate	Route	Map
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Spring How is Liverpool different to another settlement? Comparing Liverpool and Yakutsk (coldest city in the world).	- I can explore the locality of Liverpool and Yakutsk. I can show an awareness of the effect the locality has on the weather (North/South Pole/Equator etc). - I can compare homes. (Houses on stilts, why?) - I can understand, discuss and compare the different clothes worn in Liverpool and Yakutsk. (Science link – suitable materials) - I can research food and diet for the people of Yakutsk. - I can compare my school experience to a child from Yakutsk. (Length of school day/day light)	<u>Place Knowledge:</u> - 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. <u>Human and physical Geography:</u> - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	<u>Caught Vocabulary:</u> <table><tr><td>Map</td><td>Compare</td></tr><tr><td>Locality</td><td>Research</td></tr><tr><td>Country</td><td>City</td></tr><tr><td>Weather</td><td></td></tr></table> <u>Taught Vocabulary:</u> <table><tr><td>Stilts</td><td>Hot/cold</td></tr><tr><td>Russia</td><td>Temperature</td></tr><tr><td>Yakutsk</td><td>North/South Pole</td></tr><tr><td>England/United Kingdom</td><td>Equator</td></tr><tr><td>Liverpool</td><td>Sakha cuisine</td></tr></table>	Map	Compare	Locality	Research	Country	City	Weather		Stilts	Hot/cold	Russia	Temperature	Yakutsk	North/South Pole	England/United Kingdom	Equator	Liverpool	Sakha cuisine																		
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	- I can identify different sights/attractions in Liverpool and Yakutsk. - I can compare landscapes. (Art link) - I can compare job opportunities in Liverpool and Yakutsk. - I can research and compare the population in Liverpool and Yakutsk.	world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary. <u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify and locate the United Kingdom and other countries. - Use simple compass directions (North, South, East and West) and locational and directional language to describe a location.	Climate Population Insulation Below freezing Attraction/building names in Liverpool and Yakutsk Traditional Permafrost Settlement
Summer Hot and cold climates	- I can use an atlas to explore and share the locational position of the countries and places Y1 have visited. - I can understand why the UK has a temperate climate and compare our weather to another zone using geographical language. - I can share my understanding of the characteristics of a Polar/Arid climate and living conditions and how that compares to the UK. (identify countries/locate on map) - I can research and gather information about the people, animals and plants in a Polar/Arid climate and their survival. - I can research the characteristics of Mediterranean/Tropical climate zone and paint pictures to represent my findings. - I can consolidate my knowledge of the different climate zones and plan a dream holiday. (Packing a suitcase, activities etc) - I can show my understanding of climate zones by initiating role play and produce a brochure/postcard to describe surroundings appropriately.	<u>Locational Knowledge:</u> - Name and locate the world's seven continents and five oceans. <u>Human and physical geography:</u> - 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: physical features (beach, coast, forest, hill, mountain, sea, ocean, river, season and weather) and human features (city, town, village, factory, farm, house, shop) <u>Place Knowledge:</u> - 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.	<u>Caught Vocabulary:</u> Climate Temperate Equator Holiday South/North Pole Travel/modes of transport Below freezing Hot/cold Seasons Weather Represent Temperature <u>Taught Vocabulary:</u> Polar climate Tropical climate Mudslides Africa Humid Dry Inches of rain Cactus Mediterranean climate Related animals and country of origin and oceans/seas/ivers surrounding Antarctica Monsoon Mountains Predictable weather Arid climate Desert High rainfall Survival Europe

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		<u>Geographical skills and fieldwork:</u> - Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans. - 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.	
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For cross curricular links, see specific subject vocabulary list/objectives.