

GEOGRAPHY

Year 1

Mapping and scale	<ul style="list-style-type: none"> • Use simple compass directions (N,E,S,W) and use directional language (e.g. up, down, left, right, forwards, backwards) to describe the location of features and routes on a map. • Devise a simple map of the school grounds, using their own symbols • Follow a simple map of the school grounds.
Fieldwork	<ul style="list-style-type: none"> • Use world maps, atlases and globes, to identify the UK and its countries. Pin point Doncaster and Auckley. Pin point Seaside towns that you focus on. • To use aerial images to identify how the school grounds/locality have changed over time, including simple scale drawings • Investigate their surroundings. • Collect data as a whole class using a method chosen by the teacher. • Suggest simple geographical questions before taking part in teacher-led enquiries. • Draw simple features they observe in the local area
Human and Physical features including settlements	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK - link to science - observe and describe weather associated with seasons. Also link to fieldwork and collecting data by recording temperatures and measuring rainfall. • To be able to express the differences between human and physical features. • Recognise how places have become the way they are and how they continue to change • Recognise and sort items in their locality into physical and human features.
Location and place	<ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans. • Name and locate the 4 countries and capital cities of the UK and its surrounding seas. Locate where Doncaster and Auckley are on a UK map. Focus on seaside town locations and the sea next to that coastline. • Identify the location of hot and cold areas of the world in relation to the Equator, North and South Poles. Link to text being used. • Make simple comparisons between features of different places
Geographical terms related to topic (Key vocabulary)	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p>
Greater Depth:	<ul style="list-style-type: none"> • CT 2 - Pupils are able to discuss different geographical viewpoints/ideas (using a modelled frame) and are starting to form their own view point. This uses supplied information/geographical questioning formats • C3 - Pupils are aware of what a viewpoint is and are starting to understand/ articulate different views, which are beginning to shape their own geographical understanding

- CT 4 & C2 - Children are able to make connections using variation theories -What is is/What it is not, and are starting to create geographical questions to pursue
- CT 4, 5 & C2 - Children are starting to make connections between geographical items studied so far/over time (Seasonal weather patterns)
- CT 5 - Children are starting to critically reflect on research/ given information (Based on a teacher modelled frame)
- CO 2 - Pupils are starting to use modelled peer tutoring methods (pupil reciprocal teaching)
- CO 3 - Pupils are beginning to critique themselves as a geographical learner (using teacher modelled formats)
- CO 6 - Children are beginning to feedback their geographical learning and understanding (following a teacher model) in a 'jigsaw classroom' format
- C1 & C2- Create geographical questions to pursue. Start to recognise different ways to look at these geographical questions (modelled support from the teacher - CT1)

Defined End Point

- Develop knowledge about the world, the U.K. and their locality and begin to use geographical skills including first hand observation, to enhance locational awareness