

Geography Programme of study Key Stage 1

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Pupils will be taught to

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Geographical enquiry and skills

In undertaking geographical enquiry, pupils should be taught to:

- ask geographical questions [for example, 'What is it like to live in this place?']
- observe and record [for example, identify buildings in the street and complete a chart]
- express their own views about people, places and environments [for example, about litter in the school] d. communicate in different ways [for example, in pictures, speech, writing].
- use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
- use fieldwork skills [for example, recording information on a school plan or local area map]
- use globes, maps and plans at a range of scales [for example, following a route on a map]
- use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] e. make maps and plans [for example, a pictorial map of a place in a story].

Knowledge and understanding of places

- identify and describe what places are like [for example, in terms of landscape, jobs, weather]
- identify and describe where places are [for example, position on a map, whether they are on a river]
- recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
- recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
- recognise how places are linked to other places in the world [for example, food from other countries].

Knowledge and understanding of patterns and processes

- make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]
- recognise changes in physical and human features [for example, heavy rain flooding fields].

Knowledge and understanding of environmental change and sustainable development

- recognise changes in the environment [for example, traffic pollution in a street]
- improved and sustained [for example, by restricting the number of cars].

Progression			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> I can say where me and my family come from I can point out the United Kingdom on a world map or globe I can talk about some key features of a location (eg coast or city) I can point out and talk about the 4 countries of the UK and their capital cities I can find and name 4 other countries, 7 continents and 5 oceans on a world map or globe 	<ul style="list-style-type: none"> I can talk about/point out similarities and differences of my own area and of another area in the United Kingdom I understand that some people/children come from other countries I can talk about/point out similarities and differences between my own area and a small area of a contrasting non-European country 	<ul style="list-style-type: none"> I can notice/talk about changes in weather I can use basic geographical vocabulary to describe human and physical features eg cliff, beach, forest, house, shop, farm, town, village I can make a map of my local area I can talk about what the land around school is used for I can point out some hot or cold areas of the world I can say why some areas of the world are hotter/colder (eg near the equator, close to the North or South Poles) 	<ul style="list-style-type: none"> I can ask and answer questions about places (eg What is this place like? What do people do in this place?) I can use simple fieldwork and observation skills to study the geography of our school and its grounds and the surrounding area I can use maps, globes and atlases to help me I can understand and use some symbols on a map I can use words to describe routes and locations on a map (eg near and far, left and right) I can recognise some landmarks and basic features from ariel plans and images (eg Google Earth) I can use compass directions (eg north, south, east, west) I can make a simple map I can understand, use and make my own simple map key I can use simple grid references I can find out information from charts or graphs (eg a survey)

