

Thomas Gray Primary Geography Scheme of Work (Key Learning) Year 1

Year 1			
	Autumn 1	Spring	Summer 1
	Penguins, Possums and Pigs (Hot and cold countries)	Wind in the Willows Y2 (Seasonal and Daily weather patterns)	The Great Outdoors (Fieldwork in the school grounds)
Prior Knowledge	The children should be familiar with world maps and globes. They should be able to name land and oceans. They should be familiar with different weather types and have experience of different environments/vocabulary through stories, small world play, visitors and trips out.	They should be familiar with different weather types and have experience of different environments/vocabulary through stories, small world play, visitors and trips out. They should know they are from England and be familiar with the UK map.	They should have experience of the school grounds and local area. They should have a basic knowledge of the seasons and daily weather, They should have experience of different environments/vocabulary through stories, small world play, visitors and trips out.
Investigating Places Location and Place Knowledge	<ul style="list-style-type: none"> ▪ Name and locate the world's the seven continents and five oceans. ▪ Name and locate the North and South Pole and Equator. 	<ul style="list-style-type: none"> ▪ Name and locate the four countries of the United Kingdom. (<i>e.g. on a weather map</i>). ▪ ▪ Name and locate Liverpool 	<ul style="list-style-type: none"> ▪ Name and locate school and Bootle (town)
Investigating Places Human and Physical Geography	<ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Identify 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 to refer to: <ul style="list-style-type: none"> ▪ Key physical features, including: land, sea, ocean, season and weather. ▪ Key human features, including: city, town, village. 	<ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom ▪ Use basic geographical vocabulary to refer to key physical features including season and weather. 	<ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Use basic geographical vocabulary to refer key physical and human features.
Investigating Places and patterns	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. 	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment <i>e.g. 'What is the weather like here?'</i> 	<ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about their environment.

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<p>Enquiry and Investigation</p>	<ul style="list-style-type: none"> ▪ Ask and answer simple geographical questions when investigating different places and environments. (hot and cold places). ▪ Describe some similarities, differences and pattern when comparing hot and cold places of the world. ▪ Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> ▪ Investigate through observation and description. 	<ul style="list-style-type: none"> ▪ Investigate through observation and description.
<p>Communicate Geographically Mapping</p>	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. 	<ul style="list-style-type: none"> ▪ Know that symbols mean something on maps. <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Use and construct basic symbols in a map key (weather symbols). ▪ Know that symbols mean something on maps. ▪ Begin to realise why maps need a key. 	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Look down on objects and make a plan e.g. of the classroom or playground.
<p>Communicate Geographically Fieldwork /Trips</p>		<ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical 	<ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds.

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		<ul style="list-style-type: none"> features (<i>e.g. weather</i>) of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences <i>e.g. weather, seasons</i>, Use simple compass directions (NSEW). Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Use cameras and audio equipment to record geographical features, changes, differences <i>e.g. weather, seasons, vegetation, buildings etc.</i> Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes <i>e.g. left/right, forwards and backwards.</i> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
<p>Communicate Geographically Other</p>	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts. Use basic geographical vocabulary. Express views about these environments and recognise how people sometimes affect the environment. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns <i>e.g. weather patterns, water in the school grounds.</i> Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom (<i>e.g. weather symbols on a map</i>). Use basic geographical vocabulary (<i>season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm etc.</i>). <p>Use maps and other images to talk about everyday life <i>e.g. where we live etc.</i></p>	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the programme of study as well as to describe specific local geographical features. Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life <i>e.g. where we live, journey to school etc.</i>
<p>Communicate Geographically Technology/ICT</p>	<ul style="list-style-type: none"> Use simple electronic globes/maps. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. 	<ul style="list-style-type: none"> Use simple electronic globes/maps <i>e.g. Google Earth, Living Earth app.</i> Add simple labels to a digital map <i>e.g. Digimap for Schools.</i> 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Add simple labels to a digital map.

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		<ul style="list-style-type: none">▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.▪ Use cameras and audio equipment to record own weather forecasts.▪ Describe and label electronic images produced.▪	<ul style="list-style-type: none">▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions.▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.▪ Describe and label electronic images produced.
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See Y1/2 Additional Vocabulary List