

Y1 Geography Curriculum Recovery Plan

EYFS Framework

Understanding the World

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

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.

ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

National Curriculum Requirements

KS1

Pupils should develop knowledge about –

- the world
- the United Kingdom
- their locality

They should –

- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their local awareness

KS2

Pupils should –

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America
- this will include the location of a range of the world’s most significant human and physical features

They should –

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Geography National Curriculum Strands

Locational Knowledge

Place Knowledge

Human and Physical Geography

Skills and Fieldwork

Each aspect (key knowledge and skill) of the William Patten geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.

Reception Compromised content (Spring 2021)

EYFS End Points (Informed by Early Learning Goals)

Understanding the World

ELG: People, Culture and Communities

- Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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.

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ELG: The Natural World

- Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Year 1 2021-22				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Weeks 2 & 3	Spring 1 Weeks 1 and 2	Summer 1 Weeks 3 and 4
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understands 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 <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Can 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 Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Topic	Local Area ' Our School'	UK (Informed by 'Our Country' Planit Geography Scheme Unit	Weather Patterns
	Key Knowledge	<p>Recovery Content:</p> <ul style="list-style-type: none"> Children need to be able to describe their immediate environment using existing knowledge from observation. This can be supported by photographs and discussion initially, with stories, non-fiction texts and maps being used to build understanding as the unit progresses. Discuss within the PoS some of the differences that children already know or can identify about the natural world around them (eg Abney park, Clissold Park and the School Grounds) and contrasting environments (such as the High Street) drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.** Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. Maps have symbols on them to show us important buildings and other features of the area. Human features are characteristics of a place that were made by humans, for example shops and roads Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). 	<p>Recovery Content:</p> <ul style="list-style-type: none"> Children should begin by explaining 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. This can be supported by photographs and the children's own experiences, so that the UK is understood to be a part of the wider world. <ul style="list-style-type: none"> London (where we live) is the capital city of England. England is one of four countries in the U.K. The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. Towns and countryside have similar and different geographical features. 	<ul style="list-style-type: none"> Knows and can explain what the weather is like in our country. Knows and can name 4 types of weather that happen in the UK. Knows that weather changes throughout the year and can name the seasons. Knows and can explain how the weather can affect us Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. Knows and understands what weather forecasts show Knows 3 or more weather symbols and can explain what they show Knows what hot and countries might look like and how they might differ according to the weather Knows three facts about the arctic
	Cross Curricular Links	<ul style="list-style-type: none"> Literacy: Children write their address Maths: Geometry: children use maps to describe position, direction and movement 	<ul style="list-style-type: none"> Art: Sketching/painting a physical feature of the U.K. 	<ul style="list-style-type: none"> Y1 Science: Seasons
<p>KS1 Skills and Fieldwork End Points:</p> <p>Children will be able to –</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps Undertake simple fieldwork within school locality 	Key Skills	<ul style="list-style-type: none"> Name and give examples of some of the key features of their local area. Use observational skills to sort physical and human features using aerial photographs. Construct a map of the classroom using fieldwork observations. Use and recognise some basic map symbols, and begin to understand how these can be used in a key. 	<ul style="list-style-type: none"> Use globes, maps and atlases to locate the countries and capital cities of the U.K. Use a growing range of subject specific vocabulary. Compare geographical features of towns and the countryside using their existing observations, maps and photographs. Use aerial photographs to begin to locate countries. Use basic geographical vocabulary to refer to human and physical features. 	<ul style="list-style-type: none"> Observe the weather. Record observations in a weather diary. Describe what weather forecasts show. Work cooperatively (with a partner) to present a weather forecast for parts of the UK. Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. Use ICT to design a poster campaign to help people look after themselves in very hot weather. Begin to locate a hot and cold county on a world map. Can research the Arctic with my partner and present facts to class friends. Use map skills to locate hot and cold places. Locate (find) the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic.

School Context			
	<ul style="list-style-type: none">• Children will learn about their local area by going on a local walk around Stoke Newington. They will identify local landmarks, facilities and features of the area.	<ul style="list-style-type: none">• Children will learn about the location of their homes and school in the wider context of the U.K. and the world.• They will start to understand the similarities and differences between where they live and other places.	<ul style="list-style-type: none">• Children will observe the weather from suitable vantage points, including the roof-top garden, during fieldwork.